

FRCPP

WW 3/3/23
Bd App 3/9/23

Welcome

Dear **Student,**

Thank you for participating in this year's survey. Your feedback is important to your school!

Please note that your responses to the following questions are **CONFIDENTIAL**. Your name will **NOT** be included in any results.

You must click **DONE** on the final page in order for your survey to be counted.

1. What grade are you in this school year?

☐ 3rd grade

☐ 4th grade

☐ 5th grade

☐ 6th grade

☐ 7th grade

☐ 8th grade

☐ 9th grade

☐ 10th grade

☐ 11th grade

☐ 12th grade

2. [GRADES 9-12 ONLY.] How much do you disagree or agree with the following statements? At my high school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers make sure that all students are planning for life after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers work hard to make sure that all students are learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school is seen as preparation for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers pay attention to all students, not just the top students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers work hard to make sure that students stay in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. [GRADES 9-12 ONLY.] How much do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My classes give me useful preparation for what I plan to do in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school teaches me valuable skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working hard in high school matters for success in the work force.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What we learn in class is necessary for success in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How much do you agree with the following statements about your school?

	Strongly disagree	Disagree	Agree	Strongly agree
I worry about crime and violence in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are often teased or picked on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are often threatened or bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How safe do you feel...

	Not Safe	Somewhat Safe	Mostly Safe	Very Safe
In the hallways of the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the bathrooms of the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside around the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling between home and school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How much do you agree with the following statements about students in your school? Most students in my school...

	Strongly disagree	Disagree	Agree	Strongly Agree
Like to put others down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help each other learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't get along together very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How many students in your school. . .

	None	Some	About half	Most	All
Feel it is important to come to school every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to pay attention in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think doing homework is important?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try hard to get good grades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How much do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I always study for tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set aside time to do my homework and study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to do well on my schoolwork even when it isn't interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I need to study, I don't go out with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How much do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel safe and comfortable with my teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers always keep their promises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers always listen to students' ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How much do you agree with the following statements about teachers across your classes? My teachers....

	Strongly Disagree	Disagree	Agree	Strongly Agree
Often connect what I am learning to life outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to share their ideas about things we are studying in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often require me to explain my answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage us to consider different solutions or points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't let students give up when the work gets hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain information in a way I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expect everyone to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Want us to become better thinkers, not just memorize things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often do the following things happen in your classes?

	Never	Rarely	Occasionally	Most or all of the time
It's clear to me what I need to do to show that I know the skills we are learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We stay busy and do not waste time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn interesting things in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers make sure I understand lessons before teaching something new.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn a lot from feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How much do you agree with the following statements about your classes?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I usually look forward to my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work hard to do my best in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I get so interested in my work I don't want to stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics we are studying are interesting and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How much do you agree with the following statements about teachers across your classes? My teachers...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Help me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are willing to give extra help on schoolwork if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notice if I have trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give me specific suggestions about how I can improve my work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain things in a different way if I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In your ENGLISH/READING/LITERATURE class this year, how often do you do the following?

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
Debate the meaning of a reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss connections between a reading and real life people or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss how culture, time, or place affects an author's writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve a piece of writing as a class or with partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewrite a paper or essay in response to comments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In your MATH class this year, how often do you do the following?

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
Apply math to situations in life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss possible solutions to problems with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain how you solved a problem to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a few sentences to explain how you solved a math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a math problem for other students to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In your SCIENCE class this year, how often do you do the following?

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
Use laboratory equipment or specimens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write lab reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate your own hypotheses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use evidence/data to support an argument or hypothesis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find information from graphs and tables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Welcome

Staff

Thank you for participating in this survey. Your feedback is invaluable to your school.

Please note that your responses to the following items are CONFIDENTIAL. Your name will NOT be included in any results.

1. Do you teach students in your current role?

☐ No

☐ Yes

2. This school year, how often have you...

	Never	Once or twice	3-9 times	10 or more times
Observed another teacher's classroom to offer feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observed another teacher's classroom to get ideas for your own instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone over student assessment data with other teachers to make instructional decisions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to develop materials or activities for particular classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on instructional strategies with other teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For the students you teach this year, how many of their parents/guardians...

	None	Some	About half	Most	All
Attended parent-teacher conferences when you requested them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacted you about their child's performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responded to your suggestions for helping their child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. During a typical week, how much time is formally set aside for you to collaborate with one or more teachers during work hours?

- | | |
|--------------------------------------------|---------------------------------------------|
| <input type="radio"/> No time | <input type="radio"/> 60 minutes to 2 hours |
| <input type="radio"/> Less than 30 minutes | <input type="radio"/> More than 2 hours |
| <input type="radio"/> 30-59 minutes | |

5. How many faculty and staff in this school...

	None	Some	About half	Most	All
Help maintain discipline in the entire school, not just their classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school fail?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please indicate the extent to which you agree with each of the following:

	Strongly disagree	Disagree	Agree	Strongly agree
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel loyal to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much do you agree with the following statements? The leadership team at this school. . .

	Strongly disagree	Disagree	Agree	Strongly agree
Communicates a clear mission for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets clear expectations for faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is committed to shared decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works to create a sense of community in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates buy-in among faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages students to be involved in the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes parent, guardian, and community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent do you feel respected by other faculty and staff at this school?

- ☐ Not at all
- ☐ A little
- ☐ Some
- ☐ To a great extent

9. Please indicate the extent to which you agree with each of the following:

	Strongly disagree	Disagree	Agree	Strongly agree
Faculty and staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's OK in this school to discuss feelings, worries, and frustrations with other faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff respect others who take the lead in school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff at this school respect those colleagues who are experts at their craft.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate the extent to which you agree with each of the following:

	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and parents at this school think of each other as partners in educating children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff at this school work hard to build trusting relationships with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please indicate the extent to which you agree with each of the following. A member of the school leadership team...

	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply to me
Makes clear to faculty and staff the leadership's expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presses faculty and staff to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows what's going on in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with useful feedback to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has provided me with the support I need to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How much influence do faculty and staff have over school policy in each of the areas below?

	No influence	A little influence	Some influence	A great deal of influence
Planning how discretionary school funds should be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining which books and other instructional materials are used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing the curriculum and instructional program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what extent does this school...

	Not at all	A little	Somewhat	A great deal
Involve parents/guardians in the development of programs aimed at improving students' academic outcomes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve parents/guardians in commenting on school curricula?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include parent leaders from all backgrounds in school improvement efforts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents/guardians to connect with one another, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage more involved parents/guardians to reach out to less involved parents/guardians?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How often have your professional development activities this year:

	Never	Rarely	Occasionally	Most or all of the time
Been sustained and coherently focused, rather than short-term and unrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been closely connected to my school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with colleagues in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with colleagues in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to analyze student work/data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To what extent do you agree with the following:

	Strongly disagree	Disagree	Agree	Strongly agree
Once we start a new program in this school, we follow up to make sure that it's working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have so many different programs in this school that I can't keep track of them all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many special programs come and go at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Welcome

We want to hear from **parents, guardians, and family members** of our students. Your feedback is important to us! We will use your feedback to inform our school improvement plan.

Your answers are **CONFIDENTIAL**. They will only be presented together with other responses.

All questions are optional. You must click **DONE** on the final page in order for your survey responses to count.

Please answer the following questions thinking about your experience with our school this school year.

If you have more than one child enrolled in this school, please think about your experience with your oldest child as you answer the questions. Although it is not required, if you prefer, you may complete multiple surveys, one for each child enrolled in our school.

There will be a space at the end of the survey for additional comments.

1. What grade is your child in?

☐ PreK

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

2. How much do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
Parent activities are scheduled at times that I can attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to contact my child's teacher(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated with respect in my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the response I get when I contact my child's school with questions or concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal or school leader is accessible to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel welcome in my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do the following things happen at your child's school?

	Never	Rarely	Occasionally	Most or all of the time	Does not apply
Adults at my child's school treat my child with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is bullied at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated badly at school because of his/her race/ethnicity or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated badly at school because of his/her religion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated badly at school because of his/her gender identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated badly at school because of his/her sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated badly at school because he/she is learning to speak English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated badly at school because he/she has a disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels safe going to and from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How much do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
My child's school communicates with me in a language I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents sent home from my child's school are in the language I selected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school communicates with me in a manner that is clear and timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school gives me information about how I can help my child be successful in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school gives me information about what my child is expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school does a good job of letting me know about school rules and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school lets me know about meetings and special school events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school invites me to be included in decisions that affect my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school values my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How often does someone from your child's school do the following?

[illegible]

6. How much do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
My child's school has high expectations for my child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school meets the specific nonacademic needs of my child (for example, behavioral and social-emotional needs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my child's school encourage my child to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my child's school give helpful comments on homework, classwork, and tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the quality of education my child's school is providing for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. This year, how much of a challenge are these things in making sure your child attends school every day?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge	Does not apply
Transportation provided by the school district (school bus, van)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family responsibilities (for example, taking care of a family member, must work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsafe walking route to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child does not feel safe at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has chronic or ongoing medical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspensions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of meaningful relationships with adults in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing instability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with child welfare system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

8. If you have any additional feedback you would like to provide about your child's school, please write it in the box below.

--

Thank you for completing the 2018 Essential Practices Parent & Guardian Survey!

Please click "Done" below to submit your survey responses.

wpw 3/3/23
Bd hpp 3/9/23

BOARD REPORT
CANTON AREA SCHOOL DISTRICT LIBRARIES
December 2022 – February 2023

Circulation: High School

	<i>December</i>	<i>January</i>	<i>February</i>	<i>YEAR TOTAL</i>
Fiction	13	34	32	258
Non-Fiction	7	9	20	82
Graphic Novels	5	0	4	116
Total	25	43	56	456

Inter-Library Loans

0 received; 0 sent

Circulation: Elementary School

	<i>December</i>	<i>January</i>	<i>February</i>	<i>YEAR TOTAL</i>
Fiction	314	401	684	3,839
Graphic Novels	274	355	498	2,317
Non-Fiction	212	311	627	2,993
Everybody/Easy	397	453	625	4,139
Total	1,197	1,520	2,434	13,288

Inter-Library Loans

0 received; 0 sent

Lending Library

0

Accessions

- **135** new books processed in the high school this school year.

https://docs.google.com/spreadsheets/d/1Q_b_K5plkec4oPSSArbpK7s_GhhHDpWx/edit?usp=sharing&ouid=109590831652861000015&rtpof=true&sd=true

- **419** new books processed in the elementary school this school year.

https://docs.google.com/spreadsheets/d/1zdIetTmw0wAwGkkOq6PSD5DTC4aMd_7L/edit?usp=sharing&ouid=109590831652861000015&rtpof=true&sd=true

Special Projects

- Students in grades K-6 are finishing up a unit of study on coding and technology. Students will then begin reading books that have been nominated for the Pennsylvania Young Reader's Choice Award. We will be voting for our favorite in the state-wide vote in March 2023.
- We have begun the process to organize the high school library fiction collection by genre.

Comments

- The 2023 Battle of the Books competition will be held at the high school on April 1, 2023. The elementary team has been hard at work preparing for competition day!

Professional Development

- N/A

CANTON JUNIOR-SENIOR HIGH SCHOOL



Academic Planner 2023-2024

ADMINISTRATION

Dr. Amy Martell, Superintendent
Mr. Donnie Jacopetti, High School Principal
Mrs. Amy Repard, Director of Special Education
Mr. Dave Loomis, School Psychologist
Mr. Don Cron, Dean of Students / Teacher
Mr. Bob Rockwell, Athletic Director
Mr. Mark Jannone, Business Manager

SCHOOL COUNSELING DEPARTMENT
Mrs. Jessica Watson, School Counselor
jwatson@canton.k12.pa.us
570-673-3000

Mrs. Jaime May, Guidance Secretary
jmay@canton.k12.pa.us
570-673-3000

Dear Student and Parent,

With Warrior Pride,
Mr. Jacopetti, Principal

EVERY STUDENT - EVERY DAY "THE WARRIOR WAY!"

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VISION STATEMENT

Canton students are leaders, communicators, and citizens who value learning and their rural community.

MISSION STATEMENT

We focus on learning - Every child, Every day, "The Warrior Way!"

INTRODUCTION

The course offerings at Canton Junior Senior High school are reviewed and revised each year to ensure that our student's ever changing needs are met.. The choices made using this planner as a resource will have a substantial impact on the pathway pursued after graduation. The staff and administration at CHS are committed to providing each student with the best educational programming available to ensure success. Each spring all students have an opportunity during the school day to select courses appropriate to their needs and future plans. At this time members of the counseling department will be meeting with students to discuss their course selections. Students are encouraged to involve their parents in the course selection process. A master schedule is finalized over the summer months and is available for student viewing on or around the middle of August.

DUAL-ENROLLMENT

A dual-enrollment program is offered to Canton juniors and seniors. Students who enroll in the following Canton Jr./Sr. High School courses will have the opportunity to earn college credits at a discounted cost to the student. The colleges we have agreements with are Keystone and Lackawanna Colleges. Students should always check with individual post-secondary schools to make sure these courses will be accepted towards their degree and/or electives.

KEYSTONE COLLEGE

<u>CHS Course</u>	<u>College Course</u>	<u>Credits</u>
AP Biology.....	BIO 1125 - General Biology I	4 Credits
	BIO 1130- General Biology II	4 Credits
Human Anatomy and Physiology.....	BIO 1110- Human Anatomy & Physiology	4 Credits
Statistics.....	MATH 2115 Statistics	3 Credits

LACKAWANNA COLLEGE

<u>CHS Course</u>	<u>College Course</u>	<u>Credits</u>
Composition I.....	ENG 105-College Writing	3 Credits
Public Speaking.....	COM 125- Effective Speaking	3 Credits
AP English/Composition II.....	ENG 110-Intro to Literature	3 Credits
Honors Pre-Calculus.....	MAT 120- College Algebra	3 Credits
AP Psychology.....	PSY 105- Intro to Psychology	3 Credits
Spanish III.....	SPN 101- Elementary Spanish I	3 Credits
Physics II.....	PHY 120-General Physics	3 Credits
Chemistry II.....	CHM 120- General Chemistry	3 Credits
AP Environmental Science.....	ESC125-Environmental Science	3 Credits
AP US Government and Politics.....	HIS 118- American Government	3 Credits

VOCATIONAL EDUCATIONAL OPPORTUNITIES AT THE NORTHERN TIER CAREER CENTER

All students at Canton Jr/Sr High School have the option of attending the Northern Tier Career Center (NTCC) in their junior and senior year (sophomore year for cosmetology). The NTCC offers vocational-technical programs that provide students with the training and skills to enter into a career upon graduation from high school or to pursue advanced technical training at an accredited post-secondary institution.

All NTCC programs, as described here, are available to all students. However, please note that enrollment at the NTCC is limited to the district's annual allotment of openings within each program offered. Openings are based on a first come, first served basis. Students who attend the NTCC will receive 4 credits per school year for the program they have chosen there. While attending Canton High School, these students will receive courses in English, Social Studies, Math, or Science. These courses will give them 3 credits toward graduation per year.

Individual Education Programs (IEP) for students with disabilities selected to attend the NTCC will reflect the goals and objectives of the respective program for which they are enrolled. NTCC instructors are informed of any modifications or special services addressed in the IEP, and include curricular modifications into the student's program.

In order for a student to be eligible to attend the NTCC, the following requirements must be met:

1. Must have acquired 12 credits (meeting all 9th & 10th grade state and school district requirements) through grade 10, and pass all subjects in grade 11 (first semester). Concerns regarding qualifications for NTCC will be addressed on a case by case basis. The specific list of courses that must be successfully completed prior to attending NTCC are as follows:
 - a. **9th grade:** English 9, American History II, Algebra I or 1-A, Chemistry in the Environment or Honors Chem I, 1 Technology course, Physical Education 9, two or three electives (minimum of 7 credits).
 - b. **10th grade:** English 10, Modern America, Algebra II or 1-B, Biology, Physical Education 10, Health 10, 1 Technology course, two electives (minimum of 7 credits).
 - c. **11th grade:** Pass all courses 1st semester to remain at NTCC.
2. Have no more than a total of ten days absence during the previous school year of anticipated attendance at NTCC, unless excused for legal/doctor reasons.
3. Sign the enrollment form in the school counseling office. All students accepted in a program at NTCC must abide by the current Canton Jr/Sr High School student handbook and the current academic planner.
4. Must, in the judgment of the High School Principal and the High School Counselor, have had a positive attitude and an acceptable conduct record.

NORTHERN TIER CAREER CENTER COURSES (COURSE NUMBERS #935 #936 #93

HUMAN RESOURCES

Diversified Occupations (12th Grade Status) – 150 school days, 720 hours

This opportunity is available to SENIORS who are not enrolled in another NTCC program and allows students with specific career objectives in pathways that are not offered at NTCC to gain related experience for credit. Students complete theory classes through NTCC, including employability, career development, workplace readiness, technical skills, and safety. Students complete their remaining hours (minimum 15 hours per week) through paid part-time on-the-job experience at training sites, where they will develop skills in accordance with their individual training plans. Students will complete the NOCTI: 21st Century Skills for Workplace Success.

- Industry Credential Opportunities:
- CareerSafe: OSHA Safety
- National Safety Council: Forklift Operator Certification

Teacher Academy / Early Childhood Education – 900 hours

This program provides instruction in the physical, emotional, intellectual, and social development of children. Aspects of teaching and working with children from birth to elementary school age are included, such as health, wellness, safety, growth, behavior, and developmental milestones. Students will learn to attend to children's basic needs, organize activities, develop curriculum, prepare lesson plans, design and manage programs, and effectively deliver instruction in childcare, pre-school, and elementary settings. Theory in this course includes human development, psychology, ethical and professional responsibilities, communication, and the interaction of child, family, community, and schools. Clinical experiences will provide opportunities for students to develop the skills necessary to become successful future teachers and childcare providers while working directly with young children in childcare centers and schools.

Industry Credential Opportunities:

- Child Development Associate (CDA) National Credential
- American Red Cross: First Aid and CPR
- College credit opportunities: Dual enrollment anticipated and currently being explored

CONSTRUCTION TRADES

Building Construction Trades - 900 hours

This program of study covers construction and remodeling of buildings including carpentry, concrete, masonry, painting, drywall, cabinetry, roofing, plumbing, electrical, stairs, and interior/exterior finishes. Students study and practice all phases of building construction, from layout of site, foundation and wall construction, to roof framing and interior trim.

Industry Credential Opportunities:

- OSHA: 10-hour Safety Course, Construction
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: BCT 103, 109 & 234 (10 credits offered)

Mechanical Trades (HVAC-Plumbing-Electrical) - 900 hours

This Heating, Ventilation & Air Conditioning (HVAC) program combines classroom and practical learning experiences and prepares individuals to apply technical knowledge and skills to install, repair, and maintain home and business heating, air conditioning, basic plumbing, electrical, and refrigeration systems. Students will gain experience by working on equipment that is used daily in their own homes, such as furnaces, water heaters, electrical appliances, and air conditioning units.

Industry Credential Opportunities:

- OSHA: 10-hour Safety Course, Construction
- Air Conditioning, Heating & Refrigeration Institute: EPA 608
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: ACR 111 (5 credits offered)

HEALTH CARE

Health Assistant/Pre-Nursing - 900 hours

This course allows the student to advance at their own rate and allows for individuality in the choice of a specific career objective and provides skills for Medical Assistant, Nursing Assistant, and Dental Assistant. Introduction to EKG, Phlebotomy, Occupational and Physical Therapies are included. This course is for the student looking to further their education in health care as a Registered Nurse, LPN, OT, PT and other healthcare related fields. After completion of the nursing assistant curriculum, students are eligible to take the state exams (written & skill) for placement on the registry for long-term care nursing assistants. Clinical experiences may accompany portions of this course.

Industry Credential Opportunities:

- Pennsylvania Department of Health: Nurse Aide Registry
- American Red Cross: First Aid and CPR
- DVM-Instructional Systems: Dean Vaughn Learning Systems in Medical Terminology
- OSHA: 10-hour Safety Course, Healthcare
- Penn College NOW – Dual Enrollment with Penn College of Technology: MTR 104 (3 credits offered)

HUMAN SERVICES

Cosmetology - *1350 hours (Tech Prep)

This is a state licensed course designed to provide the student with fundamentals needed to prepare for the state board examination. Instruction is provided in chemical textures, hair coloring and lightening techniques, haircutting and hair design, microdermabrasion, glycolic peels, facials, superfluous hair removal, styling eyebrows, pedicures, manicures, and nail art. Practical experience is gained by providing services through the operation of an on-site clinic for classmates, fellow NTCC students, and clients from the community.

Industry Credential Opportunities:

Pennsylvania State Board of Cosmetology: Cosmetologist
**1250 hours are required by the Pennsylvania State Board of Cosmetology to take the State Board exam. In order to obtain sufficient hours, students will need to enroll in their 10th grade year. Summer school is no longer offered for completion of hours.*

HOSPITALITY

Food Production & Management - 900 hours

This course is designed to provide the student with the skills, knowledge, and attitudes necessary in food service and hospitality related careers. Specialized learning units include theory and work experience in the major areas of selection, purchasing, storage and preparation of ingredients, baking and desserts, restaurant management, and cold food preparation. The restaurant kitchen serves as the preparation laboratory, while the 40 seat restaurant provides experience in proper front-of-the house operations.

Industry Credential Opportunities:

- National Restaurant Association: ServSafe Manager's Certification
- National Restaurant Association: ServSafe Allergen Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: FHD 118 & FHD 137 (4 credits offered)

INFORMATION TECHNOLOGY

Information Technology - 900 hours

This program prepares students to apply basic engineering principles and technical skills as they take the first step in pursuit of an IT career in cloud computing, network administration, mobility, security systems administration, programming, database management, and/or continuing education at a post-secondary institution. Taking a broad-spectrum approach, students will learn basic computer design and maintenance, security, networking, operating systems, IT operations, hardware and software problem diagnosis, troubleshooting, technical support, and web design. Students will gain the foundational knowledge and skills necessary to successfully pursue the post-secondary training and education that is required for most entry-level positions in IT.

Industry Credential Opportunities:

- CompTIA: IT Fundamentals Certification
- CompTIA: A+ Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: EET 145 (4 credits offered)

MANUFACTURING

Welding Technology - 900 hours

The Welding program is taught in a simulated work environment to help develop hands-on experience, as well as theory and equipment and shop safety skills. The course is designed to equip students with skills and knowledge in shielded metal arc welding (SMAW), gas metal arc welding (GTAW), and flux core arc welding (FCAW), as well as blueprint reading and fabrication.

Industry Credential Opportunities:

- American Welding Society: Level 1 Entry Welder Training
- OSHA: 10-hour Safety Course, General Contracting
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: WEL114, WEL116, WEL120, WEL123, WEL124 & WEL129 (12 credits offered)

TRANSPORTATION

Automotive Mechanics Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized area of automotive technology including engine diagnosis, engine repairs, heating & cooling systems, power train, brake suspension, steering systems, and computerized engine controls. Students study and practice all phases of engine repair and overhaul from diagnosis-problem solving to preventative maintenance. Industry Credential Opportunities:

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Environmental Protection Agency: 609 Motor Vehicle Air Conditioning Certification
- Automotive Service Excellence (ASE): Entry-Level Certification
- National Safety Council: Forklift Operator Certification

Diesel Mechanics Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction in diesel engine mechanics, suspension and steering, brake systems, electrical electronic systems, preventative maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair is included. Industry Credential Opportunities:

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Automotive Service Excellence (ASE): Entry-Level Certification
- Bendix: Brake Certification; MGM: Brake Certification
- Environmental Protection Agency: 609 Motor Vehicle Air Conditioning Certification
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: DSM 119 & DSM 141 (4 credits offered)

Machine Tool Technology - 900 hours

The MTT program is designed to prepare students with the skills and experience necessary to pursue post-secondary education and training in machining and engineering pathways or obtain entry level employment in the metal products or manufacturing industry. Students will be trained in the conventional areas of industrial machine setup, operation, and maintenance, to include lathes, mills, drills, and grinders, as well as in Computer Numerical Control (CNC) machine setup, programming and operation. Students will develop skills in industry-related mathematics and CAD/CAM software applications, in addition to the use of tools, gauges, precision instruments, and blueprints. Machinists are in exceptionally high demand and the field includes careers in engineering, manufacturing, machine maintenance, tool and die, and fabrication. Industry Credential Opportunities:

- National Institute for Metalworking Skills, Inc. (NIMS)
- OSHA: 10-hour Safety Course, General Contracting
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: MTT 118 & MTT 119 (8 credits offered)

Collision Repair Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized areas of automotive reconstruction and restoration including panel replacement and repair, frame repair, plastic repair, refinishing, auto body related mechanics, automotive electricity, and estimating. Students study and practice all methods of auto body repair including the use of hand tools, welding practices, body and frame repair, refinishing processes, spray painting techniques, interior trim removal, upholstery, weather stripping, sheet metal repair, filler work, and plastic repair.

Industry Credential Opportunities:

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Environmental Protection Agency: 6H Certification
- ICAR: Non-Structural (14 certifications available)
- National Safety Council: Forklift Operator Certification

CHS COURSE CATALOG

GRADUATION REQUIREMENTS

A summarization of the requirements for graduation is provided to assist you as you plan your course of study. Students must earn 22.25 credits and demonstrate proficiency in the Pennsylvania Academic Standards in order to graduate.

Courses	Required Credits
English	4
Science	3 or 4 (Science/Math must total 7)
Mathematics	3 or 4 (Science/Math must total 7)
Social Studies	3
Computer/Business Technology	2
Physical Education	1.5
Elective Classes	4
Health	.25
Community Service	.50
Total	22.25

ENGLISH DEPARTMENT

Graduation Requirement 4 English Credits

Program	Required Course 9th Grade	Required Course 10th Grade	Required Course 11th Grade	Required Elective Credit 12th Grade Elective Course Choices:
Honors	Honors English 9	Honors English 10	Honors English 11	Elective Recommendation: AP English / Composition II
College Prep	English 9	English 10	English 11	Elective Recommendation: *Composition I
Career Readiness	English 9	English 10	English 11	Elective

Electives

Electives:

*Composition I
Movie Studies
*Public Speaking I

Electives:

*Composition I
Movie Studies
*Public Speaking I
Public Speaking II

ENGLISH 9 (COURSE #109): This year-long class is devoted to building thinking, reading, and writing skills through the study of literature and grammar. Several different genres will be studied during the course including fiction, nonfiction, drama, and poetry. Grammar study will be addressed as needs arise. Activities, projects, assessments, and writing assignments will be completed with respect to the necessary preparation for the Keystone Exam in Literature and Composition. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None Recommendations: None**

HONORS ENGLISH 9 (COURSE #119): This is a year-long class devoted to the college-bound student. It moves at a faster pace than English 9 but focuses on the same literacy skills. Several different literary genres will be studied including fiction, nonfiction, drama, and poetry. Grammar will be covered as needed. Activities, projects, assessments, and writing assignments will be completed with respect to the necessary preparation for the Keystone Exam in Literature and Composition. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None Recommendations: Minimum of 95% in a previous honors class as well as proficient or advanced on state assessment the previous year is recommended.**

ENGLISH 10 (COURSE #110): English 10 is a year-long course. The course emphasizes the continual improvement of reading, writing, thinking and speaking through the study of various genres of literature- short story, novel, poetry, essays, drama, etc. Vocabulary is also highlighted and strengthened in separate units and through the works studied. Some projects/activities include oral presentations, critical papers, creative writing projects, and large and small group discussions. The novel studied during this course is *Fahrenheit 451*. The drama *Julius Caesar* will be studied. This course prepares students for the Keystone State Evaluation in English. Students in this course will take the exam in May. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of English 9 or Honors English 9. Recommendations:: None**

HONORS ENGLISH 10 (COURSE #120): Honors English 10 is a year-long course. The course emphasizes the continual improvement and refinement of reading, writing, thinking, and speaking skills through the study of various genres of literature- short story, novel, poetry, essays, drama, etc. Vocabulary is also highlighted and strengthened in separate units and through the works studied. Critical writing and thinking skills are especially stressed in this course. The course moves at a faster pace than English 10

with a greater focus on college preparation. Some projects and activities include oral presentations, critical papers, creative writing projects, and large and small group discussions. The novel studied during this course is *Fahrenheit 451*. The drama *Julius Caesar* will be studied. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of English 9 or Honors English 9. Recommendations: Minimum of 95% in a previous honors class as well as proficient or advanced on state assessment the previous year.**

ENGLISH 11 (COURSE #111): English 11 is a year-long course, emphasizing the development of reading, writing, thinking, and speaking skills through a survey study of American Literature. This course also focuses on preparation for the Keystone Exam by analyzing various texts through literary elements and techniques, authors' purposes, and themes. Some projects/activities include essay writing, creative projects, oral presentations, large and small group discussion, and role playing. **Credit value: 1 credit. Required course in 11th grade. Prerequisite(s): Successful completion of English 10 or Honors English 10. Recommendations: None**

HONORS ENGLISH 11 (COURSE #121): Honors English 11 is a year-long course. The course is a survey of American Literature. Honors English 11 emphasizes reading, writing, speaking, and thinking skills. The course also focuses on preparation for the Scholastic Aptitude Test (SAT) and Keystone Exam. Critical writing and thinking skills are especially stressed. This course has a faster pace than English 11. Some projects/activities include several critical papers, creative writing papers, *The Scarlet Letter*, *The Crucible*, *The Catcher in the Rye*, oral presentations, large and small group discussion, and role playing. *If time permits, *Farewell to Arms* and *Animal Farm* may be studied. **Credit value: 1 credit. Prerequisite(s): Successful completion of English 10 or Honors English 10. Recommendations: Minimum of 94% in English 10 or Honors English 10. Minimum of 95% in a previous honors class as well as, proficient or advanced on state assessment the previous year.**

ENGLISH DEPARTMENT ELECTIVES

***AP ENGLISH/COMPOSITION II/INTRODUCTION TO LITERATURE (COURSE #122) (Lackawanna College/ENG 110):** This class is known as ENG 110: Introduction to Literature, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. English 110 introduces students to poetry, prose, and drama while acquainting them with critical frameworks for interpreting literature. The course will employ a holistic approach to writing as a process, requiring students to compose original, critical essays that discuss primary literary works. While requiring classes to employ sound research skills, the course will allow individual students to develop critical approaches related to their academic and personal experiences. Also, reading and writing skills will focus on careers and applying to college and for a job, and the experience, interpretation, and evaluation of literature, along with writing for the AP exam. Many timed and untimed essays will be required that apply MLA format, and rewriting is emphasized to improve writing skills. Students are expected to work independently as well as virtually with partners/groups. AP Classroom will be utilized throughout the year with Daily Videos, Topic Questions, and Progress Checks. A portfolio serves as the midterm and final exams. Students can take the AP English Literature Composition Exam in May. (If a student signs up for and takes the AP Exam, then he/she will be exempt from the midterm and final exams.). Credit Value: 1 high school credit Satisfies 12th grade English requirement. Prerequisite(s): 12th Grade status. Successful completion of English 9, English 10, English 11 or Honors English 11. Recommendations: Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Success of Composition I and above satisfactory completion of English 11 or Honors English 11. Summer reading assignments are required prior to taking this course.

***COMPOSITION I/COLLEGE WRITING (COURSE #126): (Lackawanna College/ENG 105):** This class is known as ENG 105: College Writing, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. English 105 strives to familiarize students with the writing process, empowering them to effectively produce polished, coherent academic essays, which employ critical, analytical and research skills. This course applies a holistic approach to academic writing while helping students to develop clear, thoughtful essays in standard academic forms. Specifically, students' writing experience will culminate in the production of a properly organized, fully

documented research paper. Reading, researching, and presentations are also emphasized in this course. A portfolio serves as the midterm and final exam. Credit Value: 1 high school credit, Prerequisite(s): None, Recommendations: None

MOVIE STUDIES (COURSE #132): This class will focus on the history of movies along with students analyzing movie elements, the movie-making process, and genres. The students will be expected to watch movies in a respectful manner, read articles, write journals and essays, create projects, and give presentations. Credit Value: 1 high school credit., Prerequisite(s): None, Recommendations: None

***PUBLIC SPEAKING I/EFFECTIVE SPEAKING (COURSE #129):** This class is known as COM 125: Effective Speaking, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. This course stresses the various methods of speech for effective oral communication. Key topics will be examined, such as fear of public speaking, listening, communication, preparing and giving an effective speech, and presenting various types of speeches. Various sections of the book will be discussed, such as "The Person," "Person to Person," "Preparation and Process," and "Presentations." Students will learn about and deliver different types of speeches, such as informative, persuasive, and demonstration as well as specialized speeches, such as a mock interview and debate. Students are expected to present individually and with partners or groups. If time permits, students may engage in the aspects of public speaking as it is used in performance. Credit value: 1 high school, Prerequisite(s): None, Recommendations: None

PUBLIC SPEAKING II (COURSE #130): This course allows students from Public Speaking I to advance their skills by presenting to and assisting those in Public Speaking I. Students will be presenting informative speeches to Public Speaking I about "Problem Solving and Conflict Management" and "Leadership" as well as other topics. PSII students will learn about and present specialized speeches, such as impromptu, extemporaneous, oral interpretation, special occasion, and second mock interview. These students are encouraged to present to the public as well. Credit Value: 1 high school credit. Prerequisite(s): Successful completion of Public Speaking I. Recommendations: None

SOCIAL STUDIES DEPARTMENT

Graduation Requirement 3 Social Studies Credits

Program	Required Course 9th Grade	Required Course 10th Grade	Required Course 11th Grade	Elective Course 12th Grade
Honors	Honors American History II	Honors Modern America	Honors Civics / Government	<i>Elective Recommendation:</i> AP US Government & Politics AP Psychology
College Prep	American History II	Modern America	Civics / Government	<i>Elective Recommendation:</i> World Cultures General Psychology
Career Readiness	American History II	Modern America	Civics / Government	Elective

AMERICAN HISTORY II (COURSE #210): This is a one-credit course concentrating on the study of American History starting with the Civil War, Reconstruction and extending to Westward Expansion and the Second Industrial Revolution. Special emphasis is placed on American Presidents, their leadership and their contributions. A basic understanding of these items is a requirement for this course. Some projects/activities include written reports and group work. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None**

HONORS AMERICAN HISTORY II (COURSE #220): This course will be encompassing the same topics as Course #210. This course will be a more "in-depth" look at American History. More emphasis will be placed on Presidential studies, which will include more research and written reports by the students. Research on Historic sites within the U.S. will also be included in this course description. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None**

MODERN AMERICA (COURSE #217): This course will continue student studies of United States History from WWI to present day. Major topics will include WWI, the Great Depression, WWII, the New Deal, and the Cold War. The class will also cover the Civil Rights Movement, Watergate, the Cuban Missile Crisis and other major events in U.S./ World History. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of American History II or Honors Am History II.**

HONORS MODERN AMERICA (COURSE #218): This course will be encompassing the same topics as Course #217. This course will be a more "in-depth" look at Modern America. This course will continue student studies of United States History from WWI to present day. Major topics will include WWI, the Great Depression, WWII, the New Deal,

and the Cold War. The class will also cover the Civil Rights Movement, Watergate, the Cuban Missile Crisis and other major events in U.S./ World History. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of Am History II or Honors Am History I.**

CIVICS/GOVERNMENT (COURSE #212): This course will explore the foundations of the American Government system, from the documents used to construct our Constitution to the types of powers created by our basic principles. We will also study political behavior within our two-party system, such as voting behavior, impact of the media, and the role of interest groups. A study of the Executive, Legislative and Judicial branches within the Federal, State and Local levels of government will show students the responsibilities and duties each branch has within our Federal system. We will also discuss the functions of State and local government, Embedded in this course is the current President's administration. **Credit value: 1 credit. Required in 11th grade. Prerequisite(s): Successful completion of American History II and Modern America.**

HONORS CIVICS/GOVERNMENT (COURSE #224): This is a one-credit course on the same topics as POD with some modifications. First, the students who would be taking this course will be approved by the Social Studies Department. Second, much more is required of these students due to the fact that the material is studied in a more "in-depth" manner. Research projects in which the topics and expectations are presented in the beginning of the course are three-five pages long. These are all graded by using a rubric based on writing assessment standards. **Credit value: 1 credit. Prerequisite(s): Successful completion of American History II and Modern America. Recommendations:**

SOCIAL STUDIES DEPARTMENT ELECTIVES

WORLD CULTURES (COURSE #211): This is a one-credit course which begins with an introduction to a study of "Course" and an examination of the development of Civilization. This course is divided into four divisions of study. They include: The Former Soviet Union, Communist China, The Middle East, and the Continent of Africa. In each unit all aspects of people's culture are explored, from geography and occupations to government and religious values. The purpose of this course is for students to gain an understanding of another region's way of life, which will facilitate a greater appreciation of our own culture. **Credit value: 1 credit. Prerequisite(s): Successful completion of American History II, Modern America and Civics/Government. Recommendations: None**

***AP PSYCHOLOGY (COURSE #221): (Lackawanna College/PSY 105):** This class is known as PSY 105: Introduction to Psychology, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. This class will focus on the following units: History and Approaches, Research Methods, Biological Bases of Behavior, States of Consciousness, Sensation and Perception, Learning, Cognition, Testing and Individual Differences, Development, Motivation, Emotion, & Stress, Personality, Abnormal Behavior and Treatment, and Social Psychology. Assignments include reading and notetaking, completing flashcards on the vocabulary words, writing essays, giving presentations, creating projects, and completing AP Classroom Daily Videos, Topic Questions, and Progress Checks. A midterm exam will be given.

Students are eligible to take the AP Psychology exam in May for a fee, and if it is taken, then students will be exempt from the final exam. **Credit value: 1 high school credit.**

Prerequisite(s): 11th and 12th grade status

Recommendations: Students should be able to read a college-level textbook. Summer assignments are required prior to taking this course.

***AP US GOVERNMENT & POLITICS (COURSE #226)**

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the US. Students will study US foundational documents, SCOTUS decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will read and interpret data, make comparisons and applications, and develop evidence-based arguments. Finally, they will complete a political science research or applied civics project.*This class prepares you for the College Board AP United States Government and Politics exam that you can take in the spring for a fee. **Credit value: 1 credit. Prerequisite(s): 11 or 12th grade status. Successful completion of American History II, Modern America and Civics. Recommendations: Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Minimum grade of 95% in a previous honors civics class.**

MATHEMATICS DEPARTMENT

Graduation Requirement 3 or 4 Mathematics Credits - Math / Science must total 7 credits

Program	Required Course 9th Grade	Required Course 10th Grade	Required Course 11th Grade	Elective Course 12th Grade
Honors	Honors Algebra II	Honors Geometry / Trigonometry	Honors Pre-Calculus*	<i>Elective Recommendation:</i> Calculus Statistics
Keystone Retake	Algebra I	Algebra IB	Geometry / Trigonometry	Algebra II
Passed Keystone	Algebra I	Algebra II	Geometry / Trigonometry	Pre-Calculus*
Career Readiness	Algebra IA	Algebra 1B	Applied Math	Consumer Math

ALGEBRA 1-A (COURSE #328): Algebra I -A is an entry level mathematics course for those students who struggle with math and is intended to be the first year of a two-year Algebra sequence to best prepare a student for the Keystone Algebra exam. It is designed to introduce the concept of a variable and its relationship to the set of real numbers. A strong emphasis will be placed upon properties of numbers and equalities and carried over into solving linear quadratic and higher degree equations and inequalities. Problem solving skills will be developed throughout the sequence of the course. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

ALGEBRA 1-B (COURSE #329) Algebra I-B is a second year Algebra course intended to be the second year of a two-year Algebra sequence to best prepare a student for the Keystone Algebra exam. It is also intended for those students who did pass the keystone and prepare them with practice and a deeper understanding of concepts needed to be successful in Algebra. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I-A. Recommendations: None**

ALGEBRA I (COURSE #310): Algebra I is an entry level mathematics course for those students entering the academic mathematics sequence (Algebra I, Algebra II, Geom/Trig). It is designed to introduce the concept of a variable and its relationship to the set of real numbers. A strong emphasis will be placed upon properties of numbers and equalities and carried over into solving linear quadratic and higher degree equations and inequalities. Problem solving skills will be developed throughout the sequence of the course. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

ALGEBRA II (COURSE #312): Algebra II the second course offered in the academic mathematics sequence. A review of all the Algebra I skills, but with a greater degree of difficulty enables students to grasp in-depth studies of the following: Functions, Linear Systems, Determinants, Polynomial Equations, Radicals and Irrational Numbers, Quadratic Relations and Systems and their applications to graphics calculators, computers, and the workplace. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I or Honors Algebra I. Recommendations: None**

HONORS ALGEBRA II (COURSE #322): This course is taken only by students that were in the 8-1 math section. A review of all the Algebra I skills, but with greater degree of difficulty, enables students to grasp in-depth of the following: functions, linear systems, determinants, polynomial equations, radicals and irrational numbers, quadratic relations and systems, and their applications to graphic calculators, computers and the workplace. This

class moves at a faster pace and covers more in-depth information. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Algebra I.

Recommendations: None

GEOMETRY/TRIGONOMETRY (COURSE #311): This is a comprehensive course in plane and solid geometry emphasizing logical reasoning, spatial visualization skills, measurement, and especially real-world applications. Through the use of definitions, axioms, postulates, theorems, and corollaries the following topics will be covered: 1) Points Lines, Planes, and Angles; 2) Deductive Reasoning; 3) Parallel Lines and Planes; 4) Congruent Triangles; 5) Quadrilaterals; 6) similar Polygons; 7) Right Triangles; 8) Circles; 9) Constructions; 10) Areas of Plane Figures; 11) Areas and Volumes of Solids; and 12) Coordinate Geometry. This course will also help students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find all the roots of a complex number. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I and Algebra II. Recommendations: None**

HONORS GEOMETRY/TRIGONOMETRY (COURSE #331): This will follow the same curriculum as regular geometry and trigonometry but will occur at a faster pace and include enrichment activities of extended thinking. Through the use of definitions, axioms, postulates, theorems, and corollaries the following topics will be covered: 1) Points Lines, Planes, and Angles; 2) Deductive Reasoning; 3) Parallel Lines and Planes; 4) Congruent Triangles; 5) Quadrilaterals; 6) similar Polygons; 7) Right Triangles; 8) Circles; 9) Constructions; 10) Areas of Plane Figures; 11) Areas and Volumes of Solids; and 12) Coordinate Geometry. This course will also help students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find all the roots of a complex number. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I and Honors Algebra II Recommendations: None**

***STATISTICS (COURSE #317):** This is a mathematics course incorporating the latest technological advances including the TI-83 Plus Graphing Calculator, Microsoft Excel Spreadsheets, and Internet Projects. This course is designed to cover the following topics: 1) Data Exploration;

2) Probability; 3) Normal Distributions; 4) Samples; and 5) Hypothesis Testing. **Credit value: 1 high school credit.** (For a fee, students can earn 3 college credit hours through Keystone College). **Prerequisite(s):** Successful completion of Algebra I, Algebra II and Geometry/Trigonometry **Recommendations:** A minimum score of 87% in Algebra II.

PRE-CALCULUS (COURSE #313): This is a course designed to provide the essential mathematical background needed in Calculus. Topics to be covered include linear relations and functions, theory of equations, matrices and vectors, circular functions, trigonometric functions, trigonometric applications, and Exponential and Logarithmic Functions. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry, **Recommendations:** None

***HONORS PRE-CALCULUS (COURSE #323):** This is a course designed to challenge and prepare students for the AP Calculus courses for college credit. Topics covered: relations, functions and graphics; trigonometry; advanced functions and graphs; discrete mathematics; and an introduction to calculus. A major emphasis will be placed on mathematical theory, the use of the scientific and graphic calculator, and applications to use in the real world. **Credit value: 1 high school credit.** For a fee, students can earn 3 college credit hours through Lackawanna College).

Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry. **Recommendations:** None

CALCULUS (COURSE #314): This mathematics course introduces higher mathematics by examining the fundamental concepts and skills of calculus: functions, graphs, limits, derivatives, and antiderivatives. Importance is placed on applications and problem-solving. **Credit value: 1 credit.** **Prerequisite(s):** Successful completion of Pre-Calculus or Honors Pre-Calculus. **Recommendations:** None

CONSUMER MATHEMATICS (COURSE #318): This course is designed to provide the student with necessary math skills for success in personal life. This is a course which will help students prepare for today's careers in business and for life's everyday mathematical operations. **Credit value: 1 credit.** **Prerequisite(s):** 11th or 12th grade status **Recommendations:** None

APPLIED MATH: (COURSE #319): This course covers essential math concepts and how they are applied on the job in various career and technical trades. Content will be delivered as mathematical exercises through visual steps and applications that reinforce the various concepts. This course is designed for those students who are in their first year at NTCC. **Credit value: 1 credit.** **Prerequisite(s):** 11th or 12th grade status, **Recommendations:** None

SCIENCE DEPARTMENT

Graduation Requirement 3 or 4 Science Mathematics Credits - Science / Math must total 7 credits

Program	Required Course 9th Grade	Required Course 10th Grade	Elective Course 11th Grade	Elective Course Recommendations: 12th Grade
Honors	Honors Chemistry	Honors Biology	Physics I Chemistry II Human Anatomy & Physiology Astronomy	Physics II AP Environmental Science AP Biology
College Prep	Chemistry I	Biology	Chemistry II	AP Environmental Science
Career Readiness	Chemistry and the Environment	Biology	General Science	Environmental Science
Agricultural Education CTE Program Grade 11/12	Ag Experience 9	Ag Biology or Agriscience Biology Ag Experience 10	Ag Biology or Agriscience Chemistry AP Biology AP Environmental Science Human Anatomy & Physiology Ag Experience 11	Environmental Science Ag Related Elective Ag Experience 12

CHEMISTRY & THE ENVIRONMENT (COURSE #419): This class is offered to 9th grade students who are not accepted into Honors Chemistry. Physical Science is

understanding the processes and the phenomena of the world we live in. Topics that are covered include MATTER & ENERGY, CHEMISTRY IN THE WORLD, MOTION &

ENERGY, WAVES & WAVE MOTION, ELECTROMAGNETIC RADIATION and THE NATURAL WORLD. Many of the topics covered will apply to the outside world, outside of Canton Jr/Sr HS, and other future science courses. **Credit value: 1 credit**

Prerequisite(s): None, Recommendations: None

BIOLOGY I (COURSE #410): Biology, or the study of life, begins by exploring the characteristics of life and the scientific method. Topics of further study include cells, cellular respiration, photosynthesis, genetics, evolution, and ecology. The many applications of biology to students' daily lives are emphasized. Some labs/activities include the scientific method, microscopy, DNA extraction, genetics, and evolution. The intent of this course is to prepare students to become proficient or better on the Biology Keystone Exams. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Chemistry & The Environment. Recommendations: None

HONORS BIOLOGY I (COURSE #420): Biology, or the study of life, begins by exploring the characteristics of life and the scientific method. Topics of further study include cells, cellular respiration, photosynthesis, genetics, evolution, and ecology. The many applications of biology to students' daily lives are emphasized. Some labs/activities include the scientific method, microscopy, DNA extraction, genetics, and evolution. Students enrolled in Honors Biology will be required to engage in activities that promote independent higher-level thinking and complete projects outside the classroom. The intent of this course is to prepare students to become proficient or better on the Biology Keystone Exams. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Honors Chemistry. Recommendations: Minimum score of 90% in Honors Chemistry I.

CHEMISTRY I (COURSE #411): Chemistry is the study of matter and the changes that it undergoes. Matter can be considered to be anything in our universe no matter how large or small. Students will be required to build a reference text, a notebook, for this course from the information presented through the year. Students will explore a variety of subjects based on the Pennsylvania Department of

Education Standards and Eligible Content for Chemistry. This includes but is not limited to:

- Properties a Classification of Matter
- Atomic Structure and the Periodic Table
- The Mole and Chemical Bonding
- Chemical Relationships and Reactions
- Students will be required to perform hands-on laboratory activities, homework, quizzes, tests, research projects, vocabulary, a midterm exam (given in January) and a final exam (given in June).

Credit value: 1 credit. Prerequisite(s): Successful completion of both Chemistry in the Environment and Biology I/Honor Biology

Recommendations: Successful completion of Algebra II.

HONORS CHEMISTRY I (Course #425): Chemistry is the study of matter and the changes that it undergoes. Matter can be considered to be anything in our universe no matter how large or small. This course is designed to prepare students for the academic rigors that will be introduced in a college Chemistry 1 course. Students will be required to build a reference text, a notebook, for this course from the information presented through the year. Students will explore a variety of subjects based on the Pennsylvania Department of Education Standards and Eligible Content for Chemistry. This includes but is not limited to:

During the course we will review Chemistry I:

- Properties a Classification of Matter
- Atomic Structure and the Periodic Table
- The Mole and Chemical Bonding
- Chemical Relationships and Reactions
- Reaction rates and Equilibrium
- Students will be required to perform lab activities, research activities, written responses to specific lab, text or research questions, perform mathematical calculations to hypothesize an outcome when matter changes, Homework, Quizzes, Reading assignments, Tests, Vocabulary, a Midterm Exam (given in January) and a Final Exam (given in June).

Credit value: 1 credit: Prerequisite(s): Successful completion of both Chemistry in the Environment and Biology I/Honor Biology, Recommendations: Proficient or Advanced on the Keystone Algebra Exam and minimum score of 89% in your preceding science course

SCIENCE DEPARTMENT ELECTIVES

***CHEMISTRY II (Course #413C):** this is an intense review and study of matter at the college level with an emphasis on the use of mathematics, analytical thinking, and use of prior knowledge of the world you live in. Topics include but are not limited to Stoichiometry, Chemical Kinetics, Acids and Bases, Redox Reactions, Equilibrium, Thermo and electrochemistry, and Organic Chemistry. **Credit value: 1 high school credit.** (For a fee, students can earn 3 college credit hours through Lackawanna College). **Prerequisite(s):** Successful completion of Chemistry in the Environment, Biology I & Chemistry I, **Recommendations:** Minimum average of 90% in Chemistry I, Proficient or Advanced on the Keystone Biology Exam and the Keystone Algebra Exam and minimum of 90% in Algebra II.

PHYSICS I (COURSE #412): This is course in which students will study the following topics: Motion in a Straight Line, Graphical Analysis of Motion, Forces, Vectors; Motion in Two Dimensions, Universal Gravitation, Momentum and its Conservation, Work, Power, and Simple Machines, Energy, and Waves. **Credit value: 1 credit.** **Prerequisite(s):** Successful completion of Chemistry I. **Recommendations: None**

***PHYSICS II (COURSE #413P):** This is a semester course in which students will study the following topics: Reflection and Refraction, Mirrors and Lenses, Diffraction, Static electricity, Electric Field, and Electric Currents. **Credit value: 1 high school credit.** (For a fee, students can earn 3 college credit hours through Lackawanna College) **Prerequisite(s):** Successful completion of Chemistry I and Physics I. **Recommendations:** Minimum of 89% in Physics I and successful completion of the Keystone Biology Exam with a score of proficient or advanced.

***ANATOMY AND PHYSIOLOGY (COURSE 421):** This is a college level course in which students will study the principles of anatomy and physiology. Topics included are life processes, homeostasis, histology, anatomical terminology, medical imaging, skeletal systems, muscular systems, nervous systems, circulatory systems, digestive systems, and reproductive systems. Dissections will occur within the units of study. A fetal pig dissection will occur as a culminating dissection. It is assumed that the student will spend at least five hours each week in unsupervised individual study. This course is being offered through Keystone College as dual enrollment. **Credit value: 1 high school credit.** (For a fee, students can earn 3 college credit hours through Keystone College) **Prerequisite(s):** Successful completion of Honors Biology or Biology I. **Recommendations:** Completion of Honors Biology or Biology I with a final grade of 89% or higher and completion of the Biology Keystone Exam with a proficient or advanced score.

AGRICULTURAL BIOLOGY (COURSE #422): Ag Biology focuses on a biological approach to agriscience. Ag biology concentrates on the scientific principles of the central components of the agricultural industry. These components include plant and animal science, genetic engineering, aquaculture, environmental science, food science and technology. Ag Bio assists students in learning the essential information needed to continue their exploration into the field of agriscience. Every student taking Ag biology "will be" as per state directive since they are in an ag class and an FFA member. **Credit value: 1.**

Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry. **Recommendations: None**

AGRICULTURAL SCIENCE (COURSE #423): Fundamentals and Applications: Agriscience focuses on the fundamentals and basic applications of agriculture today. A central focus will be on the next generation's quest to feed the projected 10 billion people that will live on the earth at that time. Some of the basics in agriculture that will be necessary to succeed in this task will be highlighted in this course. Such topics may include natural resource management, integrated pest management, plant science, animal science, food science and technology, and communications and management in agriscience. Every student taking agriscience "will be" as per state directive since they are in an ag class and an FFA member. **Credit value: Credit 1. Prerequisite(s):** Successful completion of Chemistry in the Environment or Chemistry. **Recommendations: None**

AG TEACHING/LAB ASSISTANT 12 (COURSE #424): The student is recommended and requires approval from the Ag Science teacher in order to take this course. This is an independent study course where one senior student that has exhibited an extreme interest in Ag Sciences acts as a Teaching/Lab Assistant (TLA). This course includes the managing of science labs and experiments and conducting demonstrations in an area of Ag Science specialty. The student will also assist in the paperwork and activities of the FFA and its operations. This course is designed to allow a student to be an attractive candidate for a lab assistant job at the university level. The student is required to be an FFA member. **Credit value: ½ credit to 1 credit, depending on schedule. Prerequisite: FFA membership. Recommendations: None**

***AP BIOLOGY I (COURSE #426) (CELLS AND GENETICS, ORGANISMS AND POPULATIONS):** The AP Biology curriculum will be divided into two semester courses studying science as a process, cellular biology, heredity and evolution, evolutionary biology, molecular genetics, diversity of organisms, structure and function of plants and animals

and ecology. The purpose of this course is to prepare college-bound students interested in pursuing a degree in a science related field for the rigors of college science curricula. AP Biology is designed to be equivalent to a freshman biology class at the collegiate level. This course will follow the College Board's Advanced Placement guidelines and prepare students for the Advanced Placement exam given annually in May. Time allocations: It is assumed that the student will spend at least five hours a week in unsupervised individual study. This course is being offered through Keystone College as dual enrollment. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College)** **Prerequisite(s): Successful completion of Biology or Honors Biology and Chemistry I. Recommendations: 94% or higher in Honors Biology , 90% or higher in Honors Chemistry I and an Advanced score on the Biology Keystone Exam.**

ENVIRONMENTAL SCIENCE (COURSE #432): This is a science course that explores man's role in the environment and the social, political, and economic implications of this interaction. Natural history of local fauna will also be examined. Field work involving mark and recapture techniques, collection of fishes and aquatic invertebrates, and plant identification will be completed. The PA Envirothon website is a major resource used in the course. Periodic readings from Aldo Leopold's A Sand County Almanac will introduce students to the most famous book ever written about nature. or Rachel Carson's Silent Spring will introduce students about topics in nature. Students in this class must bring their love of nature, the spirit of debate, and a pair of boots in order to be successful. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry. Recommendations: Completion of Biology by the end of the 10th grade year.**

ASTRONOMY 11-12 (COURSE #427): Astronomy is designed for the student who is interested in space exploration; planetary characteristics, mythology, and stars. It is the intent of the course to discuss and discover astronomical concepts and discover how they relate to the world around us and to potential jobs in the field of Astronomy. The course may require a few trips outside of the normal class time or setting order to demonstrate classroom concepts in the "real world". Experiences may include the utilization of a planetarium. Evaluation will be based on participation in class activities, lab work, discussion, textbook assignments, tests, quizzes, and a final exam. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry in the Environment OR chemistry. Recommendations: Completion of Biology by the end of the 10th grade year.**

GENERAL SCIENCE 11-12 (COURSE #466): General Science 11-12: This science is based on basic concepts in general day to day science one encounters in life. It revolves around basic biological, earth science, chemical, and ecological sciences based on practical things that people encounter on earth. It will look at general science topics that are currently of interest and basic concerns of humans and how we impact the environment. It will look at how math is incorporated into the sciences as well. The course will also focus on Current PA Envirothon Topics that are presented each year and how they are related to life on earth. The course is ever changing with the most important topics of the year being of central focus. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry & The Environment OR Chemistry, Recommendations: Completion of Biology by the end of the 10th grade year.**

***AP ENVIRONMENTAL SCIENCE (COURSE #434):** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College) Prerequisite(s): Successful completion of Biology or Honors Biology and Chemistry. Recommendations: Completion of Honors Biology and Chemistry with minimum grade of 90% and above, achievement of a 1570 or higher on the Biology Keystone Exam and score proficient or advanced on the Algebra Keystone exam.**

AGRICULTURAL EXPERIENCE (COURSE #477): Ag Experience is a course designed to discuss and research various areas in the agricultural field. The course is intended to allow for many field experiences in the local school setting. The students will also do a variety of research projects and reports exhibiting their knowledge of the topics that are discussed. Leadership skills will be expected of each student. In order to be enrolled in the vocational program and have a number of specific FFA opportunities, students must be enrolled in agricultural experience. Furthermore, in order to be in agricultural experience, one must take agriscience, ag biology, or environmental science in the 10th through 12th grade years (ag program sequence leading to an opportunity to take the NOCTI and receive a production agriculture certification).

The enrollment of the course is limited due to the activities that take place outside of the classroom. **Credit value:**
Credit 1.

Prerequisite(s): FFA membership and another Agriculture course if in grade 10th-12th

BUSINESS DEPARTMENT

Graduation Requirement Computer Applications or Technology in Action - 1 credit course

Graduation Requirement Computer / Business Technology Department 1 credit elective

Program	Required Course 9th Grade	Elective Course 9th Grade	Elective Course 10th-12th Grade	Elective Course 10th-12th Grade
Honors	Computer Applications	Introduction to Business Analytical Introduction to Computer Science	Accounting I Business Law	Accounting II
College Prep	Computer Applications	Introduction to Business Analytical Introduction to Computer Science	Accounting I Business Law	Accounting II
Career Readiness	Technology in Action	Business Math		

INTRODUCTION TO COMPUTER SCIENCE (COURSE #515): This course introduces computer programming using the Python programming language. Emphasis is placed on procedural programming, algorithm design, and language constructs common to most high-level languages. A brief introduction to Python and Java. Upon completion, students should be able to design, code, test, and debug Python and Java language programs. **Credit value: 1 credit.**

Prerequisite(s): None, **Recommendations:** None

TECHNOLOGY IN ACTION (COURSE #516): This course discusses the creation of the Internet and how it works among other various Internet applications and interactions. Additionally, students will be introduced to setting up their own wireless networks and securing your own device for online threats. Ultimately allowing the student to be more

aware of how to use technology more effectively for their daily life. **Credit value: 1 Credit. Required course for graduation., Prerequisite(s):** None, **Recommendations:** None

COMPUTER APPLICATIONS (COURSE #509): This course provides an introduction to business and personal computer applications. Hardware and software components of computer systems are examined along with current issues and trends in the area of computer technology. The fundamentals of word processing, spreadsheets, and presentation graphics will be emphasized through the use of Microsoft Office's Word, Excel, PowerPoint as well as the Google Applications. **Credit value: 1 credit. Required course for graduation., Prerequisite(s):** None, **Recommendations:** None

BUSINESS DEPARTMENT ELECTIVES

ACCOUNTING I (COURSE #521): A class for juniors and seniors. Accounting I provides complete coverage of three types of businesses – proprietorship, partnership, and corporation. Each type of business is presented in a complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. This class is recommended for those students planning on majoring in business in college. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status** **Recommendations: None**

ACCOUNTING II (ADVANCED ACCOUNTING) (COURSE #522): A class for those students who have successfully completed the Accounting I class. Accounting II covers departmentalized accounting, accounting control systems, accounting adjustments, management and cost accounting, and not-for-profit accounting. This class is recommended for those students planning on majoring in business in college. **Credit value: 1 credit. Prerequisite(s): Successful completion of Accounting I. Recommendations: None**

BUSINESS LAW (COURSE #524): Business Law is a course in which students will be taught enough about law to guard themselves in ordinary everyday transactions. It is an attempt to aid the student in carrying out his/her daily business. Topics to be covered include law enforcement and the courts, crimes and torts, civil and criminal law, protection for the owner and consumer, the law of contracts, legal and illegal agreements, all forms of insurance, and bailments of personal property. This course is a requirement for any business major in college. Activities include two mock trials to be held in class. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status, Recommendations: None**

BUSINESS MATH (COURSE #525): This is a course which will help students prepare for today's careers in business and for life's everyday mathematical operations. The course is divided into five parts: Part I will develop basic skills in Business Math; Part II will deal with income, benefits, and payroll; Part III will cover borrowing and investing; Part IV will present the costs of home and

automobile ownership; and Part V will cover business management and the cycle of manufactured goods. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status** **Recommendations: None**

INTRODUCTION TO BUSINESS (COURSE #529): An elective for 9th & 10th grade students. The course is divided into two parts-one for each semester. Semester one deals with the workforce, entrepreneurship, and small business. Characteristics of leadership in management and organizational structures are discussed. Semester two deals with management of personal finances, on-line banking, and checking accounts. Credit procedures, laws and problems with credit will also be discussed. All of this will aid the student with day to day finances of life. **Credit value: 1 credit. Prerequisite(s): 9th and 10th grade status** **Recommendations: None**

ADVANCED COMPUTER APPLICATIONS (COURSE #510): This course builds upon a student's understanding of the basic features and options in Microsoft Office applications and Google Applications. The course focuses on the more complex and advanced capabilities of the Applications. **Credit value: 1 credit. Prerequisite(s): Successful completion of Computer Applications, Recommendations: Completion of Computer Applications with a minimum grade of 87%.**

PERSONAL FINANCE (COURSE #513): A required course for all 12th grade students (not attending NTCC). Students will learn practical money skills. Students will design their own personal financial plan, select between various saving and investment options, find and use investment information, and recognize and victim-proof against investment fraud. Topics of study include budgeting, credit, investing (stocks, bonds, annuities, mutual funds, and pensions), employment benefits, and labor laws. This course will teach students how financial markets work. Students will learn how to successfully manage their money now and in their future.. **Credit value:.5 credit. Prerequisite(s): 12th grade status, Recommendations: None**

LANGUAGE DEPARTMENT

SPANISH I (COURSE #609): Spanish I Students begin communicating in Spanish using high frequency vocabulary and practice communicative skills (reading, writing, listening, and speaking.) By the end of Spanish 1, students can communicate in highly predictable settings in the present tense. Students connect Spanish to other subject areas and begin to compare cultures in Spanish-speaking countries to their own. **Credit value: 1 credit.**

Prerequisite(s): None, **Recommendations:** None

SPANISH II (COURSE #610): Students continue learning to communicate in Spanish in predictable situations and can express themselves in a more detailed manner using high frequency vocabulary. They move from formulaic communication to creating language and start to communicate about past events and future. Students apply knowledge of cultures through artifacts, social interactions, and perspectives and can function in simple survival situations. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Spanish I.

Recommendations: None

***SPANISH III (COURSE #611):** Students continue expanding their communication skills in Spanish. Students will continue to study grammar in context and will be able to begin to express themselves in Spanish in a wide variety of topics in a wide variety of situations. There is a focus on refining written and spoken language. Students move from the novice level to beginning to communicate at the intermediate level. **Prerequisite:** Successful completion of Spanish II and an 84% average. **Credit value: 1 high school credit.** (For a fee, students can earn 3 college credit hours through Lackawanna College). **Prerequisite(s):** Successful completion of Spanish I and II, **Recommendations:** Completion of Spanish II with a minimum average of 84%.

SPANISH IV (COURSE #612): Students become more independent learners in this course. They will use the

language at an intermediate level and further refine grammar in context. Students are comfortable communicating on a wide variety of topics in various informal and formal situations in a variety of tenses. More emphasis is placed on using Spanish language resources designed for Spanish speaking audiences on a wide variety of topics and demonstration of active knowledge in complex cognitive skills. **Prerequisite:** Successful completion of Spanish II and an 84% average. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Spanish I, II and III

Recommendations: Completion of Spanish III with a minimum average of 84%.

GERMAN I (COURSE #629): {On-line Course offering} This course is designed at the novice level. Students first respond at the word level using memorized words and expressions but by the end of the course they respond using simple sentences in German. Students apply knowledge of cultures through foods, landmarks, holidays, social patterns, and perspectives. Students use German to connect with other subject areas to acquire information. There will be a shift from traditional to performance based assessments as students progress through this course. **Credit value: 1 credit,** **Prerequisite(s):** None, **Recommendations:** None

GERMAN II (COURSE #630): {On-line Course offering} This course is designed at the intermediate low level. Students create sentences and ask questions. They function in simple survival situations. Students will now be able to maintain simple face to face conversations in highly predictable settings. Students apply knowledge of cultures through artifacts, social interactions, and perspectives. They use German to communicate and create in the second language. This course will be a combination of traditional and performance based assessments. **Credit value: 1 credit.** **Prerequisite(s):** Successful completion of German I **Recommendations:** None

FINE & PRACTICAL ARTS DEPARTMENT

TECHNICAL LIFE SKILLS 9 & 10 (COURSE #726 & #727) This course is designed to teach students basic, hands-on skills and knowledge in areas designed to help them in everyday "life" situations. Students will learn how to understand, maintain, and fix problems associated with common issues in real world situations. Students will not only gain this knowledge, but will also have the opportunity to safely practice these skills in the classroom. There will be many thought provoking, problem solving, hands-on opportunities for these students to experience. This class will also give students the chance to experience possible work trades for future employment. **Credit value: .25 Credit each. Prerequisite(s): None, Recommendations: None**

Family and Consumer Sciences Exploration (COURSE #739): This is a 9-week course designed as an overview of all aspects of the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. Students will focus on the following units of study: Balancing Family, Work and Community Responsibility, Food Science and Nutrition, Housing and Textiles, Child Development, and Financial Resource Management. **Credit value: .25 credit. Prerequisite(s): None, Recommendations: None**

ENTREPRENEURSHIP & EMPLOYABILITY SKILLS 10 (COURSE # 742): This is a 9-week course designed to provide a more in-depth orientation into the world of work based on all aspects of the Career Education and Work standards set forth by the Pennsylvania Department of Education. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. **Credit value: .25 credit, Prerequisite(s): None, Recommendations: None**

NUTRITION, WELLNESS & FOOD SCIENCE (9th-12th)(COURSE #740): This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. Foods and Nutrition is a specially designed course with emphasis on helping students understand the significance of food, principles of nutrition, and the

relationship of nutrition to health and well-being. This course offers students opportunities to develop skills in the selection, preparation, storing, and serving of food, meal management to meet individual and family nutritional needs across the life span, and optimal use of food resources. **1 credit. Prerequisite(s): None, Recommendations: None**

INDEPENDENT LIVING & LIFE SKILLS LITERACY (9th-12th)(COURSE #741): This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. This Course is designed to give students practical learning experiences and skills necessary for living on their own. Budgeting and personal finances, housing selection and legal responsibilities, transportation and insurance, food purchasing, clothing selection and care, and Interior Design are all topics covered in this course. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

CHILD DEVELOPMENT & PLANNING (9th-12th)(Course #744): This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. This course is a specialized child development course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

CAREER PATHWAYS (11th) (Course #747): A required course for all 11th grade students (not attending NTCC). This is a 9-week course designed to provide a more in-depth orientation into the world of work based on all aspects of the Career Education and Work standards set forth by the Pennsylvania Department of Education. Engaging students in the creation and management of an understanding of the full landscape of careers and career preparation by providing experiences that allow them to interact with industry professionals and create materials needed to bring you closer to your future job, skillset, and lifestyle. **Credit value: .5 credit.**

**Prerequisite(s): 11th Grade status
Recommendations: None**

WOODSHOP 10th-12th (COURSE #730): Students will demonstrate the proper and safe operation of all tools and power machines. Students will be learning more advanced

techniques of the construction of wood projects, such as drawer construction, door construction, mortise and tenon joints, and the making of raised panel doors. Students will work on their individual projects demonstrating several or all of these different types of project construction **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

ART 9 (COURSE #749): Art 9 is a general survey course designed to acquaint the student with the visual arts. We will introduce the building blocks of design and visual literacy through various art projects in drawing, painting, sculpture, and ceramics. **Credit value: .25 credit. Prerequisite(s): None, Recommendations: None**

ART I 10th-12th (COURSE #750): Art I is a foundation course designed to introduce students to the elements and principles of art. There will be heavy emphasis on drawing techniques, use of color and media exploration. Students will explore why man creates and begin to understand the meaning of art from a historical and cultural perspective. Visual problem solving and exploration of the creative process will be stressed. Open to students' grades 10th-12th with preference toward underclassmen. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

ADVANCED ART I (COURSE #751): Advanced Art I will be a continuation of technique and exploration of medal art with a shift toward the most important aspects of art, creative expression and visual communication. Students will be expected to solve problems. Visual communication will be the goal with class projects oriented toward exploring self, family and community, in a variety of media including: painting, drawing, ceramics, sculpture, stained glass, jewelry making and crafts. **Credit value: 1 credit. Prerequisite(s): Successful completion of Art I. Recommendations: Completion of Art I with a minimum average of 77%.**

ADVANCED ART II (COURSE #752): Independent study is offered to the student interested in a concentrated, intensive study of a specialized area of art. The student must have completed the last offered course in a series to be eligible for an independent study. Students are accepted into the course with teacher recommendation and will be under the direction and advisory of the art teacher. The course is intended for students with a desire to study art after high school. Students will learn to express an inner voice and communicate through visual arts. The emphasis is on quality and craftsmanship. The final outcome will be a developed portfolio suitable for college admission. Community exhibition is required. Entrance to the course is by teacher recommendation and or portfolio review. Course is open only to upperclassmen. Pottery, Photography,

Crafts: Metal, Fiber and Stained Glass. **Credit value: 1 credit. Prerequisite(s): Successful completion of Advanced Art I. Recommendations: None**

MUSIC THEATER WORKSHOP (COURSE # 792): **Course Availability:** Students grades 9-12 **Course Academic Goals:** To educate students about musical theater and the many opportunities in the professional and academic theater world. To enhance students musical theater performance skills and abilities. To provide students with an opportunity to perform individual, partnered, and group projects in the musical theater world. This course is designed so that students will be able to: Demonstrate knowledge of musical theater performances, performers, practices, and theater personnel. Differentiate among multiple types of musical theater traditions. Critically examine musical theater texts, both past and present. Evaluate issues at the intersection of musical theater and diversity. Demonstrate self-reflexive musical theater performances and history. Create musical theater [projects using technology (i.e., review, report, performance)]. **Course Learning Objectives: Credit Value: 1 Credit Prerequisite(s): None, Recommendations: Students must be willing to perform for their classmates as well as a public performance during the semester. Participation in a public performance is required to successfully complete this course.**

MUSIC THEORY I and II (COURSE #760 & #761): These courses are designed to help students develop an understanding of music theory. The objectives are to learn the musical language and grammar, harmonic analysis and part writing which will lead to a more thorough understanding of music composition and theory. There will also be a focus on ear training and skills necessary for sight reading music literature. Music Theory II will follow the same concepts but increase in difficulty. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: It is recommended that students have participated in a music ensemble, taken private lessons or should be considering a career in the field of music.**

SENIOR HIGH CHORUS (COURSE #769): This is a course that is divided into three areas: rehearsals including in-class evaluations, voice tests, and performances. At the beginning of each year students will receive a syllabus explaining each area and giving concert dates and performance expectations. The chorus rehearsals and voice tests are during school hours. Performances are 2-4 times per year and are mandatory for successful completion of the course. Chorus may be taken every day, or every other day if combined with the Senior High Band. **Credit value: 1 credit/year if taken 5 days per week, or .5 credit/year if combined with Senior High Band. Prerequisite(s): None, Recommendations: None**

SENIOR HIGH CONCERT BAND (COURSE #779): This is a course, which is divided into three areas: rehearsals, lessons, and performances. At the beginning of each school year, students will receive a packet that explains lesson procedures and gives a list of concerts. Rehearsals are during school hours, as are lessons. Performances are

2-3 times a year and are mandatory for successful completion of the course. Concert Band may be taken every day, or every other day if combined with Senior High Chorus. **Credit value: 1 credit/year if taken 5 days per week, or .5 credit/year if combined with Senior High Chorus.**

Prerequisite(s): None, Recommendations: None

WELLNESS DEPARTMENT

PHYSICAL EDUCATION 9 (COURSE #809): Activities throughout the year include Soccer, Aerobics, Volleyball, Obstacle Mat ball, Basketball, Fitness Testing, Softball, Badminton, and Track and Field. **Credit value: .25 credit. Required course in 9th grade. Prerequisite(s): None, Recommendations: None**

PHYSICAL EDUCATION 10 (COURSE #810): Activities throughout the year include Badminton, Aerobics, Volleyball, Obstacle Mat ball, Fitness Testing, Soccer, Track and Field, and Softball. **Credit value: .25 credit. Required course in 10th grade. Prerequisite(s): Successful completion of Physical Education 9. Recommendations: None**

PHYSICAL EDUCATION 11 (COURSE #811): Activities throughout the year include Archery, Golf, Flying Disc, Bowling, Badminton, Lacrosse, Aerobics, Volleyball, PickleBall, Weight Lifting, Indoor Soccer, Obstacle Mat ball, Basketball, Fitness Testing, Softball, and Adventure Activities. **Credit value: .5 credit. Required course in the 11th grade. Prerequisite(s): Successful completion of Physical Education 9 and 10. Recommendations: None**

PHYSICAL EDUCATION 12 (COURSE #812): Activities throughout the year include Golf, Flying Disc, Badminton, Lacrosse, Aerobics, Volleyball, PickleBall, Indoor Soccer, Obstacle Mat ball, Basketball, Fitness Testing, Softball, and Adventure Activities. **Credit value: .5 credit. Required course in the 12th grade. Prerequisite(s): Successful completion of Physical Education 9, 10 and 11. Recommendations: None**

HEALTH 10 (COURSE #813): This course is designed to address the state academic standards for Health in grade 10. It covers the topics of mental and emotional health,

human growth, development, and nutritional choices. **Credit value: .25 credit. Required course in 10th grade.**

Prerequisite(s): None, Recommendations: None

STRENGTH AND CONDITIONING I (COURSE #822): The student will develop an understanding of how to improve physical performance in a sports setting. **Credit value: 1 credit.**

- Muscles
- Basic kinesiology
- Strength and power
- Nutrition

Prerequisite(s): None, Recommendations: None

STRENGTH AND CONDITIONING II (COURSE #823): This course will expose students to the techniques and training principles of modern strength and conditioning as it applies to athletic and sport settings. Principles of strength, power, plyometrics, speed, speed endurance, endurance, mobility, flexibility, and balance training will be emphasized. **Credit value: 1 credit.**

- Students will be required to create their own fitness plan.

Prerequisite(s): None, Recommendations: Successful completion of Strength and Conditioning I.

LIFETIME FITNESS (COURSE #824): This course involves knowledge, fundamental skills, strategy, and rules of lifetime activities such as golf, pickleball, badminton, volleyball, and slow-pitch softball. Students will gain the knowledge and skills necessary to develop a proactive approach to a wellness-oriented lifestyle. **Credit value: 1 credit.**

Prerequisite(s): None, Recommendations: None

GRADUATION PATHWAYS

Graduation requirements for current year and beyond: 22.25 credits are required as stated in CASD board policy 217 to graduate, as well as all students must satisfy the requirements in one of the five available career pathways as outlined in the section below.

To graduate, students must meet one of the following pathway requirements as outlined in PA Act 158:

Keystone Proficiency Pathway

Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

Keystone Composite Pathway

Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The Composite Pathway requirements are:

- Score at least 1500 on one of the three Keystone Exams (Proficient), and
- Earn an overall composite score of 4452 for all three Keystone Exams

Alternate Assessment Pathway

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
- Gold Level on the ACT WorkKeys Assessment;
- Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeships program; or
- Acceptance in an accredited 4-6 year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

Evidence Based Pathway

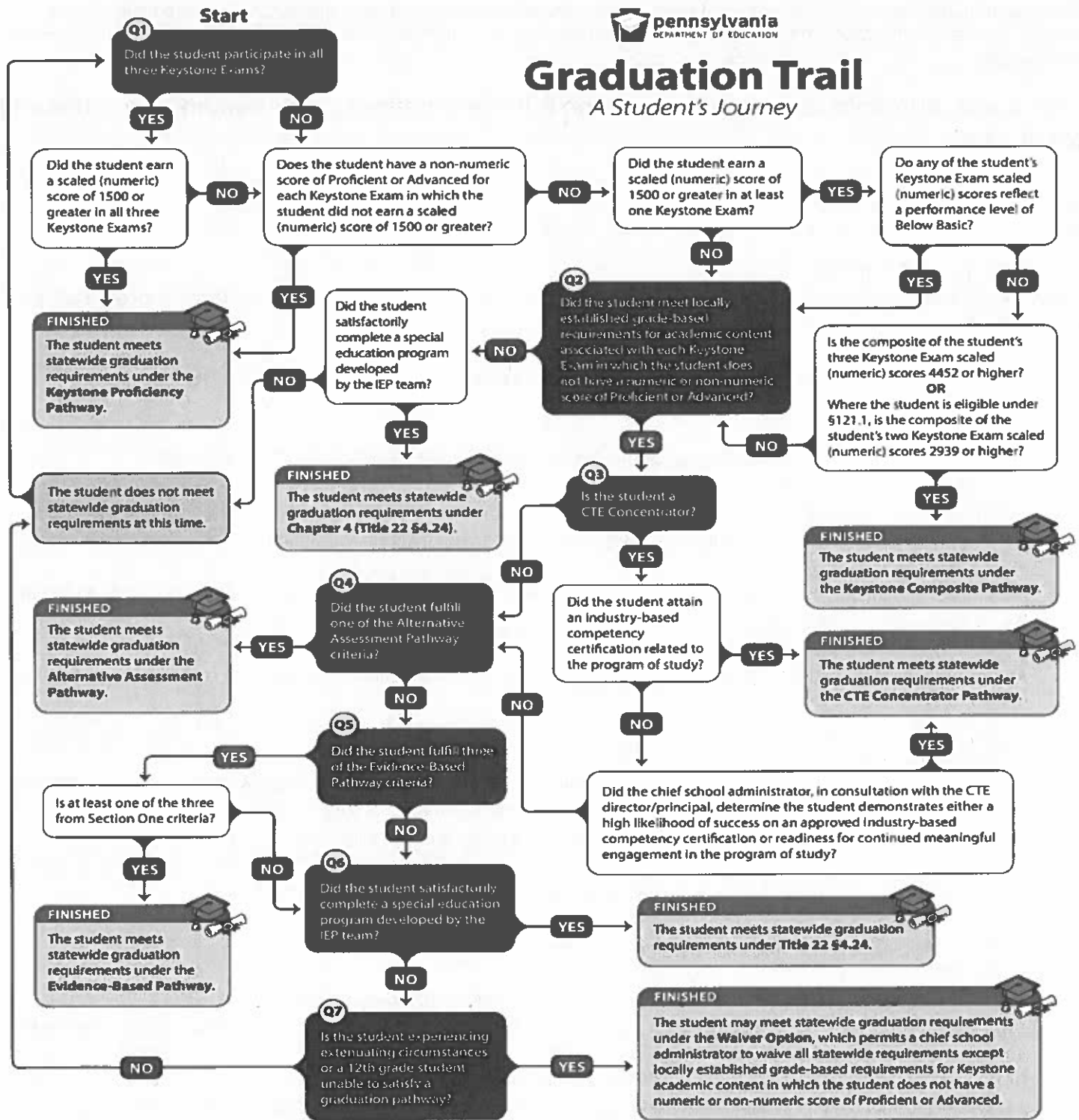
- Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:
 - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International baccalaureate Diploma Program Exam;
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an industry-recognized credential; or
 - Successful completion of a concurrent enrollment or postsecondary course; and
- Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student-athletes with a minimum grade point average (GPA) of 2.0.

CTE Pathway

For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

Graduation Trail

A Student's Journey



NOTE: This infographic is designed to gauge progress in meeting statewide graduation requirements; however, it maps a sequential progression and assumes that the student has had an opportunity to meet the requirements of each Question. Students should be encouraged to fulfill criteria under multiple Pathways simultaneously to ensure statewide requirements will be met in a timely manner.

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating
circumstances, who meets locally established grade-based
requirements for Keystone content area(s) in which the student
is less than proficient, and is unable to satisfy the requirements
of a graduation pathway may be granted a waiver by the chief
school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway
requirements but who satisfactorily completes a special
education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p>Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>

ACADEMIC GRADUATION AND PROMOTION

At the junior high level (7th/8th grade), promotion is based on major classes successfully passed. At the senior high level (9th-12th), students will stay with their 4-year cohort until the end of 11th grade; at which point they will be retained if they are still lacking the credits/requirements needed to graduate.

Students who do not demonstrate expected levels of achievement in any subject area must meet accepted levels prior to continuing in that subject sequence as defined by the Academic Course Description. It is entirely possible that a student will need more than four years to meet diploma requirements; therefore, it is the student's responsibility to use whatever options available to meet course requirements which are as follows:

1. Summer school
2. Reschedules needed classes for the following semester, if possible, in proper sequence. Failed courses take precedence in scheduling for the following year(s). However, a full academic load (7.5 credits) will be scheduled.
3. Extended time: Second year seniors take only courses required.

Graduation requirement details are located in Board Policy No. 217. If there are any questions concerning course selection, course sequence, credits earned, contact the Canton High School Guidance Office at 673-5134 or 673-3000

Grading Scale		
Grade	Alpha	4.0 Equivalent
69-Below	F	0.00
70	D	1.00
71	D	1.16
72	D	1.32
73	D	1.48
74	D	1.64
75	D	1.80
76	D	1.96
77	C	2.00
78	C	2.10
79	C	2.20
80	C	2.30
81	C	2.40
82	C	2.50
83	C	2.60
84	C	2.70
85	C	2.80
86	C	2.90
87	B	3.0
88	B	3.16

89	B	3.32
90	B	3.48
91	B	3.64
92	B	3.80
93	B	3.96
94-Above	A	4.0

HONOR ROLL

Canton High School honor roll is determined by the following:

1ST HONOR ROLL= A GPA OF 93.50 TO 105.00 with a minimum grade in one class no lower than 86.50

2ND HONOR ROLL= A GPA OF 86.50 TO 105.00 with a minimum grade in one class no lower than 81.50

REPORT CARDS

There are (4) nine-week marking periods called "terms" in a school year. Report cards are issued via the CASD online parent and student portal shortly after the close of each marking period.

MARKING SYSTEM

The marking system used in Canton Jr/Sr High School is based on the percentage system. Each nine weeks a grade is determined by averaging a preplanned combination of: class work, homework, tests, quizzes, extra work, research, reports, and at least one major test. Tests may be a unit test or a series of tests covering the nine weeks. Tests and other items may carry more weight. It is important that each teacher has definite criteria for the determination of report card grades. Each teacher should inform the students of the exact factors and grading for each subject and will strive to be scientific and fair in the calculation of grades. This will help the student interpret the grades and challenge the student in every phase of the subject. **All English, Math, Science and Social Studies courses in grades 9-12 will require a mid-term and final exam. These exams are at the teacher's discretion and can be a project, research paper, multiple choice, short answer, scantron test, and/or final speech. (etc.)**

CLASS RANK

A Student's class rank will be determined from the final grades obtained during the 9th, 10th, 11th and 12th grade. Each subject is weighted according to the degree of difficulty. Only subjects with a .5(half) credit or more will be used for ranking. In order to be included with their class for a class ranking, students must be enrolled at Canton School District for at least four (4) complete consecutive semesters up to and including their last semester prior to graduation. Refer to CASD board policy 214 for more details.

Class Rank will be determined by a weighted average based on the following formula:

[Sum (Grades X Credits Attempted X Weights)] / [Sum of Credits]

These weights will be used for the class rank formula:

Level 1 = 1.00 Level 2 = 1.00 Level 2.5= 1.03 Level 3= 1.06

COURSE LEVELS

Course Number	Name	Course Credits	Level
811	PE 11	0.500	Level 1
812	PE 12	0.500	Level 1
925	Life Experience	1.000 credit(s)	Level 1

109	English 9	1.000 credit(s)	Level 2
110	English 10	1.000 credit(s)	Level 2
111	English 11	1.000 credit(s)	Level 2
112	English 12	1.000 credit(s)	Level 2
113	Technical Eng 12	1.000 credit(s)	Level 2
132	Movie Studies	1.000 credit(s)	Level 2
209	Am. Hist. I	1.000 credit(s)	Level 2
210	Am. Hist. II	1.000 credit(s)	Level 2
211	World Cult.	1.000 credit(s)	Level 2
212	Civics/Government	1.000 credit(s)	Level 2
217	Modern America	1.000 credit(s)	Level 2
309	Pre-Algebra	1.000 credit(s)	Level 2
310	Algebra I	1.000 credit(s)	Level 2
311	Geometry/Trig	1.000 credit(s)	Level 2
312	Algebra II	1.000 credit(s)	Level 2
318	Consumer Math	1.000 credit(s)	Level 2
319	Applied Math	1.000 credit(s)	Level 2
320	Keystone Algebra	1.000 credit(s)	Level 2
325	Trigonometry	1.000 credit(s)	Level 2
327	Technical Algebra	1.000 credit(s)	Level 2
328	Algebra 1-A	1.000 credit(s)	Level 2
329	Algebra 1-B	1.000 credit(s)	Level 2
409	Earth & Space Science	1.000 credit(s)	Level 2
410	Biology I	1.000 credit(s)	Level 2
411	Chemistry I	1.000 credit(s)	Level 2
417	Chemistry & The Envir	1.000 credit(s)	Level 2
417	Ecology	0.500 credit(s)	Level 2
418	Applied Bio/Chemistry	0.500 credit(s)	Level 2
422	Agricultural Biology	1.000 credit(s)	Level 2
423	Agricultural Science	1.000 credit(s)	Level 2

424	Ag Teach Lab Assist	1.000 credit(s)	Level 2
427	Astronomy	1.000 credit(s)	Level 2
432	Environmental Science	1.000 credit(s)	Level 2
466	General Science	1.000 credit(s)	Level 2
477	Ag Experience	1.000 credit(s)	Level 2
509	Computer Apps	1.000 credit(s)	Level 2
510	Adv. Computer Apps	1.000 credit(s)	Level 2
513 (new 23-24)	Personal Finance	0.500 credit(s)	Level 2
515	Anal Intro to Comp Sci	1.000 credit(s)	Level 2
516	Technology in Action	1.000 credit(s)	Level 2
521	Accounting I	1.000 credit(s)	Level 2
522	Account. II	1.000 credit(s)	Level 2
524	Business Law	1.000 credit(s)	Level 2
525	Business Math	1.000 credit(s)	Level 2
529	Intro. to Business	1.000 credit(s)	Level 2
540	Yearbook I	1.000 credit(s)	Level 2
541	Yearbook II	1.000 credit(s)	Level 2
609	Spanish I	1.000 credit(s)	Level 2
610	Spanish II	1.000 credit(s)	Level 2
629	German I	1.000 credit(s)	Level 2
630	German II	1.000 credit(s)	Level 2
730	Wood 10-12	1.000 credit(s)	Level 2
740	Fam/Con Sci 10-12 I	1.000 credit(s)	Level 2
740 (New 20-21)	Nutrition, Wellness, Food	1.000 credit(s)	Level 2
741	Fam/Con Sci 11-12 II	1.000 credit(s)	Level 2
741 (New 20-21)	Independent Living/Life	1.000 credit(s)	Level 2
744	FCCLA	1.000 credit(s)	Level 2
744 (New 20-21)	Child Dev.& Parenting	1.000 credit(s)	Level 2
747 (new 23-24)	Career Pathways	.500 credit(s)	Level 2
750	Art I	1.000 credit(s)	Level 2

751	Advanced Art I	1.000 credit(s)	Level 2
752	Advanced Art II	1.000 credit(s)	Level 2
760	Music Theory I	1.000 credit(s)	Level 2
761	Music Theory II	1.000 credit(s)	Level 2
763	Voice Class I	1.000 credit(s)	Level 2
764	Voice Class II	1.000 credit(s)	Level 2
769	Sr Chorus	1.000 credit(s)	Level 2
779	Sr Band	1.000 credit(s)	Level 2
815	Lifetime Health	1.000 credit(s)	Level 2
822	Strength/Cond. I	1.000 credit(s)	Level 2
823	Strength/Cond. II	1.000 credit(s)	Level 2
824 (New 23-24)	Lifetime Fitness	1.000 credit(s)	Level 2
935	NTCC Major Sr	4.000 credit(s)	Level 2
936	NTCC Major Jr	4.000 credit(s)	Level 2
937	NTCC Major Soph	4.000 credit(s)	Level 2
119	Honors English 9	1.000 credit(s)	Level 2.5
120	Honors English 10	1.000 credit(s)	Level 2.5
121	Honors English 11	1.000 credit(s)	Level 2.5
126	Comp. I (Dual Enrollment)	1.000 credit(s)	Level 2.5
129	Public Speaking I (Dual Enrollment)	1.000 credit(s)	Level 2.5
214	Honors World Cultures	1.000 credit(s)	Level 2.5
218	Honors Modern Am.	1.000 credit(s)	Level 2.5
219	Honors Am. History I	1.000 credit(s)	Level 2.5
220	Honors Am. History II	1.000 credit(s)	Level 2.5
222	General Psychology	1.000 credit(s)	Level 2.5
224	Honors Civics	1.000 credit(s)	Level 2.5
313	Pre-Calculus	1.000 credit(s)	Level 2.5
314	Calculus	1.000 credit(s)	Level 2.5
317	Statistics (Dual Enrollment)	1.000 credit(s)	Level 2.5
322	Honors Alg. II	1.000 credit(s)	Level 2.5

323	Honors Pre-Calc (Dual Enrollment)	1.000 credit(s)	Level 2.5
331	Honors Geo/Trig	1.000 credit(s)	Level 2.5
412	Physics I	1.000 credit(s)	Level 2.5
413C	Chemistry II (Dual Enrollment)	1.000 credit(s)	Level 2.5
413P	Physics II (Dual Enrollment)	1.000 credit(s)	Level 2.5
420	Honors Biology	1.000 credit(s)	Level 2.5
421	Anatomy & Physiology (Dual Enrollment)	1.000 credit(s)	Level 2.5
425	Honors Chemistry I	1.000 credit(s)	Level 2.5
611	Spanish III (Dual Enrollment)	1.000 credit(s)	Level 2.5
612	Spanish IV	1.000 credit(s)	Level 2.5
122	AP English12/Comp II (Dual Enrollment)	1.000 credit(s)	Level 3
221	AP Psychology (Dual Enrollment)	1.000 credit(s)	Level 3
226	AP US Government (Dual Enrollment)	1.000 credit(s)	Level 3
426	AP Biology (Dual Enrollment)	1.000 credit(s)	Level 3
434	AP Environmental Sci (Dual Enrollment)	1.000 credit(s)	Level 3

PIAA INFORMATION

Varsity sports in the CantonArea School District follow the rules established by The Pennsylvania Interscholastic Athletic Association (PIAA). To be eligible for interscholastic athletic competition, a student must pursue a curriculum defined and approved by the school district as a full time curriculum. The Pennsylvania Interscholastic Athletic Association (PIAA) requires that a student be passing four credits or the equivalent each week in order to be eligible to participate in interscholastic competition. In addition, at each report card period, the student must be passing four credits or the equivalent to compete for the fifteen school days following the issuance of report cards. For fall sports, the student must have earned four credits for the final report card the previous year. If not, the student will be ineligible the first fifteen school days of the new school year.

NCAA CLEARINGHOUSE INFORMATION

NCAA Eligibility Center

The NCAA Eligibility Center took over operations for the NCAA Initial-Eligibility Clearinghouse in November 2007. The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete collegially.

Academic Credentials + Amateurism Status = College Eligible

Academic Initial-Eligibility Requirements

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

Core Courses

NCAA Divisions I and II require 16 core courses. See charts below. Beginning August 1, 2016, **NCAA Beginning August 1, 2016, NCAA Division I requires 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

**** As of August 1, 2016, it is possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10-course requirement but would not be able to compete.*

Test Scores

Division I uses a sliding scale to match test scores and core grade-point averages (GPA).

Division II requires a minimum SAT score of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Speak with your school counselor about eligible courses.

Division I GPA required to be eligible for competition after August 1, 2016, is 2.300.

The Division II core GPA requirement is a minimum of 2.000.

Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I (16 CORE COURSES)	DIVISION II (16 CORE COURSES)
4 years of English	3 years of English
3 years of mathematics (Algebra I or higher)	3 years of mathematics (Algebra I or higher)
2 years of natural / physical science (1 year of lab if offered by high school)	2 years of natural / physical science (1 year of lab if offered by high school)
1 year additional English, mathematics, or natural/physical science	3 years additional English, mathematics, or natural/physical science
2 years of social science	2 years of social science
4 years of additional courses	4 years of additional courses

Division III - Create a Profile Page, if you plan to compete at a Division III school or are not yet sure where you want to compete. You'll get an NCAA ID, and important reminders as you complete high school.

More information on the NCAA eligibility and student-athlete eligibility can be found online at www.eligibilitycenter.org

Military Service Academics

Each senator and congressman is provided a quota of five (5) student placements at any one time for attending each Service Academy. When one of these students has graduated, a vacancy occurs which the senator or congressman may fill. Therefore, senators and congressmen may have one or sometimes two appointments in any given year to each of these academies. It is possible that in some years there is no vacancy.

Each member of Congress usually nominates ten (10) people for each appointment. The procedure is competitive. The ten nominees for each appointment are submitted to the Academic Board of each respective academy and the best-qualified competitor receives the appointment. The remaining candidates, who are qualified but do not receive the appointment, are

placed on a list of qualified competitors. The academies then use these lists to appoint candidates, in order of merit, to bring the academies to their authorized strength.

Some appointments to the academies are also available under special categories and conditions. For information on these methods, write to the respective academies and request bulletins and regulations on admissions. **THIS SHOULD BE DONE IN THE SPRING OF THE JUNIOR YEAR.**

Admissions Office U.S.
Military Academy West Point,
NY 10996 www.usma.edu

Director of Admissions
U.S. Air Force Academy
Colorado Springs, CO 80840
www.usafa.edu

Director of Admissions U.S.
Naval Academy Annapolis,
MD 21402 www.usna.edu

Director of Admissions U.S.
Coast Guard Academy New
London, CT 06320
www.cga.edu

Students requesting congressional nominations for any of the service academies should write a separate letter to any or all of the following:

- a. The present U.S. congressman from the congressional district of residence
- b. Each of the current U.S. senators from Pennsylvania

Merchant Marine Academy

Pennsylvania is allotted sixteen (16) appointments to the Merchant Marine Academy. Both Pennsylvania senators and each congressman make ten (10) nominations. The Merchant Marine Academy then conducts a statewide screening of the nominees and selects the best-qualified sixteen (16) appointees on a competitive basis. For more information, write or visit:

Admissions Office
U.S. Merchant Marine Academy
Kings Point, NY 11024
www.usmma.edu

This format is intended as a guide.

A separate letter must be sent to each senator and representative to whom you apply.

ACADEMIC INTEGRITY

Canton Area School District encourages honest and responsible behavior by requiring that all students engage in academic integrity. The Board adopts a district-wide policy promoting academic integrity and will not tolerate any form of academic dishonesty.

Academic dishonesty includes, but is not limited to the following (whether done during or outside school hours): copying another student's homework, projects, quizzes or tests; falsifying lab results; plagiarizing (copying/paraphrasing information from a book, magazine, newspaper, or the Internet without giving credit to the author); fabricating of information or citations; pre-exam access to test forms; unauthorized use of aids during tests or assignments; and, providing other student(s) the opportunity to take part in activities defined as academic dishonesty.

If a teacher believes that a student has participated in academic dishonesty, the situation will be discussed with the student, appropriate school personnel and the student's parent/guardian. The teacher will submit a discipline referral to the principal or to his/her designee.

If academic dishonesty (excluding plagiarism) is substantiated, the student will receive a failing grade of zero for the assignment or assessment. For those instances of plagiarism, infractions will be evaluated on a case-by-case basis.

INCOMPLETE COURSE REQUIREMENTS

Students whose required work for any marking period that is not complete when due, may be given an incomplete (I) on their report card. This depends upon the circumstances and at the discretion of the teacher.

A student with an "incomplete" will be given a specified deadline to complete the work not to exceed two weeks past their report card issued date, unless there are extenuating circumstances. Failure to satisfy the deadline will result in the grade becoming a

failing mark: below 70. The incomplete grade will be changed by the teacher and reported to the guidance office. Any student who, for any reason, has not taken a scheduled final examination receives a "0" for the exam grade.

Any student who is ABSENT on the day of a final exam must produce a legal excuse for the absence. Otherwise, a grade of "0" will be recorded for the exam.

EARLY GRADUATION

A written request initiated by the student and signed by both the student and parent/guardian must be made by the beginning of the second semester of their sophomore year. (This usually falls in the middle of January)

This request stating your reasons for wanting to graduate early (in letter format) must be given to the guidance counselor. In order to be eligible to graduate early, a student must be on track to earn the minimum number of credits for graduation, completed all required courses, completed sixty hours community service, and have passed the Keystone exams with a proficient score or better, by the end of their sophomore year. (10th grade)

Once approved by the principal, the student will be notified as to whether their request is granted or denied. Early graduation is a privilege and can be annulled by the principal at any time.

- A student must have maintained an overall cumulative average of 82% or better in their freshman and sophomore years.
- A letter will be provided to the principal from the guidance counselor to verify that the requirements have been completed and this information will be provided to the student and parent/guardian.
- You will be listed as an eleventh grader at the beginning of the school year and placed in an eleventh grade homeroom. Your grade status will change in January at the beginning of the third marking period to a senior status (your homeroom will NOT change) as long as you are maintaining acceptable grades and attendance.
- For students who opt to graduate early and meet ALL requirements, a Canton Area School District diploma will be awarded at commencement exercises in the spring.

Please be advised that if you graduate early from Canton Jr/Sr High School, your rank will be figured at the end of your junior year. You will not be re-ranked with the graduating class.

- Your GPA will also be figured at the end of your junior year. You will not be given a different GPA with the graduating class. Example: If you are supposed to graduate with the class of 2023 and you choose to graduate in 2022, your class rank and GPA will be figured with your original class of 2023
- You will NOT be eligible for CHS awards at commencement. Your decision to graduate early may or may not affect scholarships and awards from outside sources.
- You will be eligible to participate in all senior activities and courts. Including: senior class trip, graduation overnight trip, powder puff football, senior night for sports, May Day, Senior Prom Court, Homecoming Court and any and all fundraisers done by the senior class.
- You will NOT be eligible to attend the junior class trip or be eligible for junior prom court
- Once you have committed and been approved for early graduation, you may not change your mind and rescind your decision.

If you have questions, please contact the guidance office for an explanation prior to deciding to graduate early.

A contract must be signed by the student, parent/guardian stating that you understand and agree with all the requirements and stipulations that go along with graduating early.

DELAYED GRADUATION

A student who fails to meet any of the requirements for graduation from the Canton Area School District when scheduled, may later qualify for his/her diploma under the following conditions:

1. Complete the required make-up in summer school (local assessments, community service, required courses) during the summer immediately following the senior year prior to June 30th.
2. The GED program –If any questions about obtaining your GED, please contact Bradford County Action at 570-265-4434.
3. Return to Canton Jr/Sr High School the following year.

NOTES:

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Revised: March, 2023

Ww 2/17/23
Bd App 3/9/23

**MINUTES
CANTON AREA SCHOOL DISTRICT
FEBRUARY 9, 2023**

The regular meeting of the Canton Area School District Board of Education was held in the Canton Jr/Sr High School Library on Thursday, February 9, 2023 at 5:00 p.m.

MEETING CALLED TO ORDER

Our President, Mrs. Judy Sourbeer, called the meeting to order, welcomed all in attendance, and reminded the audience to please sign in if they had not done so.

All stood and recited the Pledge to the Flag.

BOARD MEMBERS PRESENT

Mrs. Judy Sourbeer, President; Mr. Ryan Allen, Mr. Eric Anderson, Mr. Scott May, Mrs. Arica Jennings, Mr. Tom Resavage, and Mr. Denny Sourbeer.

OTHERS PRESENT

Dr. Amy Martell, Superintendent; Mr. Mark Jannone, Business Manager/Board Secretary; Mr. Michael Wells, Elementary School Principal; Mr. Donald Jacopetti, High School Principal; Attorney Cassie Blaney, District Solicitor; Mrs. Amy Repard, Special Education Supervisor; Ms. Sherry Lambert, Mr. Matt Jennings, Mr. Dale Keltz, Mr. Randy Frye, Mr. Tom Hojnowski, Mrs. Pam Engel, Mr. Joe Engel, Mr. Ethan Engel, Mrs. Asti Tillotson.

MINUTES

A motion was made by Mr. Scott May and seconded by Mr. Denny Sourbeer to approve the minutes of the regular meeting of January 12, 2023.

Voice Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

REPORTS

Superintendent

Dr. Amy Martell, Superintendent, reported on the following items:

- A number of students were recognized at SKILLS USA at the Northern Tier Career Center:
First Place: Laci Niemczyk, Nursing, Competition: Medical Assisting; Sarah Davy, Nursing, Competition: Nurse Assisting
Second Place: Cory Kunzman, Auto-Body, Competition: Automotive Refinishing; Jason Mahosky, Building Construction, Competition: Masonry
Competitor: Brady Allen, HVAC, Competition: Job Skill Demonstration; Hunter Wesneski, HVAC, Competition: Job Skill Demonstration; Dane Wooster, Welding Technology, Competition: Welding Fabrication - Team
- We are working with teachers to discuss and do the mid-year review for the Act 13 Goals and Differentiated Supervision Plans.
- Head Start donated \$2,500 to CAES to purchase materials for special classes such as art, music, PE, and library as well as for Kinder-Camp.
- The Battle of the Books (BOB) team has started reading and meeting for the competition hosted at Canton this year on April 1, 2023.
- Planning has begun for our Title I Family night which will take place in March.
- Upcoming Events at CAES: Day 100 was Thursday, February 9; PBIS Tiers I and II Fidelity Checks on February 24; Smile Dentist - February 15-17; Troy Fair Queen and Court Visit to kindergarten and first grade; PD in the afternoon of February 24; First Energy Presentation K-6 on March 6.
- The special education plan is located on the website.
- The Northern Tier will have Bocce Ball League Championships on March 1, 2023 at 3:00 p.m. in

Troy. Two teams will move onto Regionals. As of last week, Canton was in third in our region behind NP-Liberty and NP-Mansfield.

CITIZEN RECOGNITION – AGENDA RELATED

There were no comments.

BUSINESS

Treasurer's Report

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the Treasurer's Report as presented for January 31, 2023. (A copy is in the supplemental file.)

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Bills

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the bills for January 2023.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Tax Additions, Exemptions and Exonerations

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the tax additions, exemptions and exonerations.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Transportation Changes

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the transportation changes.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Proposed BLaST Budget

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the proposed 2023/2024 BLaST IU 17 General Operations budget and submission of Board of Directors Election Ballot.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

NTCC Final Budget

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the 2023/2024 Northern Tier Career Center Final Budget.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Letter of Agreement

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the Letter of Agreement between Canton Area School District and Mac's Driving Academy effective June 1, 2023.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Letter of Agreement

A motion was made by Mr. Eric Anderson and seconded by Mrs. Arica Jennings to approve the Letter of Agreement between Canton Area School District and The Meadows Psychiatric Center for the 2023/2024 and 2024/2025 school years.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

PERSONNEL

Retirement

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to accept the following retirement:

- a. Sheila Wesneski, CHS Varsity Girls Volleyball Coach, with 20+ years of coaching, effective January 16, 2023.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Substitute List Additions

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the following additions to the substitute list pending completion of all paperwork:

- a. Grace Chamberlain, Paraprofessional
- b. Jordan Adams, Guest Teacher
- c. Lori Castle, Paraprofessional and Cafeteria
- d. Heather Charles, Cafeteria
- e. Randi Landis, Cafeteria

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Volunteer List Additions

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve the following additions to the volunteer list; all paperwork has been completed:

- a. Darryl Jannone, JH Softball
- b. Jenna Boyce, JH Softball
- c. Tim McAninch, Track

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Unpaid Days

A motion was made by Mr. Ryan Allen and seconded by Mr. Denny Sourbeer to approve one unpaid day for the month of January 2023, for the following employee:

- a. Employee #1347

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

FINANCE/POLICY

Policy Second Reading

A motion was made by Mr. Eric Anderson and seconded by Mr. Ryan Allen to approve the second reading of the following revised policies:

- a. No. 616 - Payment of Bills
- b. No. 810.3 - School Vehicle Drivers
- c. No. 307 - Student Teachers/Interns
- d. No. 327 - Management Team
- e. No. 330 - Classified Employees Overtime
- f. No. 337 - Vacation
- g. No. 305 - Employment of Substitutes
- h. No. 306 - Employment of Summer School Staff

Roll Call Vote: Mr. Ryan Allen, Mr. Eric Anderson, Mrs. Arica Jennings, Mr. Scott May, Mr. Denny Sourbeer, and Mrs. Judy Sourbeer voted yea.
Mr. Tom Resavage voted nay.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Policy First Reading

A motion was made by Mr. Eric Anderson and seconded by Mr. Ryan Allen to approve the first reading of the following new/revised policies:

- a. No. 011 - Principles for Governance and Leadership (revised)
- b. No. 110 - Instructional Supplies (revised)
- c. No. 200 - Enrollment of Students (revised)
- d. No. 202 - Eligibility of Nonresident Students (revised)
- e. No. 204 - Attendance (revised)
- f. No. 217 - Graduation (revised)
- g. No. 221 - Dress and Grooming (revised)
- h. No. 233 - Suspension and Expulsion (revised)
- i. No. 251 - Students Experiencing Homelessness, Foster Care and Other Educational Instability (revised)
- j. No. 719 - Unmanned Aircraft Systems/Unmanned Aircraft Vehicles/Drones (new)
- k. No. 819 - Suicide Awareness, Prevention, and Response (revised)

Roll Call Vote: Mr. Ryan Allen, Mr. Eric Anderson, Mrs. Arica Jennings, Mr. Scott May, Mr. Denny Sourbeer, and Mrs. Judy Sourbeer voted yea.
Mr. Tom Resavage voted nay.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

Policy Deletion/Retirement

A motion was made by Mr. Eric Anderson and seconded by Mr. Ryan Allen to approve the deletion/retirement of the following policy:

- a. No. 255 – Educational Stability for Children in Foster Care

Roll Call Vote: Mr. Ryan Allen, Mr. Eric Anderson, Mrs. Arica Jennings, Mr. Scott May, Mr. Denny Sourbeer, and Mrs. Judy Sourbeer voted yea.
Mr. Tom Resavage voted nay.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

OTHER ITEMS

Overnight Field Trips

A motion was made by Mr. Denny Sourbeer and seconded by Mrs. Arica Jennings to approve the following overnight field trip requests:

- a. From Randy Frye, Region IV Chorus from February 22-24, 2023, in Williamsport, PA for a vocal competition and enrichment.
- b. From Tom Hojnowski, State Legislative Leadership Conference from March 26-28, 2023, in Harrisburg, PA for a leadership conference, State Capital building tour, and agriculture related business tour.
- c. From Maureen Martz, FCCLA State Leadership Training/Conference to Seven Springs Resort in Champion, PA March 17-22, 2023 for State Officer Training.
- d. From Maureen Martz, FCCLA State Leadership Conference to Seven Springs Resort in Champion, PA March 20-22, 2023 for FCCLA State Competition.

Quarterly Reports

A motion was made by Mr. Denny Sourbeer and seconded by Mrs. Arica Jennings to approve the first quarter (September-December, 2022) Canton Area Elementary School and Canton Jr/Sr High School Library reports.

Roll Call Vote: All seven members present voted yea.
Mr. Gary Black and Mr. Bill Holland were absent.
Motion carried.

CITIZEN RECOGNITION – NON-AGENDA RELATED

There were no comments.

Announcements

There was an Executive Session held at the conclusion of last month's meeting to discuss security matters.

There was an Executive Session held prior to the Board Meeting, at 4:30 p.m., to discuss personnel and security matters.

The next Board Meeting will be Thursday, March 9, 2023, at 5:00 p.m. in the Canton Jr/Sr High School Library, Canton, PA.

Meeting Adjourned

Mrs. Sourbeer adjourned the meeting at approximately 5:50 p.m. on a unanimous voice vote.

Respectfully submitted,

Mark S. Jannone
Business Manager/Board Secretary

FIELD TRIP REQUEST

Destination(s): <u>District 8 Jazz Festival Mt. Carmel High School</u>		How many subs are needed:
Date of Trip <u>4/14/15/23</u>	Day of Week <u>Fri.+ Sat.</u>	Leave Time <u>6:30 AM Fri</u>
Number of Students/Adults <u>1 / 1</u>		Circle One <u>(VAN)</u> BUS -- If you want a VAN, who will drive? <u>Tammy Machinnie</u>
Where will the bus load for the trip? <u>Music Wing Parking</u>		
Students will: (check one) <input type="checkbox"/> Ride their regular bus home after the field trip. <input checked="" type="checkbox"/> Arrange their own transportation home after the field trip.		

Class or Grade Description <u>SH Jazz Musicians</u>		Person in Charge <u>Machinnie</u>
Other Chaperones going: <u>Randy Frye will be there Saturday</u>		
Objective of Trip: <u>Music enrichment</u>		Estimated Cost Of Trip - Including Subs
Additional Information, if any: <u>Overnight stay required for student as well as Faculty.</u>		

REGULATIONS

1. Persons in charge will submit a final list of persons riding the bus (including adults) to the Principal before leaving school grounds.
2. Parental permission slips will be obtained by person in charge. These will also be turned in to the Principal before leaving school grounds.
3. Students will observe the riding rules of the school. Buses are supposed to have copies of riding rules posted. Driver distractions from within the bus are to be avoided.
4. No students are to be let off the bus at any location other than the school when returning from the field trip, unless prior arrangements have been approved by the Principal or Business Manager.
5. Any irregularities of the trip (including bus and driver problems) will be reported to the Principal immediately.
6. When students have to make other arrangements to get home, the person in charge and chaperones will stay with the students until all have left the school grounds.

Tammy Machinnie
SIGNATURE OF PERSON IN CHARGE

ROUTING INSTRUCTIONS

Forward completed form to your Principal. If approved, Principal will forward to Business Office. Business Office will return original request to Principal after busing arrangements. Principal will keep the original form in their office and will send a copy of the form to the person in charge.

APPROVALS			
Principal:	Approved <u>Dan W. Keith</u>	Date <u>2/15/23</u>	
Business Manager:	Approved _____	Date _____	

THIS SPACE FOR BUSINESS OFFICE USE ONLY

WVO 2/17/23
Bd App 3/9/23

FIELD TRIP REQUEST

Destination(s): <u>PMEA All-State Convention</u> <u>Kalahari Convention Center- Pecos</u>		How many subs are needed:
Date of Trip <u>4/19-22/23</u>	Day of Week <u>W-Sat</u>	Leave Time <u>7:00 AM</u>
Number of Students/Adults <u>2/1</u>		Circle One <u>(VAN)</u> BUS -- If you want a VAN, who will drive? <u>Randy Frye</u>
Where will the bus load for the trip? _____		
Students will: (check one) _____ Ride their regular bus home after the field trip.		
<u>X</u> Arrange their own transportation home after the field trip.		
Class or Grade Description <u>Sr. High Chorus</u>		Person in Charge _____
Other Chaperones going: <u>N/A</u>		
Objective of Trip: <u>PMEA All-State - Choral Enrichment</u>		Estimated Cost Of Trip - Including Subs
Additional Information, if any: _____		

REGULATIONS

1. Persons in charge will submit a final list of persons riding the bus (including adults) to the Principal before leaving school grounds.
2. Parental permission slips will be obtained by person in charge. These will also be turned in to the Principal before leaving school grounds.
3. Students will observe the riding rules of the school. Buses are supposed to have copies of riding rules posted. Driver distractions from within the bus are to be avoided.
4. No students are to be let off the bus at any location other than the school when returning from the field trip, unless prior arrangements have been approved by the Principal or Business Manager.
5. Any irregularities of the trip (including bus and driver problems) will be reported to the Principal immediately.
6. When students have to make other arrangements to get home, the person in charge and chaperones will stay with the students until all have left the school grounds.

Randy Frye
SIGNATURE OF PERSON IN CHARGE

ROUTING INSTRUCTIONS

Forward completed form to your Principal. If approved, Principal will forward to Business Office. Business Office will return original request to Principal after busing arrangements. Principal will keep the original form in their office and will send a copy of the form to the person in charge.

Principal: _____		Approved <u>[Signature]</u>	Date <u>2/8/23</u>
Business Manager: _____		Approved _____	Date _____

**THIS SPACE FOR BUSINESS
OFFICE USE ONLY**

ww 2/17/23
Bd App 3/9/23

M E M O
FROM THE DESK OF
SHELLY GOWIN
CANTON AREA SCHOOL DISTRICT

#G.4.

March, 2023

TO: Mark Jannone, Board of Education

RE: Transportation Changes

The following changes were made to transportation contracts since the last board meeting:

Doud Transportation

- Van 25 – Effective 2/13/23 – Add students \$288.93
- Van 33 – Effective 2/13/23 – Remove student \$115.00

File Copy

Bd APP 3/9/23
#G.6.

17 Pine Street
Towanda, PA 18848
570-265-0620
fax: 570-265-4302

THE MAIN LINK
Peer Support Services

118 Desmond Street
Sayre, PA 18840
570-888-5083
fax: 570-888-4889

Letter of Agreement

The Main Link provides Peer Support Services in Bradford and Sullivan Counties to youths ages 14-17 and adults of all ages.

In an effort to develop and maintain a positive working relationship with other organizations, agencies and educational institutions that serve the needs of the community, The Main Link agrees to make every effort to continue to establish, develop, and maintain a cooperative relationship with school districts in our community.

In order to provide collaborative services, The Main Link agrees to:

- Maintain an awareness of each other's programs and services;
- Secure appropriate releases of information from students jointly supported;
- When appropriate, and/or requested by the student, attend treatment planning meetings to communicate and exchange treatment information related to student care;
- Work together to realize an effective and supportive network for students;
- Participate in inter-agency meetings and educational opportunities for the purpose of coordination of care within confidentiality and HIPPA regulations as required and able;
- Work together to achieve a seamless network of services for students.

This agreement shall be in effect for two (2) years and may be terminated by either institution upon thirty (30) days written notice, and shall be automatically terminated should either institution fail to maintain its present authority or standards.

Please review and sign both agreements and return one in the enclosed envelope.



Mark Beauchemin, Co-Executive Director

3/3/23
Date

Administrator or Designee of Party in Agreement
(Print)

School/District

Administrator or Designee (Signature)

Date

22/23 + 23/24 School years

#G.7.

CANTON AREA SCHOOL DISTRICT AUTHORIZATION FOR EXPENDITURE

A.F.E. # 22/23-04

PROJECT NAME: Emergency replacement of Elem. fire alarm system.

PROJECT DESCRIPTION AND JUSTIFICATION:

Installation of new fire alarm system due to partial power failure in the Elementary building. Insurance claim.

BUDGETED AMOUNT: \$0ESTIMATED USEFUL LIFE: 10-20 YearsESTIMATED COST: \$31,000ESTIMATED COMPLETION DATE: 3/31/2023

JULY	\$0
AUGUST	\$0
SEPTEMBER	\$0
OCTOBER	\$0
NOVEMBER	\$0
DECEMBER	\$0

JANUARY	\$0
FEBRUARY	\$0
MARCH	\$31,000
APRIL	\$0
MAY	\$0
JUNE	\$0

TOTAL \$31,000RATE OF RETURN: N/APAYBACK PERIOD: 15 yearsSPONSOR: Fred RichterDATE
3/9/2023

SUPERVISOR: _____

3/9/2023BUSINESS MGR.: [Signature]3/9/2023

SUPERINTENDENT: _____

3/9/2023

BOARD PRESIDENT: _____

3/9/2023

Final Copy
3/8/23

J. G.

CANTON JUNIOR-SENIOR HIGH SCHOOL



Academic Planner 2023-2024

ADMINISTRATION

Dr. Amy Martell, Superintendent
Mr. Donnie Jacopetti, High School Principal
Mrs. Amy Repard, Director of Special Education
Mr. Dave Loomis, School Psychologist
Mr. Don Cron, Dean of Students / Teacher
Mr. Bob Rockwell, Athletic Director
Mr. Mark Jannone, Business Manager

SCHOOL COUNSELING DEPARTMENT

Mrs. Jessica Watson, School Counselor
jwatson@canton.k12.pa.us
570-673-3000

Mrs. Jaime May, Guidance Secretary
jmay@canton.k12.pa.us
570-673-3000

Dear Student and Parent,

The staff at CHS is committed to providing the best quality education for your child with their academic success being at the forefront of all that we hope to accomplish within the next four years. Each day, we give our best effort to help every student at CHS learn at high levels, develop appropriate social skills, and discover the importance of hard work, perseverance, and dedication to academic success. Our goal is to empower our students by implementing knowledge and essential college and career readiness skills that will result in success beyond high school.

This year's academic plan was developed and designed by our local experts in the field and encourages academic success through a rigorous curriculum rich in opportunities. Please review the academic planner with your child and consider taking an active role in both facilitating and supporting their academic decisions and career pathway choices.

We are proud of the long standing tradition of excellence that has been established here at CHS and look forward to serving not only your student but, every student, every day-the Warrior Way!

**With Warrior Pride,
Mr. Jacopetti, Principal**

EVERY STUDENT - EVERY DAY "THE WARRIOR WAY!"

VISION STATEMENT

Canton students are leaders, communicators, and citizens who value learning and their rural community.

MISSION STATEMENT

We focus on learning - Every child, Every day, "The Warrior Way!"

INTRODUCTION

The course offerings at Canton Junior Senior High school are reviewed and revised each year to ensure that our student's ever changing needs are met.. The choices made using this planner as a resource will have a substantial impact on the pathway pursued after graduation. The staff and administration at CHS are committed to providing each student with the best educational programming available to ensure success. Each spring all students have an opportunity during the school day to select courses appropriate to their needs and future plans. At this time members of the counseling department will be meeting with students to discuss their course selections. Students are encouraged to involve their parents in the course selection process. A master schedule is finalized over the summer months and is available for student viewing on or around the middle of August.

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DUAL-ENROLLMENT

A dual-enrollment program is offered to Canton juniors and seniors. Students who enroll in the following Canton Jr./Sr. High School courses will have the opportunity to earn college credits at a discounted cost to the student. The colleges we have agreements with are Keystone and Lackawanna Colleges. Students should always check with individual post-secondary schools to make sure these courses will be accepted towards their degree and/or electives.

KEYSTONE COLLEGE

<u>CHS Course</u>	<u>College Course</u>	<u>Credits</u>
AP Biology.....	BIO 1125 - General Biology I	4 Credits
	BIO 1130- General Biology II	4 Credits
Human Anatomy and Physiology.....	BIO 1110- Human Anatomy & Physiology	4 Credits
Statistics.....	MATH 2115 Statistics	3 Credits

LACKAWANNA COLLEGE

<u>CHS Course</u>	<u>College Course</u>	<u>Credits</u>
Composition I.....	ENG 105-College Writing	3 Credits
Public Speaking.....	COM 125- Effective Speaking	3 Credits
AP English/Composition II.....	ENG 110-Intro to Literature	3 Credits
Honors Pre-Calculus.....	MAT 120- College Algebra	3 Credits
AP Psychology.....	PSY 105- Intro to Psychology	3 Credits
Spanish III.....	SPN 101- Elementary Spanish I	3 Credits
Physics II.....	PHY 120-General Physics	3 Credits
Chemistry II.....	CHM 120- General Chemistry	3 Credits
AP Environmental Science.....	ESC125-Environmental Science	3 Credits
AP US Government and Politics.....	HIS 118- American Government	3 Credits

CAREER TECHNICAL EDUCATION OPPORTUNITIES NORTHERN TIER CAREER CENTER

All students at Canton Jr/Sr High School have the option of attending the Northern Tier Career Center (NTCC) in their junior and senior year (sophomore year for cosmetology). The NTCC offers vocational-technical programs that provide students with the training and skills to enter into a career upon graduation from high school or to pursue advanced technical training at an accredited post-secondary institution.

All NTCC programs, as described here, are available to all students. However, please note that enrollment at the NTCC is limited to the district's annual allotment of openings within each program offered. Openings are based on a first come, first served basis. Students who attend the NTCC will receive 4 credits per school year for the program they have chosen there. While attending Canton High School, these students will receive courses in English, Social Studies, Math, or Science. These courses will give them 3 credits toward graduation per year.

Individual Education Programs (IEP) for students with disabilities selected to attend the NTCC will reflect the goals and objectives of the respective program for which they are enrolled. NTCC instructors are informed of any modifications or special services addressed in the IEP, and include curricular modifications into the student's program.

In order for a student to be eligible to attend the NTCC, the following requirements must be met:

1. Must have acquired 12 credits (meeting all 9th & 10th grade state and school district requirements) through grade 10, and pass all subjects in grade 11 (first semester). Concerns regarding qualifications for NTCC will be addressed on a case by case basis. The specific list of courses that must be successfully completed prior to attending NTCC are as follows:
 - a. **9th grade**: English 9, American History II, Algebra I or 1-A, Chemistry in the Environment or Honors Chem I, 1 Technology course, Physical Education 9, two or three electives (minimum of 7 credits).
 - b. **10th grade**: English 10, Modern America, Algebra II or 1-B, Biology, Physical Education 10, Health 10, 1 Technology course, two electives (minimum of 7 credits).
 - c. **11th grade**: Pass all courses 1st semester to remain at NTCC.

2. Have no more than a total of ten days absence during the previous school year of anticipated attendance at NTCC, unless excused for legal/doctor reasons.
3. Sign the enrollment form in the school counseling office. All students accepted in a program at NTCC must abide by the current Canton Jr/Sr High School student handbook and the current academic planner.
4. Must, in the judgment of the High School Principal and the High School Counselor, have had a positive attitude and an acceptable conduct record.

NORTHERN TIER CAREER CENTER COURSES (COURSE NUMBERS #935 #936 #937)

HUMAN RESOURCES

Diversified Occupations (12th Grade Status) – 150 school days, 720 hours

This opportunity is available to SENIORS who are not enrolled in another NTCC program and allows students with specific career objectives in pathways that are not offered at NTCC to gain related experience for credit. Students complete theory classes through NTCC, including employability, career development, workplace readiness, technical skills, and safety. Students complete their remaining hours (minimum 15 hours per week) through paid part-time on-the-job experience at training sites, where they will develop skills in accordance with their individual training plans. Students will complete the NOCTI: 21st Century Skills for Workplace Success.

- Industry Credential Opportunities:
- CareerSafe: OSHA Safety
- National Safety Council: Forklift Operator Certification

Teacher Academy / Early Childhood Education – 900 hours

This program provides instruction in the physical, emotional, intellectual, and social development of children. Aspects of teaching and working with children from birth to elementary school age are included, such as health, wellness, safety, growth, behavior, and developmental milestones. Students will learn to attend to children's basic needs, organize activities, develop curriculum, prepare lesson plans, design and manage programs, and effectively deliver instruction in childcare, pre-school, and elementary settings. Theory in this course includes human development, psychology, ethical and professional responsibilities, communication, and the interaction of child, family, community, and schools. Clinical experiences will provide opportunities for students to develop the skills necessary to become successful future teachers and childcare providers while working directly with young children in childcare centers and schools.

Industry Credential Opportunities:

- Child Development Associate (CDA) National Credential
- American Red Cross: First Aid and CPR
- College credit opportunities: Dual enrollment anticipated and currently being explored

CONSTRUCTION TRADES

Building Construction Trades - 900 hours

This program of study covers construction and remodeling of buildings including carpentry, concrete, masonry, painting, drywall, cabinetry, roofing, plumbing, electrical, stairs, and interior/exterior finishes. Students study and practice all phases of building construction, from layout of site, foundation and wall construction, to roof framing and interior trim.

Industry Credential Opportunities:

- OSHA: 10-hour Safety Course, Construction
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: BCT 103, 109 & 234 (10 credits offered)

HEALTH CARE

Health Assistant/Pre-Nursing - 900 hours

This course allows the student to advance at their own rate and allows for individuality in the choice of a specific career objective and provides skills for Medical Assistant, Nursing Assistant, and Dental Assistant. Introduction to EKG, Phlebotomy, Occupational and Physical Therapies are included. This course is for the student looking to further their education in health care as a Registered Nurse, LPN, OT, PT and other healthcare related fields. After completion of the nursing assistant curriculum, students are eligible to take the state exams (written & skill) for placement on the registry for long-term care nursing assistants. Clinical experiences may accompany portions of this course.

Industry Credential Opportunities:

- Pennsylvania Department of Health: Nurse Aide Registry
- American Red Cross: First Aid and CPR
- DVM-Instructional Systems: Dean Vaughn Learning Systems in Medical Terminology
- OSHA: 10-hour Safety Course, Healthcare
- Penn College NOW – Dual Enrollment with Penn College of Technology: MTR 104 (3 credits offered)

Mechanical Trades (HVAC-Plumbing-Electrical) - 900 hours

This Heating, Ventilation & Air Conditioning (HVAC) program combines classroom and practical learning experiences and prepares individuals to apply technical knowledge and skills to install, repair, and maintain home and business heating, air conditioning, basic plumbing, electrical, and refrigeration systems. Students will gain experience by working on equipment that is used daily in their own homes, such as furnaces, water heaters, electrical appliances, and air conditioning units.

Industry Credential Opportunities:

- OSHA: 10-hour Safety Course, Construction
- Air Conditioning, Heating & Refrigeration Institute: EPA 608
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: ACR 111 (5 credits offered)

HOSPITALITY

Food Production & Management - 900 hours

This course is designed to provide the student with the skills, knowledge, and attitudes necessary in food service and hospitality related careers. Specialized learning units include theory and work experience in the major areas of selection, purchasing, storage and preparation of ingredients, baking and desserts, restaurant management, and cold food preparation. The restaurant kitchen serves as the preparation laboratory, while the 40 seat restaurant provides experience in proper front-of-the house operations.

Industry Credential Opportunities:

- National Restaurant Association: ServSafe Manager's Certification
- National Restaurant Association: ServSafe Allergen Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: FHD 118 & FHD 137 (4 credits offered)

HUMAN SERVICES

Cosmetology - *1350 hours (Tech Prep)

This is a state licensed course designed to provide the student with fundamentals needed to prepare for the state board examination. Instruction is provided in chemical textures, hair coloring and lightening techniques, haircutting and hair design, microdermabrasion, glycolic peels, facials, superfluous hair removal, styling eyebrows, pedicures, manicures, and nail art. Practical experience is gained by providing services through the operation of an on-site clinic for classmates, fellow NTCC students, and clients from the community.

Industry Credential Opportunities:

Pennsylvania State Board of Cosmetology: Cosmetologist

**1250 hours are required by the Pennsylvania State Board of Cosmetology to take the State Board exam. In order to obtain sufficient hours, students will need to enroll in their 10th grade year. Summer school is no longer offered for completion of hours.*

MANUFACTURING

Welding Technology - 900 hours

The Welding program is taught in a simulated work environment to help develop hands-on experience, as well as theory and equipment and shop safety skills. The course is designed to equip students with skills and knowledge in shielded metal arc welding (SMAW), gas metal arc welding (GTAW), and flux core arc welding (FCAW), as well as blueprint reading and fabrication.

Industry Credential Opportunities:

- American Welding Society: Level 1 Entry Welder Training
- OSHA: 10-hour Safety Course, General Contracting
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: WEL114, WEL116, WEL120, WEL123, WEL124 & WEL129 (12 credits offered)

INFORMATION TECHNOLOGY

Information Technology - 900 hours

This program prepares students to apply basic engineering principles and technical skills as they take the first step in pursuit of an IT career in cloud computing, network administration, mobility, security systems administration, programming, database management, and/or continuing education at a post-secondary institution. Taking a broad-spectrum approach, students will learn basic computer design and maintenance, security, networking, operating systems, IT operations, hardware and software problem diagnosis, troubleshooting, technical support, and web design. Students will gain the foundational knowledge and skills necessary to successfully pursue the post-secondary training and education that is required for most entry-level positions in IT.

Industry Credential Opportunities:

- CompTIA: IT Fundamentals Certification
- CompTIA: A+ Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: EET 145 (4 credits offered)

Machine Tool Technology - 900 hours

The MTT program is designed to prepare students with the skills and experience necessary to pursue post-secondary education and training in machining and engineering pathways or obtain entry level employment in the metal products or manufacturing industry. Students will be trained in the conventional areas of industrial machine setup, operation, and maintenance, to include lathes, mills, drills, and grinders, as well as in Computer Numerical Control (CNC) machine setup, programming and operation. Students will develop skills in industry-related mathematics and CAD/CAM software applications, in addition to the use of tools, gauges, precision instruments, and blueprints. Machinists are in exceptionally high demand and the field includes careers in engineering, manufacturing, machine maintenance, tool and die, and fabrication. Industry

Credential Opportunities:

- National Institute for Metalworking Skills, Inc. (NIMS)
- OSHA: 10-hour Safety Course, General Contracting
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: MTT 118 & MTT 119 (8 credits offered)

TRANSPORTATION

Automotive Mechanics Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized area of automotive technology including engine diagnosis, engine repairs, heating & cooling systems, power train, brake suspension, steering systems, and computerized engine controls. Students study and practice all phases of engine repair and overhaul from diagnosis-problem solving to preventative maintenance.

Industry Credential

Opportunities:

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Environmental Protection Agency: 609 Motor Vehicle Air Conditioning Certification
- Automotive Service Excellence (ASE): Entry-Level Certification
- National Safety Council: Forklift Operator Certification

Diesel Mechanics Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction in diesel engine mechanics, suspension and steering, brake systems, electrical electronic systems, preventative maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair is included.

Industry Credential

Opportunities:

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Automotive Service Excellence (ASE): Entry-Level Certification
- Bendix: Brake Certification; MGM: Brake Certification
- Environmental Protection Agency: 609 Motor Vehicle Air Conditioning Certification
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: DSM 119 & DSM 141 (4 credits offered)

Collision Repair Technology - 900 hours

This program prepares individuals to apply technical knowledge and skills to the specialized areas of automotive reconstruction and restoration including panel replacement and repair, frame repair, plastic repair, refinishing, auto body related mechanics, automotive electricity, and estimating. Students study and practice all methods of auto body repair including the use of hand tools, welding practices, body and frame repair, refinishing processes, spray painting techniques, interior trim removal, upholstery, weather stripping, sheet metal repair, filler work, and plastic repair.

Industry Credential Opportunities:

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Environmental Protection Agency: 6H Certification
- ICAR: Non-Structural (14 certifications available)
- National Safety Council: Forklift Operator Certification

CHS COURSE CATALOG

GRADUATION REQUIREMENTS

A summarization of the requirements for graduation is provided to assist you as you plan your course of study. Students must earn 22.25 credits and demonstrate proficiency in the Pennsylvania Academic Standards in order to graduate.

Courses	Required Credits
English	4
Science	3 or 4 (Science/Math must total 7)
Mathematics	3 or 4 (Science/Math must total 7)
Social Studies	3
Computer/Business Technology	2
Physical Education	1.5
Elective Classes	4
Health	.25
Community Service	.50
Total	22.25

ENGLISH DEPARTMENT

Graduation Requirement 4 English Credits

Program	Required Course 9th Grade	Required Course 10th Grade	Required Course 11th Grade	Required Elective Credit 12th Grade Elective Course Choices:
Honors	Honors English 9	Honors English 10	Honors English 11	Elective Recommendation: AP English / Composition II
College Prep	English 9	English 10	English 11	Elective Recommendation: *Composition I
Career Readiness	English 9	English 10	English 11	Elective

Electives

Electives:

*Composition I
Movie Studies
*Public Speaking I

Electives:

*Composition I
Movie Studies
*Public Speaking I
Public Speaking II

ENGLISH 9 (COURSE #109): This year-long class is devoted to building thinking, reading, and writing skills through the study of literature and grammar. Several different genres will be studied during the course including fiction, nonfiction, drama, and poetry. Grammar study will be addressed as needs arise. Activities, projects, assessments, and writing assignments will be completed with respect to the necessary preparation for the Keystone Exam in Literature and Composition. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None Recommendations: None**

HONORS ENGLISH 9 (COURSE #119): This is a year-long class devoted to the college-bound student. It moves at a faster pace than English 9 but focuses on the same literacy skills. Several different literary genres will be studied including fiction, nonfiction, drama, and poetry. Grammar will be covered as needed. Activities, projects, assessments, and writing assignments will be completed with respect to the necessary preparation for the Keystone Exam in Literature and Composition. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None Recommendations: Minimum of 95% in a previous honors class as well as proficient or advanced on state assessment the previous year is recommended.**

ENGLISH 10 (COURSE #110): English 10 is a year-long course. The course emphasizes the continual improvement of reading, writing, thinking and speaking through the study of various genres of literature- short story, novel, poetry, essays, drama, etc. Vocabulary is also highlighted and strengthened in separate units and through the works studied. Some projects/activities include oral presentations, critical papers, creative writing projects, and large and small group discussions. The novel studied during this course is *Fahrenheit 451*. The drama *Julius Caesar* will be studied. This course prepares students for the Keystone State Evaluation in English. Students in this course will take the exam in May. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of English 9 or Honors English 9. Recommendations:: None**

HONORS ENGLISH 10 (COURSE #120): Honors English 10 is a year-long course. The course emphasizes the continual improvement and refinement of reading, writing, thinking, and speaking skills through the study of various genres of literature- short story, novel, poetry, essays, drama, etc. Vocabulary is also highlighted and strengthened in separate units and through the works studied. Critical writing and thinking skills are especially stressed in this course. The course moves at a faster pace than English 10 with a greater focus on college preparation. Some projects and activities include oral presentations, critical papers, creative writing projects, and large and small group discussions. The novel studied during this course is *Fahrenheit 451*. The drama *Julius Caesar* will be studied. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of English 9 or Honors English 9. Recommendations: Minimum of 95% in a previous honors class as well as proficient or advanced on state assessment the previous year.**

ENGLISH 11 (COURSE #111): English 11 is a year-long course, emphasizing the development of reading, writing, thinking, and speaking skills through a survey study of American Literature. This course also focuses on preparation for the Keystone Exam by analyzing various texts through literary elements and techniques, authors' purposes, and themes. Some projects/activities include essay writing, creative projects, oral presentations, large and small group discussion, and role playing. **Credit value: 1 credit. Required course in 11th grade. Prerequisite(s): Successful completion of English 10 or Honors English 10. Recommendations: None**

HONORS ENGLISH 11 (COURSE #121): Honors English 11 is a year-long course. The course is a survey of American Literature. Honors English 11 emphasizes reading, writing, speaking, and thinking skills. The course also focuses on preparation for the Scholastic Aptitude Test (SAT) and Keystone Exam. Critical writing and thinking skills are especially stressed. This course has a faster pace than English 11. Some projects/activities include several critical papers, creative writing papers, *The Scarlet Letter*, *The Crucible*, *The Catcher in the Rye*, oral presentations, large and small group discussion, and role playing. *If time permits, *Farewell to Arms* and *Animal Farm* may be studied. **Credit value: 1 credit. Prerequisite(s): Successful completion of English 10 or Honors English 10. Recommendations: Minimum of 94% in English 10 or Honors English 10. Minimum of 95% in a previous honors class as well as, proficient or advanced on state assessment the previous year.**

ENGLISH DEPARTMENT ELECTIVES

***AP ENGLISH/COMPOSITION II/INTRODUCTION TO LITERATURE (COURSE #122) (Lackawanna College/ENG 110):** This class is known as ENG 110: Introduction to Literature, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. English 110 introduces students to poetry, prose, and drama while acquainting them with critical frameworks for interpreting literature. The course will employ a holistic approach to writing as a process, requiring students to compose original, critical essays that discuss primary literary works. While requiring classes to employ sound research skills, the course will allow individual students to develop critical approaches related to their academic and personal experiences. Also, reading and writing skills will focus on careers and applying to college and for a job, and the experience, interpretation, and evaluation of literature, along with writing for the AP exam. Many timed and untimed essays will be required that apply MLA format, and rewriting is emphasized to improve writing skills. Students are expected to work independently as well as virtually with partners/groups. AP Classroom will be utilized throughout the year with Daily Videos, Topic Questions, and Progress Checks. A portfolio serves as the midterm and final exams. **Students can take the AP English Literature Composition Exam in May. (If a student signs up for and takes the AP Exam, then he/she will be exempt from the midterm and final exams.).** Credit Value: 1 high school credit Satisfies 12th grade English requirement. Prerequisite(s): 12th Grade status. Successful completion of English 9, English 10, English 11 or Honors English 11. Recommendations: Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Success of Composition I and above satisfactory completion of English 11 or Honors English 11. Summer reading assignments are required prior to taking this course.

***COMPOSITION II/COLLEGE WRITING (COURSE #126): (Lackawanna College/ENG 105):** This class is known as ENG 105: College Writing, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. English 105 strives to familiarize students with the writing process, empowering them to effectively produce polished, coherent academic essays, which employ critical, analytical and research skills. This course applies a holistic approach to academic writing while helping students to develop clear, thoughtful essays in standard academic forms. Specifically, students' writing experience will culminate in the production of a properly organized, fully documented research paper. Reading, researching, and presentations are also emphasized in this course. A portfolio serves as the midterm and final exam. Credit Value: 1 high school credit, Prerequisite(s): None, Recommendations: None

MOVIE STUDIES (COURSE #132): This class will focus on the history of movies along with students analyzing movie elements, the movie-making process, and genres. The students will be expected to watch movies in a respectful manner, read articles, write journals and essays, create projects, and give presentations. Credit Value: 1 high school credit., Prerequisite(s): None, Recommendations: None

***PUBLIC SPEAKING I/EFFECTIVE SPEAKING (COURSE #129):** This class is known as COM 125: Effective Speaking, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. This course stresses the various methods of speech for effective oral communication. Key topics will be examined, such as fear of public speaking, listening, communication, preparing and giving an effective speech, and presenting various types of speeches. Various sections of the book will be discussed, such as "The Person," "Person to Person," "Preparation and Process," and "Presentations." Students will learn about and deliver different types of speeches, such as informative, persuasive, and demonstration as well as specialized speeches, such as a mock interview and debate. Students are expected to present individually and with partners or groups. If time permits, students may engage in the aspects of public speaking as it is used in performance. Credit value: 1 high school, Prerequisite(s): None, Recommendations: None

PUBLIC SPEAKING II (COURSE #130): This course allows students from Public Speaking I to advance their skills by presenting to and assisting those in Public Speaking I. Students will be presenting informative speeches to Public Speaking I about "Problem Solving and Conflict Management" and "Leadership" as well as other topics. PSII students will learn about and present specialized speeches, such as impromptu, extemporaneous, oral interpretation, special occasion, and second mock interview. These students are encouraged to present to the public as well. Credit Value: 1 high school credit. Prerequisite(s): Successful completion of Public Speaking I. Recommendations: None

SOCIAL STUDIES DEPARTMENT

Graduation Requirement 3 Social Studies Credits

Program	Required Course 9th Grade	Required Course 10th Grade	Required Course 11th Grade	Elective Course 12th Grade
Honors	Honors American History II	Honors Modern America	Honors Civics / Government	<i>Elective Recommendation:</i> AP US Government & Politics AP Psychology
College Prep	American History II	Modern America	Civics / Government	<i>Elective Recommendation:</i> World Cultures General Psychology
Career Readiness	American History II	Modern America	Civics / Government	Elective

AMERICAN HISTORY II (COURSE #210): This is a one-credit course concentrating on the study of American History starting with the Civil War, Reconstruction and extending to Westward Expansion and the Second Industrial Revolution. Special emphasis is placed on American Presidents, their leadership and their contributions. A basic understanding of these items is a requirement for this course. Some projects/activities include written reports and group work. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None**

HONORS AMERICAN HISTORY II (COURSE #220): This course will be encompassing the same topics as Course #210. This course will be a more "in-depth" look at American History. More emphasis will be placed on Presidential studies, which will include more research and written reports by the students. Research on Historic sites within the U.S. will also be included in this course description. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None**

MODERN AMERICA (COURSE #217): This course will continue student studies of United States History from WWI to present day. Major topics will include WWI, the Great Depression, WWII, the New Deal, and the Cold War. The class will also cover the Civil Rights Movement, Watergate, the Cuban Missile Crisis and other major events in U.S./ World History. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of American History II or Honors Am History I.**

HONORS MODERN AMERICA (COURSE #218): This course will be encompassing the same topics as Course #217. This course will be a more "in-depth" look at Modern America. This course will continue student studies of United States History from WWI to present day. Major topics will include WWI, the Great Depression, WWII, the New Deal, and the Cold War. The class will also cover the Civil Rights Movement, Watergate, the Cuban Missile Crisis and other major events in U.S./ World History. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of Am History II or Honors Am History I.**

CIVICS/GOVERNMENT (COURSE #212): This course will explore the foundations of the American Government system, from the documents used to construct our Constitution to the types of powers created by our basic principles. We will also study political behavior within our two-party system, such as voting behavior, impact of the media, and the role of interest groups. A study of the Executive, Legislative and Judicial branches within the Federal, State and Local levels of government will show students the responsibilities and duties each branch has within our Federal system. We will also discuss the functions of State and local government, Embedded in this course is the current President's administration. **Credit value: 1 credit. Required in 11th grade. Prerequisite(s): Successful completion of American History II and Modern America.**

HONORS CIVICS/GOVERNMENT (COURSE #224): This is a one-credit course on the same topics as POD with some modifications. First, the students who would be taking this course will be approved by the Social Studies Department. Second, much more is required of these students due to the fact that the material is studied in a more "in-depth" manner. Research projects in which the topics and expectations are presented in the beginning of the course are three-five pages long. These are all graded by using a rubric based on writing assessment standards. **Credit value: 1 credit.** **Prerequisite(s):** Successful completion of American History II and Modern America. **Recommendations:**

SOCIAL STUDIES DEPARTMENT ELECTIVE

WORLD CULTURES (COURSE #211): This is a one-credit course which begins with an introduction to a study of "Course" and an examination of the development of Civilization. This course is divided into four divisions of study. They include: The Former Soviet Union, Communist China, The Middle East, and the Continent of Africa. In each unit all aspects of people's culture are explored, from geography and occupations to government and religious values. The purpose of this course is for students to gain an understanding of another region's way of life, which will facilitate a greater appreciation of our own culture. **Credit value: 1 credit.** **Prerequisite(s):** Successful completion of American History II, Modern America and Civics/Government. **Recommendations: None**

***AP PSYCHOLOGY (COURSE #221): (Lackawanna College/PSY 105):** This class is known as PSY 105: Introduction to Psychology, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. This class will focus on the following units: History and Approaches, Research Methods, Biological Bases of Behavior, States of Consciousness, Sensation and Perception, Learning, Cognition, Testing and Individual Differences, Development, Motivation, Emotion, & Stress, Personality, Abnormal Behavior and Treatment, and Social Psychology. Assignments include reading and notetaking, completing flashcards on the vocabulary words, writing essays, giving presentations, creating projects, and completing AP Classroom Daily Videos, Topic Questions, and Progress Checks. A midterm exam will be given. Students are eligible to take the AP Psychology exam in May for a fee, and if it is taken, then students will be exempt from the final exam. **Credit value: 1 high school credit.**

Prerequisite(s): 11th and 12th grade status

Recommendations: Students should be able to read a college-level textbook. Summer assignments are required prior to taking this course.

***AP US GOVERNMENT & POLITICS (COURSE #226)** This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the US. Students will study US foundational documents, SCOTUS decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will read and interpret data, make comparisons and applications, and develop evidence-based arguments. Finally, they will complete a political science research or applied civics project.*This class prepares you for the College Board AP United States Government and Politics exam that you can take in the spring for a fee. **Credit value: 1 credit.** **Prerequisite(s):** 11 or 12th grade status. **Successful completion of American History II, Modern America and Civics.** **Recommendations:** Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Minimum grade of 95% in a previous honors civics class

MATHEMATICS DEPARTMENT

Graduation Requirement 3 or 4 Mathematics Credits - Math / Science must total 7 credits

Program	Required Course 9th Grade	Required Course 10th Grade	Required Course 11th Grade	Elective Course 12th Grade
Honors	Honors Algebra II	Honors Geometry / Trigonometry	Honors Pre-Calculus*	<i>Elective Recommendation:</i> Calculus Statistics
Keystone Retake	Algebra I	Algebra IB	Geometry / Trigonometry	<i>Algebra II</i>
Passed Keystone	Algebra I	Algebra II	Geometry / Trigonometry	<i>Pre-Calculus*</i>
Career Readiness	Algebra IA	Algebra 1B	Applied Math	<i>Consumer Math</i>

ALGEBRA 1-A (COURSE #328): Algebra I -A is an entry level mathematics course for those students who struggle with math and is intended to be the first year of a two-year Algebra sequence to best prepare a student for the Keystone Algebra exam. It is designed to introduce the concept of a variable and its relationship to the set of real numbers. A strong emphasis will be placed upon properties of numbers and equalities and carried over into solving linear quadratic and higher degree equations and inequalities. Problem solving skills will be developed throughout the sequence of the course. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

ALGEBRA 1-B (COURSE #329) Algebra I-B is a second year Algebra course intended to be the second year of a two-year Algebra sequence to best prepare a student for the Keystone Algebra exam. It is also intended for those students who did pass the keystone and prepare them with practice and a deeper understanding of concepts needed to be successful in Algebra. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I-A. Recommendations: None**

ALGEBRA I (COURSE #310): Algebra I is an entry level mathematics course for those students entering the academic mathematics sequence (Algebra I, Algebra II, Geom/Trig). It is designed to introduce the concept of a variable and its relationship to the set of real numbers. A strong emphasis will be placed upon properties of numbers and equalities and carried over into solving linear quadratic and higher degree equations and inequalities. Problem solving skills will be developed throughout the sequence of the course. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

ALGEBRA II (COURSE #312): Algebra II the second course offered in the academic mathematics sequence. A review of all the Algebra I skills, but with a greater degree of difficulty enables students to grasp in-depth studies of the following: Functions, Linear Systems, Determinants, Polynomial Equations, Radicals and Irrational Numbers, Quadratic Relations and Systems and their applications to graphics calculators, computers, and the workplace. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I or Honors Algebra I. Recommendations: None**

HONORS ALGEBRA II (COURSE #322): This course is taken only by students that were in the 8-1 math section. A review of all the Algebra I skills, but with greater degree of difficulty, enables students to grasp in-depth of the following: functions, linear systems, determinants, polynomial equations, radicals and irrational numbers, quadratic relations and systems, and their applications to graphic calculators, computers and the workplace. This class moves at a faster pace and covers more in-depth information. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I. Recommendations: None**

GEOMETRY/TRIGONOMETRY (COURSE #311): This is a comprehensive course in plane and solid geometry emphasizing logical reasoning, spatial visualization skills, measurement, and especially real-world applications. Through the use of definitions, axioms, postulates, theorems, and corollaries the following topics will be covered: 1) Points Lines, Planes, and Angles; 2) Deductive Reasoning; 3) Parallel Lines and Planes; 4) Congruent Triangles; 5) Quadrilaterals; 6)

similar Polygons; 7) Right Triangles; 8) Circles; 9) Constructions; 10) Areas of Plane Figures; 11) Areas and Volumes of Solids; and 12) Coordinate Geometry. This course will also help students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find all the roots of a complex number. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I and Algebra II. Recommendations: None**

HONORS GEOMETRY/TRIGONOMETRY (COURSE #331): This will follow the same curriculum as regular geometry and trigonometry but will occur at a faster pace and include enrichment activities of extended thinking. Through the use of definitions, axioms, postulates, theorems, and corollaries the following topics will be covered: 1) Points Lines, Planes, and Angles; 2) Deductive Reasoning; 3) Parallel Lines and Planes; 4) Congruent Triangles; 5) Quadrilaterals; 6) similar Polygons; 7) Right Triangles; 8) Circles; 9) Constructions; 10) Areas of Plane Figures; 11) Areas and Volumes of Solids; and 12) Coordinate Geometry. This course will also help students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find all the roots of a complex number. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I and Honors Algebra II, Recommendations: None**

***STATISTICS (COURSE #317):** This is a mathematics course incorporating the latest technological advances including the TI-83 Plus Graphing Calculator, Microsoft Excel Spreadsheets, and Internet Projects. This course is designed to cover the following topics: 1) Data Exploration; 2) Probability; 3) Normal Distributions; 4) Samples; and 5) Hypothesis Testing. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College).** **Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry Recommendations: A minimum score of 87% in Algebra II .**

PRE-CALCULUS (COURSE #313): This is a course designed to provide the essential mathematical background needed in Calculus. Topics to be covered include linear relations and functions, theory of equations, matrices and vectors, circular functions, trigonometric functions, trigonometric applications, and Exponential and Logarithmic Functions. **Credit value: 1 credit.**

Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry, Recommendations: None

***HONORS PRE-CALCULUS (COURSE #323):** This is a course designed to challenge and prepare students for the AP Calculus courses for college credit. Topics covered: relations, functions and graphics; trigonometry; advanced functions and graphs; discrete mathematics; and an introduction to calculus. A major emphasis will be placed on mathematical theory, the use of the scientific and graphic calculator, and applications to use in the real world. **Credit value: 1 high school credit. For a fee, students can earn 3 college credit hours through Lackawanna College).**

Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry.

Recommendations: None

CALCULUS (COURSE #314): This mathematics course introduces higher mathematics by examining the fundamental concepts and skills of calculus: functions, graphs, limits, derivatives, and antiderivatives. Importance is placed on applications and problem-solving. **Credit value: 1 credit. Prerequisite(s): Successful completion of Pre-Calculus or Honors Pre-Calculus. Recommendations: None**

CONSUMER MATHEMATICS (COURSE #318): This course is designed to provide the student with necessary math skills for success in personal life. This is a course which will help students prepare for today's careers in business and for life's everyday mathematical operations. **Credit value: 1 credit. Prerequisite(s): 11th or 12th grade status Recommendations: None**

APPLIED MATH: (COURSE #319): This course covers essential math concepts and how they are applied on the job in various career and technical trades. Content will be delivered as mathematical exercises through visual steps and applications that reinforce the various concepts. This course is designed for those students who are in their first year at NTCC. **Credit value: 1 credit. Prerequisite(s): 11th or 12th grade status, Recommendations: None**

SCIENCE DEPARTMENT

Graduation Requirement 3 or 4 Science Mathematics Credits - Science / Math must total 7 credits

Program	Required Course 9th Grade	Required Course 10th Grade	Elective Course 11th Grade	Elective Course Recommendations: 12th Grade
Honors	Honors Chemistry	Honors Biology	Physics I Chemistry II Human Anatomy & Physiology Astronomy	<i>Physics II</i> <i>AP Environmental Science</i> <i>AP Biology</i>
College Prep	Chemistry I	Biology	Chemistry II	AP Environmental Science
Career Readiness	Chemistry and the Environment	Biology	General Science	Environmental Science
Agricultural Education CTE Program Grade 11/12	Ag Experience 9	Ag Biology or Agriscience Biology Ag Experience 10	Ag Biology or Agriscience Chemistry AP Biology AP Environmental Science Human Anatomy & Physiology Ag Experience 11	Environmental Science Ag Related Elective Ag Experience 12

CHEMISTRY & THE ENVIRONMENT (COURSE #419): This class is offered to 9th grade students who are not accepted into Honors Chemistry. Physical Science is understanding the processes and the phenomena of the world we live in. Topics that are covered include MATTER & ENERGY, CHEMISTRY IN THE WORLD, MOTION & ENERGY, WAVES & WAVE MOTION, ELECTROMAGNETIC RADIATION and THE NATURAL WORLD. Many of the topics covered will apply to the outside world, outside of Canton Jr/Sr HS, and other future science courses. **Credit value: 1 credit Prerequisite(s): None, Recommendations: None**

BIOLOGY I (COURSE #410): Biology, or the study of life, begins by exploring the characteristics of life and the scientific method. Topics of further study include cells, cellular respiration, photosynthesis, genetics, evolution, and ecology. The many applications of biology to students' daily lives are emphasized. Some labs/activities include the scientific method, microscopy, DNA extraction, genetics, and evolution. The intent of this course is to prepare students to become proficient or better on the Biology Keystone Exams. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry & The Environment. Recommendations: None**

HONORS BIOLOGY I (COURSE #420): Biology, or the study of life, begins by exploring the characteristics of life and the scientific method. Topics of further study include cells, cellular respiration, photosynthesis, genetics, evolution, and ecology. The many applications of biology to students' daily lives are emphasized. Some labs/activities include the scientific method, microscopy, DNA extraction, genetics, and evolution. Students enrolled in Honors Biology will be required to engage in activities that promote independent higher-level thinking and complete projects outside the classroom. The intent of this course is to prepare students to become proficient or better on the Biology Keystone Exams. **Credit value: 1 credit. Prerequisite(s): Successful completion of Honors Chemistry. Recommendations: Minimum score of 90% in Honors Chemistry I.**

CHEMISTRY I (COURSE #411): Chemistry is the study of matter and the changes that it undergoes. Matter can be considered to be anything in our universe no matter how large or small. Students will be required to build a reference text, a notebook, for this course from the information presented through the year. Students will explore a variety of subjects based on the Pennsylvania Department of Education Standards and Eligible Content for Chemistry. This includes but is not limited to:

- Properties a Classification of Matter
- Atomic Structure and the Periodic Table
- The Mole and Chemical Bonding
- Chemical Relationships and Reactions

- Students will be required to perform hands-on laboratory activities, homework, quizzes, tests, research projects, vocabulary, a midterm exam (given in January) and a final exam (given in June).

Credit value: 1 credit. Prerequisite(s): Successful completion of both Chemistry in the Environment and Biology I/Honor Biology, Recommendations: Successful completion of Algebra II.

HONORS CHEMISTRY I (Course #425): Chemistry is the study of matter and the changes that it undergoes. Matter can be considered to be anything in our universe no matter how large or small. This course is designed to prepare students for the academic rigors that will be introduced in a college Chemistry 1 course. Students will be required to build a reference text, a notebook, for this course from the information presented through the year. Students will explore a variety of subjects based on the Pennsylvania Department of Education Standards and Eligible Content for Chemistry. This includes but is not limited to:

During the course we will review Chemistry I:

- Properties a Classification of Matter
- Atomic Structure and the Periodic Table
- The Mole and Chemical Bonding
- Chemical Relationships and Reactions
- Reaction rates and Equilibrium
- Students will be required to perform lab activities, research activities, written responses to specific lab, text or research questions, perform mathematical calculations to hypothesize an outcome when matter changes, Homework, Quizzes, Reading assignments, Tests, Vocabulary, a Midterm Exam (given in January) and a Final Exam (given in June).

Credit value: 1 credit: Prerequisite(s): Successful completion of both Chemistry in the Environment and Biology I/Honor Biology, Recommendations: Proficient or Advanced on the Keystone Algebra Exam and minimum score of 89% in your preceding science course

SCIENCE DEPARTMENT ELECTIVES

CHEMISTRY II (Course #413C): this is an intense review and study of matter at the college level with an emphasis on the use of mathematics, analytical thinking, and use of prior knowledge of the world you live in. Topics include but are not limited to Stoichiometry, Chemical Kinetics, Acids and Bases, Redox Reactions, Equilibrium, Thermo and electrochemistry, and Organic Chemistry. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College).** **Prerequisite(s): Successful completion of Chemistry in the Environment, Biology I & Chemistry I, Recommendations: Minimum average of 90% in Chemistry I, Proficient or Advanced on the Keystone Biology Exam and the Keystone Algebra Exam and minimum of 90% in Algebra II.**

PHYSICS I (COURSE #412): This is course in which students will study the following topics: Motion in a Straight Line, Graphical Analysis of Motion, Forces, Vectors; Motion in Two Dimensions, Universal Gravitation, Momentum and its Conservation, Work, Power, and Simple Machines, Energy, and Waves. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry I. Recommendations: None**

***PHYSICS II (COURSE #413P):** This is a semester course in which students will study the following topics: Reflection and Refraction, Mirrors and Lenses, Diffraction, Static electricity, Electric Field, and Electric Currents. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College)** **Prerequisite(s): Successful completion of Chemistry I and Physics I. Recommendations: Minimum of 89% in Physics I and successful completion of the Keystone Biology Exam with a score of proficient or advanced.**

***ANATOMY AND PHYSIOLOGY (COURSE 421):** This is a college level course in which students will study the principles of anatomy and physiology. Topics included are life processes, homeostasis, histology, anatomical terminology, medical imaging, skeletal systems, muscular systems, nervous systems, circulatory systems, digestive systems, and reproductive systems. Dissections will occur within the units of study. A fetal pig dissection will occur as a culminating dissection. It is assumed that the student will spend at least five hours each week in unsupervised individual study. This course is being offered through Keystone College as dual enrollment. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College)** **Prerequisite(s): Successful completion of Honors Biology or Biology I.** **Recommendations: Completion of Honors Biology or Biology I with a final grade of 89% or higher and completion of the Biology Keystone Exam with a proficient or advanced score.**

AGRICULTURAL BIOLOGY (COURSE #422): Ag Biology focuses on a biological approach to agriscience. Ag biology concentrates on the scientific principles of the central components of the agricultural industry. These components include plant and animal science, genetic engineering, aquaculture, environmental science, food science and technology. Ag Bio assists students in learning the essential information needed to continue their exploration into the field of agriscience. Every student taking Ag biology "will be" as per state directive since they are in an ag class and an FFA member. **Credit value: 1. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry.** **Recommendations: None**

AGRICULTURAL SCIENCE (COURSE #423): Fundamentals and Applications: Agriscience focuses on the fundamentals and basic applications of agriculture today. A central focus will be on the next generation's quest to feed the projected 10 billion people that will live on the earth at that time. Some of the basics in agriculture that will be necessary to succeed in this task will be highlighted in this course. Such topics may include natural resource management, integrated pest management, plant science, animal science, food science and technology, and communications and management in agriscience. Every student taking agriscience "will be" as per state directive since they are in an ag class and an FFA member. **Credit value: Credit 1. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry.** **Recommendations: None**

AG TEACHING/LAB ASSISTANT 12 (COURSE #424): The student is recommended and requires approval from the Ag Science teacher in order to take this course. This is an independent study course where one senior student that has exhibited an extreme interest in Ag Sciences acts as a Teaching/Lab Assistant (TLA). This course includes the managing of science labs and experiments and conducting demonstrations in an area of Ag Science specialty. The student will also assist in the paperwork and activities of the FFA and its operations. This course is designed to allow a student to be an attractive candidate for a lab assistant job at the university level. The student is required to be an FFA member. **Credit value: ½ credit to 1 credit, depending on schedule. Prerequisite: FFA membership. Recommendations: None**

***AP BIOLOGY I (COURSE #426) (CELLS AND GENETICS, ORGANISMS AND POPULATIONS):** The AP Biology curriculum will be divided into two semester courses studying science as a process, cellular biology, heredity and evolution, evolutionary biology, molecular genetics, diversity of organisms, structure and function of plants and animals and ecology. The purpose of this course is to prepare college-bound students interested in pursuing a degree in a science related field for the rigors of college science curricula. AP Biology is designed to be equivalent to a freshman biology class at the collegiate level. This course will follow the College Board's Advanced Placement guidelines and prepare students for the Advanced Placement exam given annually in May. Time allocations: It is assumed that the student will spend at least five hours a week in unsupervised individual study. This course is being offered through Keystone College as dual enrollment. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College)** **Prerequisite(s): Successful completion of Biology or Honors Biology and Chemistry I.** **Recommendations: 94% or higher in Honors Biology, 90% or higher in Honors Chemistry I and an Advanced score on the Biology Keystone Exam.**

ENVIRONMENTAL SCIENCE (COURSE #432): This is a science course that explores man's role in the environment and the social, political, and economic implications of this interaction. Natural history of local fauna will also be examined. Field work involving mark and recapture techniques, collection of fishes and aquatic invertebrates, and plant identification will be completed. The PA Envirothon website is a major resource used in the course. Periodic readings from Aldo Leopold's A Sand County Almanac will introduce students to the most famous book ever written about nature. or Rachel Carson's Silent Spring will introduce students about topics in nature. Students in this class must bring their love of nature, the spirit of debate, and a pair of boots in order to be successful. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry. Recommendations: Completion of Biology by the end of the 10th grade year.**

ASTRONOMY 11-12 (COURSE #427): Astronomy is designed for the student who is interested in space exploration; planetary characteristics, mythology, and stars. It is the intent of the course to discuss and discover astronomical concepts and discover how they relate to the world around us and to potential jobs in the field of Astronomy. The course may require a few trips outside of the normal class time or setting order to demonstrate classroom concepts in the "real world". Experiences may include the utilization of a planetarium. Evaluation will be based on participation in class activities, lab work, discussion, textbook assignments, tests, quizzes, and a final exam. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry in the Environment OR chemistry. Recommendations: Completion of Biology by the end of the 10th grade year.**

GENERAL SCIENCE 11-12 (COURSE #466): General Science 11-12: This science is based on basic concepts in general day to day science one encounters in life. It revolves around basic biological, earth science, chemical, and ecological sciences based on practical things that people encounter on earth. It will look at general science topics that are currently of interest and basic concerns of humans and how we impact the environment. It will look at how math is incorporated into the sciences as well. The course will also focus on Current PA Envirothon Topics that are presented each year and how they are related to life on earth. The course is ever changing with the most important topics of the year being of central focus. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry & The Environment OR Chemistry, Recommendations: Completion of Biology by the end of the 10th grade year.**

***AP ENVIRONMENTAL SCIENCE (COURSE #434):** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College) Prerequisite(s): Successful completion of Biology or Honors Biology and Chemistry. Recommendations: Completion of Honors Biology and Chemistry with minimum grade of 90% and above, achievement of a 1570 or higher on the Biology Keystone Exam and score proficient or advanced on the Algebra Keystone exam.**

AGRICULTURAL EXPERIENCE (COURSE #477): Ag Experience is a course designed to discuss and research various areas in the agricultural field. The course is intended to allow for many field experiences in the local school setting. The students will also do a variety of research projects and reports exhibiting their knowledge of the topics that are discussed. Leadership skills will be expected of each student. In order to be enrolled in the vocational program and have a number of specific FFA opportunities, students must be enrolled in agricultural experience. Furthermore, in order to be in agricultural experience, one must take agriscience, ag biology, or environmental science in the 10th through 12th grade years (ag program sequence leading to an opportunity to take the NOCTI and receive a production agriculture certification). The enrollment of the course is limited due to the activities that take place outside of the classroom. **Credit value: Credit 1. Prerequisite(s): FFA membership and another Agriculture course if in grade 10th-12th**

BUSINESS DEPARTMENT

Graduation Requirement Computer Applications or Technology in Action - 1 credit course
Graduation Requirement Computer / Business Technology Department 1 credit elective

Program	Required Course 9th Grade	Elective Course 9th Grade	Elective Course 10th-12th Grade	Elective Course 10th-12th Grade
Honors	Computer Applications	Introduction to Business Introduction to Computer Science Advanced Computer Applications	Accounting I Business Law	Accounting II
College Prep	Computer Applications	Introduction to Business Introduction to Computer Science	Accounting I Business Law Advanced Computer Applications	Accounting II
Career Readiness	Technology in Action	Business Math		

INTRODUCTION TO COMPUTER SCIENCE (COURSE #515): This course introduces computer programming using the Python programming language. Emphasis is placed on procedural programming, algorithm design, and language constructs common to most high-level languages. A brief introduction to Python and Java. Upon completion, students should be able to design, code, test, and debug Python and Java language programs. **Credit value: 1 credit.**

Prerequisite(s): None, Recommendations: None

TECHNOLOGY IN ACTION (COURSE #516): This course discusses the creation of the Internet and how it works among other various Internet applications and interactions. Additionally, students will be introduced to setting up their own wireless networks and securing your own device for online threats. Ultimately allowing the student to be more aware of how to use technology more effectively for their daily life. **Credit value: 1 Credit. Required course for graduation., Prerequisite(s): None, Recommendations: None**

COMPUTER APPLICATIONS (COURSE #509): This course provides an introduction to business and personal computer applications. Hardware and software components of computer systems are examined along with current issues and trends in the area of computer technology. The fundamentals of word processing, spreadsheets, and presentation graphics will be emphasized through the use of Microsoft Office's Word, Excel, PowerPoint as well as the Google Applications. **Credit value: 1 credit. Required course for graduation., Prerequisite(s): None, Recommendations: None**

BUSINESS DEPARTMENT ELECTIVES

ACCOUNTING I (COURSE #521): A class for juniors and seniors. Accounting I provides complete coverage of three types of businesses – proprietorship, partnership, and corporation. Each type of business is presented in a complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. This class is recommended for those students planning on majoring in business in college. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status Recommendations: None**

ACCOUNTING II (ADVANCED ACCOUNTING) (COURSE #522): A class for those students who have successfully completed the Accounting I class. Accounting II covers departmentalized accounting, accounting control systems, accounting adjustments, management and cost accounting, and not-for-profit accounting. This class is recommended for those students planning on majoring in business in college. **Credit value: 1 credit. Prerequisite(s): Successful completion of Accounting I. Recommendations: None**

BUSINESS LAW (COURSE #524): Business Law is a course in which students will be taught enough about law to guard themselves in ordinary everyday transactions. It is an attempt to aid the student in carrying out his/her daily business. Topics to be covered include law enforcement and the courts, crimes and torts, civil and criminal law, protection for the owner and consumer, the law of contracts, legal and illegal agreements, all forms of insurance, and bailments of personal property. This course is a requirement for any business major in college. Activities include two mock trials to be held in class. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status, Recommendations: None**

BUSINESS MATH (COURSE #525): This is a course which will help students prepare for today's careers in business and for life's everyday mathematical operations. The course is divided into five parts: Part I will develop basic skills in Business Math; Part II will deal with income, benefits, and payroll; Part III will cover borrowing and investing; Part IV will present the costs of home and automobile ownership; and Part V will cover business management and the cycle of manufactured goods. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status Recommendations: None**

INTRODUCTION TO BUSINESS (COURSE #529): An elective for 9th & 10th grade students. The course is divided into two parts-one for each semester. Semester one deals with the workforce, entrepreneurship, and small business. Characteristics of leadership in management and organizational structures are discussed. Semester two deals with management of personal finances, on-line banking, and checking accounts. Credit procedures, laws and problems with credit will also be discussed. All of this will aid the student with day to day finances of life. **Credit value: 1 credit. Prerequisite(s): 9th and 10th grade status, Recommendations: None**

ADVANCED COMPUTER APPLICATIONS (COURSE #510): This course builds upon a student's understanding of the basic features and options in Microsoft Office applications and Google Applications. The course focuses on the more complex and advanced capabilities of the Applications. **Credit value: 1 credit. Prerequisite(s): Successful completion of Computer Applications, Recommendations: Completion of Computer Applications with a minimum grade of 87%.**

PERSONAL FINANCE (COURSE #513): A required course for all 12th grade students (not attending NTCC). Students will learn practical money skills. Students will design their own personal financial plan, select between various saving and investment options, find and use investment information, and recognize and victim-proof against investment fraud. Topics of study include budgeting, credit, investing (stocks, bonds, annuities, mutual funds, and pensions), employment benefits, and labor laws. This course will teach students how financial markets work. Students will learn how to successfully manage their money now and in their future.. **Credit value:.5 credit. Prerequisite(s): 12th grade status, Recommendations: None**

LANGUAGE DEPARTMENT

SPANISH I (COURSE #609): Spanish I Students begin communicating in Spanish using high frequency vocabulary and practice communicative skills (reading, writing, listening, and speaking.) By the end of Spanish 1, students can communicate in highly predictable settings in the present tense. Students connect Spanish to other subject areas and begin to compare cultures in Spanish-speaking countries to their own. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

SPANISH II (COURSE #610): Students continue learning to communicate in Spanish in predictable situations and can express themselves in a more detailed manner using high frequency vocabulary. They move from formulaic communication to creating language and start to communicate about past events and future. Students apply knowledge of cultures through artifacts, social interactions, and perspectives and can function in simple survival situations. **Credit value: 1 credit. Prerequisite(s): Successful completion of Spanish I. Recommendations: None**

***SPANISH III (COURSE #611):** Students continue expanding their communication skills in Spanish. Students will continue to study grammar in context and will be able to begin to express themselves in Spanish in a wide variety of topics in a wide variety of situations. There is a focus on refining written and spoken language. Students move from the novice level to beginning to communicate at the intermediate level. Prerequisite: Successful completion of Spanish II and an 84% average. Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College). Prerequisite(s): Successful completion of Spanish I and II, Recommendations: Completion of Spanish II with a minimum average of 84%.

SPANISH IV (COURSE #612): Students become more independent learners in this course. They will use the language at an intermediate level and further refine grammar in context. Students are comfortable communicating on a wide variety of topics in various informal and formal situations in a variety of tenses. More emphasis is placed on using Spanish language resources designed for Spanish speaking audiences on a wide variety of topics and demonstration of active knowledge in complex cognitive skills. Prerequisite: Successful completion of Spanish II and an 84% average. Credit value: 1 credit.

Prerequisite(s): Successful completion of Spanish I, II and III Recommendations: Completion of Spanish III with a minimum average of 84%.

GERMAN I (COURSE #629): {On-line Course offering} This course is designed at the novice level. Students first respond at the word level using memorized words and expressions but by the end of the course they respond using simple sentences in German. Students apply knowledge of cultures through foods, landmarks, holidays, social patterns, and perspectives. Students use German to connect with other subject areas to acquire information. There will be a shift from traditional to performance based assessments as students progress through this course. Credit value: 1 credit, Prerequisite(s): None, Recommendations: None

GERMAN II (COURSE #630): {On-line Course offering} This course is designed at the intermediate low level. Students create sentences and ask questions. They function in simple survival situations. Students will now be able to maintain simple face to face conversations in highly predictable settings. Students apply knowledge of cultures through artifacts, social interactions, and perspectives. They use German to communicate and create in the second language. This course will be a combination of traditional and performance based assessments. Credit value: 1 credit. Prerequisite(s): Successful completion of German I Recommendations: None

FINE & PRACTICAL ARTS DEPARTMENT

TECHNICAL LIFE SKILLS 9 & 10 (COURSE #726 & #727) This course is designed to teach students basic, hands-on skills and knowledge in areas designed to help them in everyday "life" situations. Students will learn how to understand, maintain, and fix problems associated with common issues in real world situations. Students will not only gain this knowledge, but will also have the opportunity to safely practice these skills in the classroom. There will be many thought provoking, problem solving, hands-on opportunities for these students to experience. This class will also give students the chance to experience possible work trades for future employment. Credit value: .25 Credit each. Prerequisite(s): None, Recommendations: None

Family and Consumer Sciences Exploration (COURSE #739): This is a 9-week course designed as an overview of all aspects of the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. Students will focus on the following units of study: Balancing Family, Work and Community Responsibility, Food Science and Nutrition, Housing and Textiles, Child Development, and Financial Resource Management. Credit value: .25 credit. Prerequisite(s): None, Recommendations: None

RESOURCE MANAGEMENT & EMPLOYABILITY SKILLS 10 (COURSE # 742): This is a 9-week course designed to provide a more in-depth orientation into the world of work based on all aspects of the Career Education and Work standards set forth by the Pennsylvania Department of Education. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. **Credit value: .25 credit, Prerequisite(s): None, Recommendations: None**

NUTRITION, WELLNESS & FOOD SCIENCE (9th-12th)(COURSE #740): This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. Foods and Nutrition is a specially designed course with emphasis on helping students understand the significance of food, principles of nutrition, and the relationship of nutrition to health and well-being. This course offers students opportunities to develop skills in the selection, preparation, storing, and serving of food, meal management to meet individual and family nutritional needs across the life span, and optimal use of food resources. **1 credit. Prerequisite(s): None, Recommendations: None**

INDEPENDENT LIVING & LIFE SKILLS LITERACY (9th-12th)(COURSE #741): This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. This Course is designed to give students practical learning experiences and skills necessary for living on their own. Budgeting and personal finances, housing selection and legal responsibilities, transportation and insurance, food purchasing, clothing selection and care, and Interior Design are all topics covered in this course. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

CHILD DEVELOPMENT & PLANNING (9th-12th)(Course #744): This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. This course is a specialized child development course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

CAREER PATHWAYS (11th) (Course #747): A required course for all 11th grade students (not attending NTCC). This is a 9-week course designed to provide a more in-depth orientation into the world of work based on all aspects of the Career Education and Work standards set forth by the Pennsylvania Department of Education. Engaging students in the creation and management of an understanding of the full landscape of careers and career preparation by providing experiences that allow them to interact with industry professionals and create materials needed to bring you closer to your future job, skillset, and lifestyle. **Credit value: .5 credit. Prerequisite(s): 11th Grade status Recommendations: None**

WOODSHOP 10th-12th (COURSE #730): Students will demonstrate the proper and safe operation of all tools and power machines. Students will be learning more advanced techniques of the construction of wood projects, such as drawer construction, door construction, mortise and tenon joints, and the making of raised panel doors. Students will work on their individual projects demonstrating several or all of these different types of project construction **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

ART 9 (COURSE #749): Art 9 is a general survey course designed to acquaint the student with the visual arts. We will introduce the building blocks of design and visual literacy through various art projects in drawing, painting, sculpture, and ceramics. **Credit value: .25 credit. Prerequisite(s): None, Recommendations: None**

ART I 10th-12th (COURSE #750): Art I is a foundation course designed to introduce students to the elements and principles of art. There will be heavy emphasis on drawing techniques, use of color and media exploration. Students will explore why man creates and begin to understand the meaning of art from a historical and cultural perspective. Visual problem solving and exploration of the creative process will be stressed. Open to students' grades 10th-12th with preference toward underclassmen. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

ADVANCED ART I (COURSE #751): Advanced Art I will be a continuation of technique and exploration of medal art with a shift toward the most important aspects of art, creative expression and visual communication. Students will be expected to solve problems. Visual communication will be the goal with class projects oriented toward exploring self, family and community, in a variety of media including: painting, drawing, ceramics, sculpture, stained glass, jewelry making and crafts. **Credit value: 1 credit. Prerequisite(s): Successful completion of Art I Recommendations: Completion of Art I with a minimum average of 77%.**

ADVANCED ART II (COURSE #752): Independent study is offered to the student interested in a concentrated, intensive study of a specialized area of art. The student must have completed the last offered course in a series to be eligible for an independent study. Students are accepted into the course with teacher recommendation and will be under the direction and advisory of the art teacher. The course is intended for students with a desire to study art after high school. Students will learn to express an inner voice and communicate through visual arts. The emphasis is on quality and craftsmanship. The final outcome will be a developed portfolio suitable for college admission. Community exhibition is required. Entrance to the course is by teacher recommendation and or portfolio review. Course is open only to upperclassmen. Pottery, Photography, Crafts: Metal, Fiber and Stained Glass. **Credit value: 1 credit. Prerequisite(s): Successful completion of Advanced Art I. Recommendations: None**

MUSIC THEATER WORKSHOP (COURSE # 792): Course Availability: Students grades 9-12 **Course Academic Goals:** To educate students about musical theater and the many opportunities in the professional and academic theater world. To enhance students musical theater performance skills and abilities. To provide students with an opportunity to perform individual, partnered, and group projects in the musical theater world. This course is designed so that students will be able to: Demonstrate knowledge of musical theater performances, performers, practices, and theater personnel. Differentiate among multiple types of musical theater traditions. Critically examine musical theater texts, both past and present. Evaluate issues at the intersection of musical theater and diversity. Demonstrate self-reflexive musical theater performances and history. Create musical theater [projects using technology (i.e., review, report, performance). **Course Learning Objectives: Credit Value: 1 Credit Prerequisite(s): None, Recommendations: Students must be willing to perform for their classmates as well as a public performance during the semester. Participation in a public performance is required to successfully complete this course.**

MUSIC THEORY I and II (COURSE #760 & #761): These courses are designed to help students develop an understanding of music theory. The objectives are to learn the musical language and grammar, harmonic analysis and part writing which will lead to a more thorough understanding of music composition and theory. There will also be a focus on ear training and skills necessary for sight reading music literature. Music Theory II will follow the same concepts but increase in difficulty. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: It is recommended that students have participated in a music ensemble, taken private lessons or should be considering a career in the field of music.**

SENIOR HIGH CHORUS (COURSE #769): This is a course that is divided into three areas: rehearsals including in-class evaluations, voice tests, and performances. At the beginning of each year students will receive a syllabus explaining each area and giving concert dates and performance expectations. The chorus rehearsals and voice tests are during school hours. Performances are 2-4 times per year and are mandatory for successful completion of the course. Chorus may be taken every day, or every other day if combined with the Senior High Band. **Credit value: 1 credit/year if taken 5 days per week, or .5 credit/year if combined with Senior High Band. Prerequisite(s): None, Recommendations: None**

SENIOR HIGH CONCERT BAND (COURSE #779): This is a course, which is divided into three areas: rehearsals, lessons, and performances. At the beginning of each school year, students will receive a packet that explains lesson procedures and gives a list of concerts. Rehearsals are during school hours, as are lessons. Performances are 2-3 times a year and are mandatory for successful completion of the course. Concert Band may be taken every day, or every other day if combined with Senior High Chorus. **Credit value: 1 credit/year if taken 5 days per week, or .5 credit/year if combined with Senior High Chorus.**

Prerequisite(s): None, **Recommendations:** None

WELLNESS DEPARTMENT

PHYSICAL EDUCATION 9 (COURSE #809): Activities throughout the year include Soccer, Aerobics, Volleyball, Obstacle Mat ball, Basketball, Fitness Testing, Softball, Badminton, and Track and Field. **Credit value: .25 credit. Required course in 9th grade. Prerequisite(s):** None, **Recommendations:** None

PHYSICAL EDUCATION 10 (COURSE #810): Activities throughout the year include Badminton, Aerobics, Volleyball, Obstacle Mat ball, Fitness Testing, Soccer, Track and Field, and Softball. **Credit value: .25 credit. Required course in 10th grade. Prerequisite(s):** Successful completion of Physical Education 9. **Recommendations:** None

PHYSICAL EDUCATION 11 (COURSE #811): Activities throughout the year include Archery, Golf, Flying Disc, Bowling, Badminton, Lacrosse, Aerobics, Volleyball, PickleBall, Weight Lifting, Indoor Soccer, Obstacle Mat ball, Basketball, Fitness Testing, Softball, and Adventure Activities. **Credit value: .5 credit. Required course in the 11th grade. Prerequisite(s):** Successful completion of Physical Education 9 and 10. **Recommendations:** None

PHYSICAL EDUCATION 12 (COURSE #812): Activities throughout the year include Golf, Flying Disc, Badminton, Lacrosse, Aerobics, Volleyball, PickleBall, Indoor Soccer, Obstacle Mat ball, Basketball, Fitness Testing, Softball, and Adventure Activities. **Credit value: .5 credit. Required course in the 12th grade. Prerequisite(s):** Successful completion of Physical Education 9, 10 and 11. **Recommendations:** None

HEALTH 10 (COURSE #813): This course is designed to address the state academic standards for Health in grade 10. It covers the topics of mental and emotional health, human growth, development, and nutritional choices. **Credit value: .25 credit. Required course in 10th grade. Prerequisite(s):** None, **Recommendations:** None

STRENGTH AND CONDITIONING I (COURSE #822): The student will develop an understanding of how to improve physical performance in a sports setting. **Credit value: 1 credit. Prerequisite(s):** None, **Recommendations:** None

- Muscles
- Basic kinesiology
- Strength and power
- Nutrition

STRENGTH AND CONDITIONING II (COURSE #823): This course will expose students to the techniques and training principles of modern strength and conditioning as it applies to athletic and sport settings. Principles of strength, power, plyometrics, speed, speed endurance, endurance, mobility, flexibility, and balance training will be emphasized. **Credit value: 1 credit. Prerequisite(s):** None, **Recommendations:** Successful completion of Strength and Conditioning I.

- Students will be required to create their own fitness plan.

LIFETIME FITNESS (COURSE #824): This course involves knowledge, fundamental skills, strategy, and rules of lifetime activities such as golf, pickleball, badminton, volleyball, and slow-pitch softball. Students will gain the knowledge and skills necessary to develop a proactive approach to a wellness-oriented lifestyle. **Credit value: 1 credit. Prerequisite(s):** None, **Recommendations:** None

GRADUATION PATHWAYS

Graduation requirements for current year and beyond: 22.25 credits are required as stated in CASD board policy 217 to graduate, as well as all students must satisfy the requirements in one of the five available career pathways as outlined in the section below.

To graduate, students must meet one of the following pathway requirements as outlined in PA Act 158:

Keystone Proficiency Pathway

Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

Keystone Composite Pathway

Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The Composite Pathway requirements are:

- Score at least 1500 on one of the three Keystone Exams (Proficient), and
- Earn an overall composite score of 4452 for all three Keystone Exams

Alternate Assessment Pathway

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
- Gold Level on the ACT WorkKeys Assessment;
- Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeships program; or
- Acceptance in an accredited 4-6 year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

Evidence Based Pathway

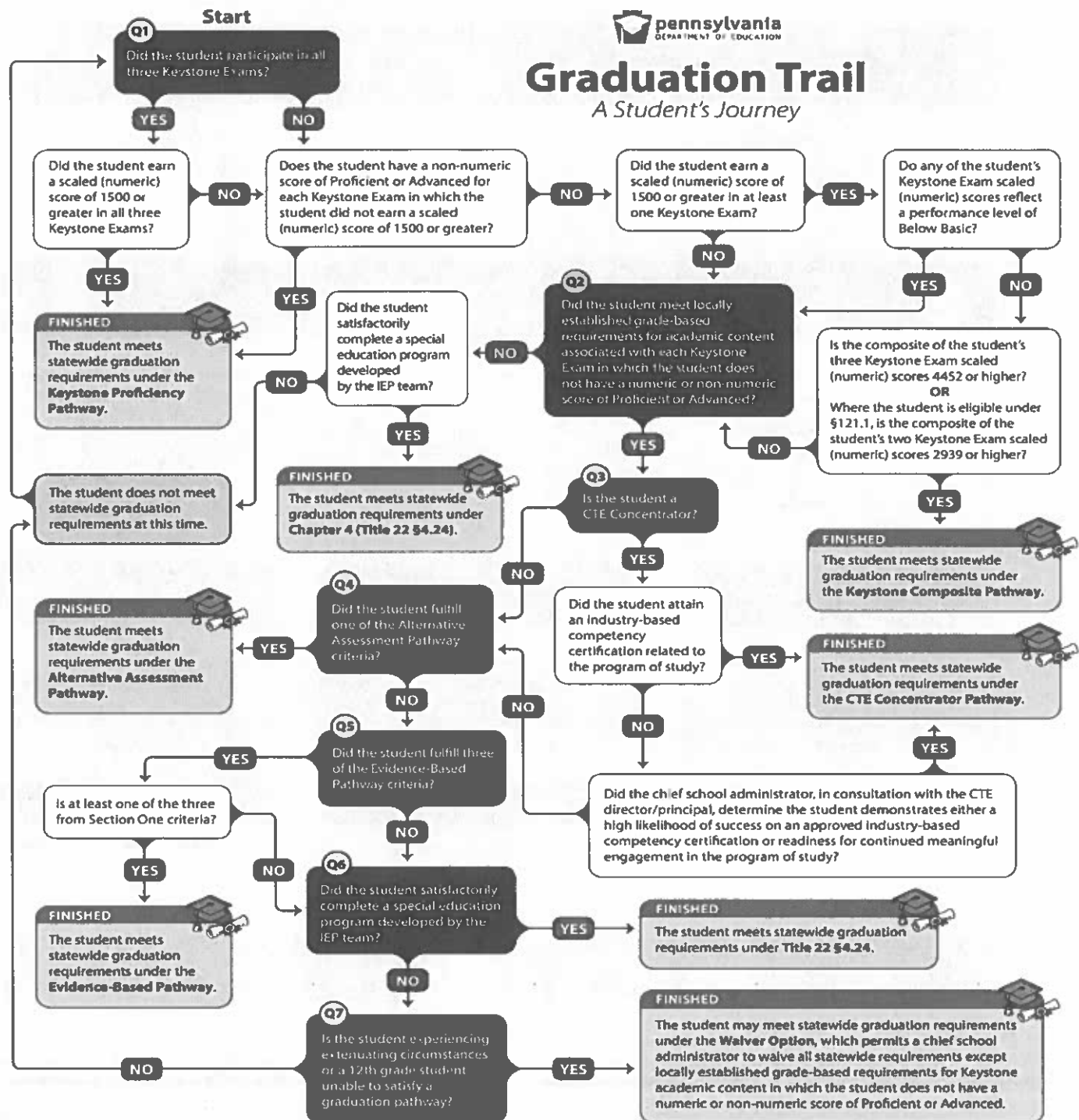
- Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:
 - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International baccalaureate Diploma Program Exam;
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an industry-recognized credential; or
 - Successful completion of a concurrent enrollment or postsecondary course; and
- Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student-athletes with a minimum grade point average (GPA) of 2.0.

CTE Pathway

For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

Graduation Trail

A Student's Journey



NOTE: This infographic is designed to gauge progress in meeting statewide graduation requirements; however, it maps a sequential progression and assumes that the student has had an opportunity to meet the requirements of each Question. Students should be encouraged to fulfill criteria under multiple Pathways simultaneously to ensure statewide requirements will be met in a timely manner.

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating
circumstances, who meets locally established grade-based
requirements for Keystone content area(s) in which the student
is less than proficient, and is unable to satisfy the requirements
of a graduation pathway may be granted a waiver by the chief
school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway
requirements but who satisfactorily completes a special
education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
<p>Industry-based competency certification</p> <p>Likelihood of industry-based competency assessment success</p> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFOT (31), PSAT/NMSQT (970), or SAT (1010)</p> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <p>Successful completion of a pre-apprenticeship program</p> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <p>Attainment of 630 or better on any SAT Subject Test</p> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <p>Attainment of 3 or better on any AP Exam</p> <p>Attainment of 3 or better on any IB Exam</p> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <p>Industry-recognized credentialization</p> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <p>Section 2</p> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <p>Successful completion of a service-learning project</p> <p>Letter guaranteeing full-time employment or military enlistment</p> <p>Completion of an internship, externship, or cooperative education program</p> <p>Compliance with NCAA Division II academic requirements</p>

ACADEMIC GRADUATION AND PROMOTION

At the junior high level (7th/8th grade), promotion is based on major classes successfully passed. At the senior high level (9th-12th), students will stay with their 4-year cohort until the end of 11th grade; at which point they will be retained if they are still lacking the credits/requirements needed to graduate.

Students who do not demonstrate expected levels of achievement in any subject area must meet accepted levels prior to continuing in that subject sequence as defined by the Academic Course Description. It is entirely possible that a student will need more than four years to meet diploma requirements; therefore, it is the student's responsibility to use whatever options available to meet course requirements which are as follows:

1. Summer school
2. Reschedules needed classes for the following semester, if possible, in proper sequence. Failed courses take precedence in scheduling for the following year(s). However, a full academic load (7.5 credits) will be scheduled.
3. Extended time: Second year seniors take only courses required.

Graduation requirement details are located in Board Policy No. 217. If there are any questions concerning course selection, course sequence, credits earned, contact the Canton High School Guidance Office at 673-5134 or 673-3000

Grading Scale		
Grade	Alpha	4.0 Equivalent
69-Below	F	0.00
70	D	1.00
71	D	1.16
72	D	1.32
73	D	1.48
74	D	1.64
75	D	1.80
76	D	1.96
77	C	2.00
78	C	2.10
79	C	2.20
80	C	2.30
81	C	2.40
82	C	2.50
83	C	2.60
84	C	2.70
85	C	2.80
86	C	2.90

87	B	3.0
88	B	3.16
89	B	3.32
90	B	3.48
91	B	3.64
92	B	3.80
93	B	3.96
94-Above	A	4.0

HONOR ROLL

Canton High School honor roll is determined by the following:

1ST HONOR ROLL= A GPA OF 93.50 TO 105.00 with a minimum grade in one class no lower than 86.50

2ND HONOR ROLL= A GPA OF 86.50 TO 105.00 with a minimum grade in one class no lower than 81.50

REPORT CARDS

There are (4) nine-week marking periods called "terms" in a school year. Report cards are issued via the CASD online parent and student portal shortly after the close of each marking period.

MARKING SYSTEM

The marking system used in Canton Jr/Sr High School is based on the percentage system. Each nine weeks a grade is determined by averaging a preplanned combination of: class work, homework, tests, quizzes, extra work, research, reports, and at least one major test. Tests may be a unit test or a series of tests covering the nine weeks. Tests and other items may carry more weight. It is important that each teacher has definite criteria for the determination of report card grades. Each teacher should inform the students of the exact factors and grading for each subject and will strive to be scientific and fair in the calculation of grades. This will help the student interpret the grades and challenge the student in every phase of the subject. **All English, Math, Science and Social Studies courses in grades 9-12 will require a mid-term and final exam. These exams are at the teacher's discretion and can be a project, research paper, multiple choice, short answer, scantron test, and/or final speech. (etc.)**

CLASS RANK

A Student's class rank will be determined from the final grades obtained during the 9th, 10th, 11th and 12th grade. Each subject is weighted according to the degree of difficulty. Only subjects with a .5(half) credit or more will be used for ranking. In order to be included with their class for a class ranking, students must be enrolled at Canton School District for at least four (4) complete consecutive semesters up to and including their last semester prior to graduation. Refer to CASD board policy 214 for more details.

Class Rank will be determined by a weighted average based on the following formula:

[Sum (Grades X Credits Attempted X Weights)] / [Sum of Credits]

These weights will be used for the class rank formula: Level 1 = 1.00 Level 2 = 1.00 Level 2.5= 1.03 Level 3= 1.06

COURSE LEVELS

Course Number	Name	Course Credits	Level
811	PE 11	0.500	Level 1

812	PE 12	0.500	Level 1
925	Life Experience	1.000 credit(s)	Level 1
109	English 9	1.000 credit(s)	Level 2
110	English 10	1.000 credit(s)	Level 2
111	English 11	1.000 credit(s)	Level 2
112	English 12	1.000 credit(s)	Level 2
113	Technical Eng 12	1.000 credit(s)	Level 2
132	Movie Studies	1.000 credit(s)	Level 2
209	Am. Hist. I	1.000 credit(s)	Level 2
210	Am. Hist. II	1.000 credit(s)	Level 2
211	World Cult.	1.000 credit(s)	Level 2
212	Civics/Government	1.000 credit(s)	Level 2
217	Modern America	1.000 credit(s)	Level 2
309	Pre-Algebra	1.000 credit(s)	Level 2
310	Algebra I	1.000 credit(s)	Level 2
311	Geometry/Trig	1.000 credit(s)	Level 2
312	Algebra II	1.000 credit(s)	Level 2
318	Consumer Math	1.000 credit(s)	Level 2
319	Applied Math	1.000 credit(s)	Level 2
320	Keystone Algebra	1.000 credit(s)	Level 2
325	Trigonometry	1.000 credit(s)	Level 2
327	Technical Algebra	1.000 credit(s)	Level 2
328	Algebra 1-A	1.000 credit(s)	Level 2
329	Algebra 1-B	1.000 credit(s)	Level 2
409	Earth & Space Science	1.000 credit(s)	Level 2
410	Biology I	1.000 credit(s)	Level 2
411	Chemistry I	1.000 credit(s)	Level 2
417	Chemistry & The Envir	1.000 credit(s)	Level 2
417	Ecology	0.500 credit(s)	Level 2
418	Applied Bio/Chemistry	0.500 credit(s)	Level 2

422	Agricultural Biology	1.000 credit(s)	Level 2
423	Agricultural Science	1.000 credit(s)	Level 2
424	Ag Teach Lab Assist	1.000 credit(s)	Level 2
427	Astronomy	1.000 credit(s)	Level 2
432	Environmental Science	1.000 credit(s)	Level 2
466	General Science	1.000 credit(s)	Level 2
477	Ag Experience	1.000 credit(s)	Level 2
509	Computer Apps	1.000 credit(s)	Level 2
510	Adv. Computer Apps	1.000 credit(s)	Level 2
513 (new 23-24)	Personal Finance	0.500 credit(s)	Level 2
515	Anal Intro to Comp Sci	1.000 credit(s)	Level 2
516	Technology in Action	1.000 credit(s)	Level 2
521	Accounting I	1.000 credit(s)	Level 2
522	Account. II	1.000 credit(s)	Level 2
524	Business Law	1.000 credit(s)	Level 2
525	Business Math	1.000 credit(s)	Level 2
529	Intro. to Business	1.000 credit(s)	Level 2
540	Yearbook I	1.000 credit(s)	Level 2
541	Yearbook II	1.000 credit(s)	Level 2
609	Spanish I	1.000 credit(s)	Level 2
610	Spanish II	1.000 credit(s)	Level 2
629	German I	1.000 credit(s)	Level 2
630	German II	1.000 credit(s)	Level 2
730	Wood 10-12	1.000 credit(s)	Level 2
740	Fam/Con Sci 10-12 I	1.000 credit(s)	Level 2
740 (New 20-21)	Nutrition, Wellness, Food	1.000 credit(s)	Level 2
741	Fam/Con Sci 11-12 II	1.000 credit(s)	Level 2
741 (New 20-21)	Independent Living/Life	1.000 credit(s)	Level 2
744	FCCLA	1.000 credit(s)	Level 2

744 (New 20-21)	Child Dev.& Parenting	1.000 credit(s)	Level 2
747 (new 23-24)	Career Pathways	.500 credit(s)	Level 2
750	Art I	1.000 credit(s)	Level 2
751	Advanced Art I	1.000 credit(s)	Level 2
752	Advanced Art II	1.000 credit(s)	Level 2
760	Music Theory I	1.000 credit(s)	Level 2
761	Music Theory II	1.000 credit(s)	Level 2
763	Voice Class I	1.000 credit(s)	Level 2
764	Voice Class II	1.000 credit(s)	Level 2
769	Sr Chorus	1.000 credit(s)	Level 2
779	Sr Band	1.000 credit(s)	Level 2
815	Lifetime Health	1.000 credit(s)	Level 2
822	Strength/Cond. I	1.000 credit(s)	Level 2
823	Strength/Cond. II	1.000 credit(s)	Level 2
824 (New 23-24)	Lifetime Fitness	1.000 credit(s)	Level 2
935	NTCC Major Sr	4.000 credit(s)	Level 2
936	NTCC Major Jr	4.000 credit(s)	Level 2
937	NTCC Major Soph	4.000 credit(s)	Level 2
119	Honors English 9	1.000 credit(s)	Level 2.5
120	Honors English 10	1.000 credit(s)	Level 2.5
121	Honors English 11	1.000 credit(s)	Level 2.5
126	Comp. I (Dual Enrollment)	1.000 credit(s)	Level 2.5
129	Public Speaking I (Dual Enrollment)	1.000 credit(s)	Level 2.5
214	Honors World Cultures	1.000 credit(s)	Level 2.5
218	Honors Modern Am.	1.000 credit(s)	Level 2.5
219	Honors Am. History I	1.000 credit(s)	Level 2.5
220	Honors Am. History II	1.000 credit(s)	Level 2.5
222	General Psychology	1.000 credit(s)	Level 2.5
224	Honors Civics	1.000 credit(s)	Level 2.5

313	Pre-Calculus	1.000 credit(s)	Level 2.5
314	Calculus	1.000 credit(s)	Level 2.5
317	Statistics (Dual Enrollment)	1.000 credit(s)	Level 2.5
322	Honors Alg. II	1.000 credit(s)	Level 2.5
323	Honors Pre-Calc (Dual Enrollment)	1.000 credit(s)	Level 2.5
331	Honors Geo/Trig	1.000 credit(s)	Level 2.5
412	Physics I	1.000 credit(s)	Level 2.5
413C	Chemistry II (Dual Enrollment)	1.000 credit(s)	Level 2.5
413P	Physics II (Dual Enrollment)	1.000 credit(s)	Level 2.5
420	Honors Biology	1.000 credit(s)	Level 2.5
421	Anatomy & Physiology (Dual Enrollment)	1.000 credit(s)	Level 2.5
425	Honors Chemistry I	1.000 credit(s)	Level 2.5
611	Spanish III (Dual Enrollment)	1.000 credit(s)	Level 2.5
612	Spanish IV	1.000 credit(s)	Level 2.5
122	AP English12/Comp II (Dual Enrollment)	1.000 credit(s)	Level 3
221	AP Psychology (Dual Enrollment)	1.000 credit(s)	Level 3
226	AP US Government (Dual Enrollment)	1.000 credit(s)	Level 3
426	AP Biology (Dual Enrollment)	1.000 credit(s)	Level 3
434	AP Environmental Sci (Dual Enrollment)	1.000 credit(s)	Level 3

PIAA INFORMATION

Varsity sports in the CantonArea School District follow the rules established by The Pennsylvania Interscholastic Athletic Association (PIAA). To be eligible for interscholastic athletic competition, a student must pursue a curriculum defined and approved by the school district as a full time curriculum. The Pennsylvania Interscholastic Athletic Association (PIAA) requires that a student be passing four credits or the equivalent each week in order to be eligible to participate in interscholastic competition. In addition, at each report card period, the student must be passing four credits or the equivalent to compete for the fifteen school days following the issuance of report cards. For fall sports, the student must have earned four credits for the final report card the previous year. If not, the student will be ineligible the first fifteen school days of the new school year.

NCAA CLEARINGHOUSE INFORMATION

NCAA Eligibility Center

The NCAA Eligibility Center took over operations for the NCAA Initial-Eligibility Clearinghouse in November 2007. The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete collegially.

Academic Credentials + Amateurism Status = College Eligible

Academic Initial-Eligibility Requirements

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

Core Courses

NCAA Divisions I and II require 16 core courses. See charts below. Beginning August 1, 2016, NCAA **Beginning August 1, 2016, NCAA Division I requires 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

**** As of August 1, 2016, it is possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10-course requirement but would not be able to compete.*

Test Scores

Division I uses a sliding scale to match test scores and core grade-point averages (GPA).

Division II requires a minimum SAT score of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Speak with your school counselor about eligible courses.

Division I GPA required to be eligible for competition after August 1, 2016, is 2.300.

The Division II core GPA requirement is a minimum of 2.000.

Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I (16 CORE COURSES)	DIVISION II (16 CORE COURSES)
4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural / physical science (1 year of lab if offered by high school) 1 year additional English, mathematics, or natural/physical science 2 years of social science 4 years of additional courses	3 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural / physical science (1 year of lab if offered by high school) 3 years additional English, mathematics, or natural/physical science 2 years of social science 4 years of additional courses

Division III - Create a Profile Page, if you plan to compete at a Division III school or are not yet sure where you want to compete. You'll get an NCAA ID, and important reminders as you complete high school.

More information on the NCAA eligibility and student-athlete eligibility can be found online at www.eligibilitycenter.org

Military Service Academics

Each senator and congressman is provided a quota of five (5) student placements at any one time for attending each Service Academy. When one of these students has graduated, a vacancy occurs which the senator or congressman may fill. Therefore, senators and congressmen may have one or sometimes two appointments in any given year to each of these academies. It is possible that in some years there is no vacancy.

Each member of Congress usually nominates ten (10) people for each appointment. The procedure is competitive. The ten nominees for each appointment are submitted to the Academic Board of each respective academy and the best-qualified competitor receives the appointment. The remaining candidates, who are qualified but do not receive the appointment, are placed on a list of qualified competitors. The academies then use these lists to appoint candidates, in order of merit, to bring the academies to their authorized strength.

Some appointments to the academies are also available under special categories and conditions. For information on these methods, write to the respective academies and request bulletins and regulations on admissions. **THIS SHOULD BE DONE IN THE SPRING OF THE JUNIOR YEAR.**

Admissions Office U.S.
Military Academy West
Point, NY 10996
www.usma.edu

Director of Admissions
U.S. Air Force Academy
Colorado Springs, CO
80840 www.usafa.edu

Director of Admissions
U.S. Naval Academy
Annapolis, MD 21402
www.usna.edu

Director of Admissions
U.S. Coast Guard
Academy New London,
CT 06320 www.cga.edu

Students requesting congressional nominations for any of the service academies should write a separate letter to any or all of the following:

- a. The present U.S. congressman from the congressional district of residence
- b. Each of the current U.S. senators from Pennsylvania

Merchant Marine Academy

Pennsylvania is allotted sixteen (16) appointments to the Merchant Marine Academy. Both Pennsylvania senators and each congressman make ten (10) nominations. The Merchant Marine Academy then conducts a statewide screening of the nominees and selects the best-qualified sixteen (16) appointees on a competitive basis. For more information, write or visit:

Admissions Office
U.S. Merchant Marine Academy
Kings Point, NY 11024
www.usmma.edu

This format is intended as a guide.

A separate letter must be sent to each senator and representative to whom you apply.

ACADEMIC INTEGRITY

Canton Area School District encourages honest and responsible behavior by requiring that all students engage in academic integrity. The Board adopts a district-wide policy promoting academic integrity and will not tolerate any form of academic dishonesty.

Academic dishonesty includes, but is not limited to the following (whether done during or outside school hours): copying another student's homework, projects, quizzes or tests; falsifying lab results; plagiarizing (copying/paraphrasing information from a book, magazine, newspaper, or the Internet without giving credit to the author); fabricating of information or citations; pre-exam access to test forms; unauthorized use of aids during tests or assignments; and, providing other student(s) the opportunity to take part in activities defined as academic dishonesty.

If a teacher believes that a student has participated in academic dishonesty, the situation will be discussed with the student, appropriate school personnel and the student's parent/guardian. The teacher will submit a discipline referral to the principal or to his/her designee.

If academic dishonesty (excluding plagiarism) is substantiated, the student will receive a failing grade of zero for the assignment or assessment. For those instances of plagiarism, infractions will be evaluated on a case-by-case basis.

INCOMPLETE COURSE REQUIREMENTS

Students whose required work for any marking period that is not complete when due, may be given an incomplete (I) on their report card. This depends upon the circumstances and at the discretion of the teacher.

A student with an "incomplete" will be given a specified deadline to complete the work not to exceed two weeks past their report card issued date, unless there are extenuating circumstances. Failure to satisfy the deadline will result in the grade becoming a failing mark: below 70. The incomplete grade will be changed by the teacher and reported to the guidance office. Any student who, for any reason, has not taken a scheduled final examination receives a "0" for the exam grade.

Any student who is ABSENT on the day of a final exam must produce a legal excuse for the absence. Otherwise, a grade of "0" will be recorded for the exam.

EARLY GRADUATION

A written request initiated by the student and signed by both the student and parent/guardian must be made by the beginning of the second semester of their sophomore year. (This usually falls in the middle of January)

This request stating your reasons for wanting to graduate early (in letter format) must be given to the guidance counselor. In order to be eligible to graduate early, a student must be on track to earn the minimum number of credits for graduation, completed all required courses, completed sixty hours community service, and have passed the Keystone exams with a proficient score or better, by the end of their sophomore year. (10th grade)

Once approved by the principal, the student will be notified as to whether their request is granted or denied. Early graduation is a privilege and can be annulled by the principal at any time.

- A student must have maintained an overall cumulative average of 82% or better in their freshman and sophomore years.
- A letter will be provided to the principal from the guidance counselor to verify that the requirements have been completed and this information will be provided to the student and parent/guardian.
- You will be listed as an eleventh grader at the beginning of the school year and placed in an eleventh grade homeroom. Your grade status will change in January at the beginning of the third marking period to a senior status (your homeroom will NOT change) as long as you are maintaining acceptable grades and attendance.
- For students who opt to graduate early and meet ALL requirements, a Canton Area School District diploma will be awarded at commencement exercises in the spring.

Please be advised that if you graduate early from Canton Jr/Sr High School, your rank will be figured at the end of your junior year. You will not be re-ranked with the graduating class.

- Your GPA will also be figured at the end of your junior year. You will not be given a different GPA with the graduating class. Example: If you are supposed to graduate with the class of 2023 and you choose to graduate in 2022, your class rank and GPA will be figured with your original class of 2023
- You will NOT be eligible for CHS awards at commencement. Your decision to graduate early may or may not affect scholarships and awards from outside sources.
- You will be eligible to participate in all senior activities and courts. Including: senior class trip, graduation overnight trip, powder puff football, senior night for sports, May Day, Senior Prom Court, Homecoming Court and any and all fundraisers done by the senior class.
- You will NOT be eligible to attend the junior class trip or be eligible for junior prom court

- Once you have committed and been approved for early graduation, you may not change your mind and rescind your decision.
If you have questions, please contact the guidance office for an explanation prior to deciding to graduate early.

A contract must be signed by the student, parent/guardian stating that you understand and agree with all the requirements and stipulations that go along with graduating early.

DELAYED GRADUATION

A student who fails to meet any of the requirements for graduation from the Canton Area School District when scheduled, may later qualify for his/her diploma under the following conditions:

1. Complete the required make-up in summer school (local assessments, community service, required courses) during the summer immediately following the senior year prior to June 30th.
2. The GED program –If any questions about obtaining your GED, please contact Bradford County Action at 570-265-4434.
3. Return to Canton Jr/Sr High School the following year.

NOTES:

Revised: March, 2023