

# **WASHINGTON HIGH SCHOOL**

## **2024-2025 Curriculum Planning Guide**



## **Washington School District**

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*Washington School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.*

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## RIGHTS TO EDUCATION

If you are between the ages of six and twenty-one years, you have the right to a free and full education in our public schools. You may not be denied access to any class because of race, religion, sex or national origin. The right extends to migratory children and pregnant or married students.

### Student Responsibilities

- A. Students' responsibilities include regular school attendance, conscientious effort in classroom, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- B. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- C. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
- D. It is the responsibility of the students to:
1. Be aware of all rules and regulations for student behavior and to conduct themselves in accordance with them.
  2. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and to the protection of school property.
  3. Dress and groom themselves to meet fair standards of safety and health, and so as not to cause substantial disruption to the educational process.
  4. Assume that a rule, until waived, altered or repealed, is in full effect.
  5. Assist the school staff in operating a safe school for all students enrolled therein.
  6. Be aware of, and comply with, state and local laws.
  7. Exercise proper care when using public facilities and equipment.
  8. Attend school daily, except when excused, and be on time at all classes and other school functions.
  9. Make all necessary arrangements for making up work when absent from school.
  10. Pursue and attempt to satisfactorily complete the courses of study prescribed by state and local school authorities.
  11. Avoid inaccuracies in student newspapers or publications and indecency or obscenity in spoken or written language.
  12. Comply with the acceptable use procedure for any technological use.

Although these are general guidelines for student behavior, they are not all inclusive. A more detailed explanation of your responsibilities may be obtained by contacting the principal.

## Graduation Requirements For Class of 2025 and 2026

Students attending Washington High School Class of 2024, 2025, 2026, and 2027 are required to take a combination of core academic subjects, mandates, and electives to complete the minimum 23 credit requirement. Students work with their counselors, teachers, and parents to develop their program of study and schedule all classes needed for graduation.

4.0	English Credits
3.0	Social Studies Credits
3.0	Math Credits
3.0	Science Credits
(Students are required to pass at least one life and one physical science. Their third science can be their choice.)	
0.5	Computer Science Credit
1.0	Career Education
1.0	Health Credit
1.0	Physical Education Credits
6.5	Electives
<b>23</b>	<b>Total Credits</b>

### **Graduation Requirements**

Completion of 23 credit requirements  
AND  
Graduation Pathways

### **Progress Toward Graduation**

Washington High School Classes of 2024, 2025, 2026, and 2027 require 23 credits to graduate. Students are classified by grade and year of graduation based on their total number of credits. Students who fail any core courses are highly encouraged to enroll in Grade/Credit Recovery in order to avoid retention.

In order for a student to graduate with his/her class in four years, he/she must have earned the following credits at the end of each school year in order to progress to the next grade level:

#### **9th grade to 10th grade**

1 English + 1 Social Studies + 1 Math **AND** 1 Science + 2 additional credits = **6** Credits Total

#### **10th grade to 11th grade**

2 English + 2 Social Studies + 2 Math **AND** 2 Science + 4 additional credits = **12** Credits Total

#### **11th grade to 12th grade**

3 English + 3 Social Studies + 3 Math **AND** 3 Science + 6 additional credits = **18** Credits total

**GRADUATION = 23 Credits Total**

See next page for information on Graduation Pathways

## Graduation Requirements For Class of 2027 and Beyond

Students attending Washington High School Class of 2027 and beyond are required to take a combination of core academic subjects, mandates, and electives to complete the minimum 24 credit requirement. Students work with their counselors, teachers, and parents to develop their program of study and schedule all classes needed for graduation.

4.0	English Credits
3.0	Social Studies Credits
3.0	Math Credits
3.0	Science Credits
(Students are required to pass at least one life and one physical science. Their third science can be their choice.)	
0.5	Computer Science Credit
1.0	Career Planning I and Financial Literacy (.5 credit each)
1.0	Health Credit
1.0	Physical Education Credits
7.5	Electives
<b>24</b>	<b>Total Credits</b>

### Graduation Requirements

Completion of 24 credit requirements  
AND  
Graduation Pathways

### Progress Toward Graduation

Washington High School Classes of 2024, 2025, 2026, and 2027 require 23 credits to graduate. Students are classified by grade and year of graduation based on their total number of credits. Students who fail any core courses are highly encouraged to enroll in Grade/Credit Recovery in order to avoid retention.

In order for a student to graduate with his/her class in four years, he/she must have earned the following credits at the end of each school year in order to progress to the next grade level:

#### 9<sup>th</sup> grade to 10<sup>th</sup> grade

1 English + 1 Social Studies + 1 Math **AND** 1 Science + 2 additional credits = **6** Credits Total

#### 10<sup>th</sup> grade to 11<sup>th</sup> grade

2 English + 2 Social Studies + 2 Math **AND** 2 Science + 4 additional credits = **12** Credits Total

#### 11<sup>th</sup> grade to 12<sup>th</sup> grade

3 English + 3 Social Studies + 3 Math **AND** 3 Science + 6 additional credits = **18** Credits total

#### 12<sup>th</sup> grade to Graduation

4 English + 3 Social Studies + 3 Math **AND** 3 Science + 11 additional credits = **24** Credits total

**GRADUATION = 24 Credits Total**

See next page for information on Graduation Pathways

# PENNSYLVANIA GRADUATION REQUIREMENTS – Act 158

**For students graduating in 2023 and beyond, the following five options exist to meet the statewide graduation requirement:** In accordance with Pennsylvania’s Act 136 of 2020, beginning with the graduating class of 2023, students must meet statewide graduation requirements in one of five ways.

## **Options 1 and 2 - Keystone Pathways:**

Successful completion of the three Pennsylvania Keystone Exams are an acceptable pathway for graduation:

- **Option 1 - Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology
- **Option 2 - Keystone Composite Pathway:** Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two)

## **Option 3 - Alternate Assessment 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** one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
- Scholastic Aptitude Test (SAT): score 1010
- PSAT: score of 970
- ACT: score of 21
- Armed Services Vocational Aptitude Battery exam: the minimum score to gain admittance to a branch of the armed services in the year the student graduates
- Attainment of an established score on an Advanced Placement Program in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
- Successful completion of a college-in-high school (CHS) course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a pre-apprenticeship program (ex. German American Chamber of Commerce)
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

**Option 4 - 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 a SAT subject test, an Advanced Placement Program Exam:
- SAT Subject Test: score of 630
- AP program exam: score of 3
- 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
- Successful completion of a concurrent enrollment or postsecondary course

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.

**Option 5 - 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. For further explanation of the CTE Pathway, please see PDE's Act 6 guidance.

More information can be found on the Pennsylvania Department of Education's website.

## GRADING POLICY/UNDERSTANDING GPA

Understanding the grading system is important. This handout is designed to explain the process so that both students and parents can understand the GPA scale. Washington School Districts operates on a 4.3 unweighted GPA scale, and a 5.375 weighted GPA scale with the inclusion AP/CHS classes.

### GPA Scale

<b>Letter Grade</b>	<b>Equivalent % Score</b>	<b>GPA Points</b>	<b>AP/CHS GPA Points</b>
A+	97-100	4.3	5.375
A	93-96	4.0	5
A-	90-92	3.7	4.625
B+	87-89	3.3	4.125
B	83-86	3	3.75
B-	80-82	2.7	3.375
C+	77-79	2.3	2.875
C	73-76	2	2.5
C-	70-72	1.7	2.125
D+	67-69	1.3	1.625
D	63-66	1	1.25
D-	60-62	.7	.875
F	<60	0	0



## EDUCATIONAL INFORMATION

### Failures

A student failing any of the required courses must schedule to repeat that course the following year or take the course in a summer school program approved by the guidance office and principal's office. A Grade/Credit Recovery opportunity will be available to students who have failed a core subject for each grading period.

If a student fails a subject, he/she should repeat that course before he/she can continue to the next higher-level course.

### Honor Roll (Quarterly)

Students are eligible for the honor roll based on their grades and GPA. Students will not be considered for the honor roll if they have any Ds or Fs on their report card for that quarter.

The following criteria are applied:

Honors	3.2 to 3.79
High Honors	3.8 and above

### Valedictorian & Salutatorian Selection

The students who have earned the highest Grade Point Averages (GPA) will be named as valedictorian (s) and salutatorian (s) for all graduating classes. This determination will occur at the close of the **fourth nine-week** grading period.

Senior students eligible for Honors and High Honors determination will also be based on the cumulative GPA at the close of the **fourth nine-week** grading period.

***\*To be eligible for valedictorian and salutatorian selection, a student must have completed full year (entire) grades 11 and 12 at Washington High School.***

## NCAA COLLEGE BOUND ATHLETES

Students intending to pursue Division I or II athletics in college must meet certain eligibility requirements. Below is a summary of the criteria for eligibility. Visit the [NCAA Eligibility Center](#) for specific eligibility criteria.

To be certified by the Clearinghouse, you must:

- A. Graduate from High School
- B. Complete total core units required for Division I or Division II (see chart below) during grades 9-12.
- C. Meet Division I minimum 2.3 GPA requirements based on **NCAA approved core courses only**.
- D. Meet Division II minimum 2.2 GPA requirements based on **NCAA approved core courses only**.
- E. Meet minimum SAT/ ACT requirements established by the NCAA.
- F. [Division I Eligibility](#), [Division II Eligibility](#), [Quick Eligibility Guidelines](#)

Core Units Required for NCAA Eligibility	Division I	Division II
English	4 years	3 years
Math	3 years (Algebra I or above)	2 years (Algebra I or higher)
Science	2 years (1 year lab)	2 years (1 year lab)
Social Studies	2 years	2 years
Additional course in English, Math, or Science	1 year	3 years
Additional Academic Course (in any of the above areas or foreign language, or philosophy)	4 years	4 years
Total Core Units Required	16 units	16 units

For the Class of 2025 and beyond: students must complete 10 core courses **prior** to the start of their senior year, and seven (7) of the 10 core courses must be in English, Math, or Science.

### Washington High School List of Approved Courses

<p><b>English</b></p> <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• AP English Language and Composition</li> <li>• English 12</li> <li>• AP English Literature and Composition</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Algebra A</li> <li>• Algebra B</li> <li>• Algebra II</li> <li>• Geometry</li> <li>• Pre-Calculus</li> <li>• CHS Calculus</li> <li>• Statistics and Probability</li> <li>• AP Statistics and Probability</li> </ul>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• US III</li> <li>• American System</li> <li>• World History</li> <li>• CHS Psychology</li> <li>• CHS Sociology</li> <li>• AP/CHS European History</li> <li>• AP/CHS U.S. History</li> <li>• AP Microeconomics</li> <li>• Intro to Psychology</li> <li>• Intro to Sociology</li> <li>• CHS American Political Process</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Anatomy/Physiology</li> <li>• Biology</li> <li>• AP Biology</li> <li>• Chemistry</li> <li>• AP/CHS Chemistry</li> <li>• AP Physics</li> <li>• Earth and Space Science</li> <li>• Environmental Science</li> </ul> <p><b>Additional Courses</b></p> <ul style="list-style-type: none"> <li>• French I, II, III, IV</li> <li>• Spanish I, II, III, IV</li> <li>• CHS Spanish</li> </ul>
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# THE SCHEDULING PROCESS

1. Throughout the school year, students can meet with their guidance counselor to monitor progress and discuss course selection preferences for the next year. During these meetings, the students gain an understanding of the courses they prefer and their mandatory graduation requirements.
2. The course curriculum guide will be made available to students. Departments will assess/recommend courses utilizing multiple criteria/pre-requisites, including pre-requisite course performance. Next, counselors will conduct scheduling meetings (grades 8-11) to assist students in selecting preferred elective courses and to review core class recommendations. During these meetings, students will reference the course curriculum guide along with a student course selection worksheet. All information from the student course selection worksheet will be entered into our student information system.

Education course recommendations are based upon the following multiple criteria:
Current Pennsylvania System of School Assessment (PSSA) and Keystone Exam Scores
CDT/NWEA MAP Assessment
Preliminary Scholastic Assessment Test (PSAT) – Grade 9, 10, 11
Curriculum Based Assessments/ Current Achievement Level
Grade Point Average (GPA)
Attendance

3. Final adjustments will be made after final grades are in and/or summer school grades are reported.
4. Actual schedule for 2024-2025 will be mailed in August.

### **Master Schedule Construction**

Students are presented with course information, recommendations for core courses and selection of elective course requests after the third-nine-week period of each year. Based upon the above information, the administration builds the master schedule. This schedule reflects the needs of the students. Course sections are determined by the initial requests and teacher availability. Adjustments are made to reduce scheduling conflicts and to help students to take as many of their required and requested courses as possible.

It is not the purpose of this master schedule process to accommodate course change requests after the initial sign-up period. Therefore, **it is strongly suggested that careful consideration to course selection be given during the initial sign-up phase of the process.**

**YOUR ATTENTION TO THE FOLLOWING IS CRITICAL– CAREFUL ATTENTION TO COURSE SELECTION IS ASOLUTELY ESSENTIAL**

**Schedule Changes**

The following are circumstances under which schedule changes may be made after this date:

**A. Add/Drop Period** During the first **ten (10)** days of school, or semester for semester courses, students will be permitted to submit the **Schedule Change Application** form to either add or drop a course for the following reasons. Students must take courses that are offered. No cyber classes will be scheduled except during the summer term or if the class won't work with the student's schedule, by administration approval only. Approved changes will only be made if space is available for the following reasons.

- **Academic** - This includes situations such as incorrect course level, necessity to enroll in a Keystone remedial course, work release approval, and/or graduation deficiency.
- **Summer School** - When a student completes a summer school course and the circumstance affects the schedule.
- **Academic Support/Electives** - Students may also add an elective course in order to eliminate a study hall or drop a course if they are without a study hall. Students are **only permitted to be scheduled for one year-long study hall or academic support**. Students are not permitted to change electives, request a specific teacher or specific lunch period. Students with a lab science may only be scheduled for one additional semester long study hall.
- **A student's schedule is incorrect due to:** Computer Error, unbalanced schedule, class enrollment disproportionate.

**B. Placement/Level Changes: Academic, Honors, and Advanced Placement Courses**

Students are recommended for courses based upon established criteria in the previous level course and teacher review of course selections. Before course placement change or withdrawal is considered, the student must demonstrate attempts to improve his/her grade (completing all homework, conferencing with teacher, scheduling/after school tutoring). After the first fifteen (15) days of the school year or semester for semester courses, the student and teacher may conference and begin to complete a form in request of a placement change or withdrawal. If the course placement change is approved, the grade from the previous course will follow them to the newly approved course. Placement and level changes will only be considered if the following has occurred:

- Teacher, Counselor, guardian, and student conferences with form started.
- Student completes all homework.
- Student attends at least 4 tutoring sessions.
- Counselor, Teacher, Administrator discussion and approval.

**C. Course Removal/Withdrawal: Withdrawal Passing (WP) or Withdrawal Failing (WF)**

Students who are not successful in a course after the first ten (10) days of school may request to withdraw from the course. Before a withdrawal will be considered, the student must demonstrate attempts to improve his/her grade (completing all homework, conferencing with teacher, completing tutoring, etc.). Withdrawal will only be considered if the following has occurred:

# WITHDRAWL/FAIL FORM

## **Course Withdrawal Form**

Students wishing to withdraw from a course of study after the tenth day of class session can do so only with the approval of the teacher, parent, counselor, and principal. As a school, we do not encourage withdrawing, but understand that in certain situations that it may be the best option. It is encouraged that the following is taken into consideration before a final decision to withdraw is made.

The student and parent also understand that the grade for the course shall be recorded as “WF” (Withdraw-Failure) and numerical value of “0” will be entered as the grade for each remaining grading period in the dropped course. The grade point average (GPA) for the year will include this grade average. For example, of how this can cause a critical drop in the grade point average (GPA), see the example below wherein student “A” stays in the course (Geometry is the example) and manages just to pass with the 71. Student “B” opts to drop the course and take the “WF”. The grade point averages indicate the impact of the drop. We use a 4.0 GPA scale.

Example of how GPA can be affected by a WF:

	Student A	Student B
Geometry	71	0
Environmental Science	86	86
English 10	92	92
American Systems	89	89
GPA	2.9	2.5

Student First and Last Name: \_\_\_\_\_,

Course Requesting To Be Dropped, \_\_\_\_\_.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Grades to be entered:

Q1 \_\_\_\_\_ Q2 \_\_\_\_\_ Sem 1 \_\_\_\_\_ Q3 \_\_\_\_\_ Q4 \_\_\_\_\_ Sem 2 \_\_\_\_\_ Y \_\_\_\_\_

## ADVANCED PLACEMENT (AP) & COLLEGE IN High School (CHS)

ADVANCED PLACEMENT ONLY	ADVANCED PLACEMENT AND DUAL ENROLLMENT	DUAL ENROLLMENT COLLEGE IN HIGH SCHOOL (CHS)	CERTIFICATION
Advanced Placement English Literature	Advanced Placement European History	CHS Sociology	Personal Training
Advanced Placement English Language	Advanced Placement U.S. History	CHS Psychology	
Advanced Placement Computer Science Principles	Advanced Placement Biology	CHS Computer Programming	
Advanced Placement Statistics & Probability	Advanced Placement Chemistry	CHS Web Design	
Advanced Placement Microeconomics	Advanced Placement Calculus	CHS American Political Process	
		CHS Spanish	

### **Dual Enrollment and/or Advanced Placement Offerings**

Washington High School has developed articulation agreements with the University of Pittsburgh, Duquesne University, Seton Hill, and CCAC. While still in high school, students are provided the opportunity to earn college credits. Enrolled freshmen, sophomores, juniors, and seniors who meet the qualifying cumulative GPA and who have submitted an application, can be considered “dually enrolled” in an approved dual enrollment course. Dual enrollment contracts are specific to the course and the affiliated university and will be managed through the classroom teacher in conjunction with the counselors. Be aware of stipulations detailed in the contract for each course.

The Advanced Placement and Dual Enrollment programs will be made available to qualifying freshmen, sophomores, juniors, and seniors. **An overall GPA of 2.5 is necessary for enrollment in all AP/Dual Enrollment courses.** Advanced Placement and Dual Enrollment courses within the academic curriculum are more difficult in terms of educational content and, therefore, have been awarded a Weighted Grade Point Value of 1.25 on the grading scale. Please be aware of the demands of these courses and the consequence of enrolling in and then dropping such courses. See page 30 of the Curriculum Planning Guide for the AP Agreement.

### **Educational Release**

Educational Release enables seniors who have met credit requirements and other graduation criteria to be released from part of their school day to participate in external course offerings not offered through the High School curriculum. Students who qualify can take courses at a post-secondary school. The release time from Washington High School cannot exceed four periods and should take place after period four. The responsibility of all costs related to the post-secondary courses (including tuition, fees and transportation) rests with the student and their family, not the Washington School District.

*\* The institution in which the student is enrolled will provide a transcript for further post-secondary use.*

## ADVANCED PLACEMENT AGREEMENT

- Advanced Placement Classes are offered in order to meet the needs of our students. AP classes are not required but are offered when student requests merit the scheduling of those classes, through pre-established criteria.
- Dropping an AP course after the 10 days ends will result in a “withdraw F” for the year. This grade will be part of the student’s permanent record and will impact his/her Grade Point Average over the entire school year.
- Advanced Placement students are **required** to take the A.P. College Board Exam. The Washington School District will assume the fee for tests taken within the regular exam schedule.
- Any costs associated with failure to take the regularly scheduled exam will rest with the student.
- If a student fails to take the AP exam, then student will receive an un-weighted grade for the course.
- Students must attend a meeting for the AP/CHS future students which will be prior to the close of the school year. **\*\*Parents are invited and strongly encouraged to attend\*\***
- An agreement that includes the stipulations above, must be assigned by the student and parent, and return by the designated date on the agreement in order to be enrolled in the course.





## Washington High School Advanced Placement & College in High School Programs AP/CHS Agreements - Fall 2024 - Spring 2025

Washington High School, an approved College Board Advanced Placement institution, has also teamed with major colleges and universities to offer students a chance to earn college credit, while dually enrolled in the high school. Students must meet pre-established criteria to participate in AP and College in High School programs or receive a strong teacher recommendation.

**COLLEGE IN HIGH SCHOOL (CHS):** The Washington School District has generously accepted the obligation to pay for college credits through CHS (College in High School). As a member of CHS programs, students must be held responsible to all the academic obligations required by our CHS college and university partners, including finals if applicable. Students will be required to participate in all University of Pittsburgh tests, labs, and finals. **All CHS Courses are listed on the succeeding page. Please check off all CHS courses you are enrolled in for the 2024/2025 school year.**

**COLLEGE BOARD ADVANCED PLACEMENT (AP):** Washington High School has developed an AP curriculum to offer students a chance to earn college credit by passing national AP subject exams in May. **The Washington School District has generously accepted the obligation to pay for Advanced Placement testing and all students who participate are required to take the national College Board AP Exams in their subject area. Failure to sit for the exam will result in removal of the weighted grade for the year, and all costs associated with failure to take the regularly scheduled exam rests with the student.** All AP Courses are listed on the succeeding page. Please check off all AP courses you are enrolled in for the 2024/2025 school year.

**You are advised that once you request any AP or CHS course, and it is scheduled, the following procedures will apply.** If you insist on dropping any AP or CHS class, you must understand and agree to the following:

- By withdrawing from the class after the Add/Drop deadline, a **Withdrawal (W) and four zeros for each course will be placed on the transcript. If the student does not take the AP test (CHS courses with no AP equivalent are exempt), a student will not receive a weighted grade to their GPA.**
- **A student may add or drop an AP/CHS class within the 10-day drop window.**

**By withdrawing from the class after the Add/Drop deadline, a Withdrawal (W) and four zeros for each course will be placed on the transcript.**

- **No default 40 or Credit Recovery will be provided in the quarterly for AP/CHS course.**
- **An excuse must be provided on missed test days or a grade of zero will be given on the test**  
All CHS/AP students who participate in field trips, sports, or any other activities that require an early dismissal are responsible for submitting assignments due on the date of their early departure before leaving school.
- They are also responsible for securing coursework assigned on the date of their early departure before leaving school.

An informational meeting for AP/CHS students will be held prior to the end of the school year to review the guidelines.

**Washington High School**  
**Parent and Student Agreement for Advanced Placement (AP) and College in High School (CHS)**

Student Printed Name \_\_\_\_\_ Current Grade Level \_\_\_\_\_

Current Guidance Counselor \_\_\_\_\_

Please select the AP/CHS courses you would like to schedule for the following year.

**Science Dept:**

\_\_ AP/CHS Biology

\_\_ AP/CHS Chemistry

**Math Dept:**

\_\_ AP Statistics

\_\_ CHS Calculus

**Social Studies Dept:**

\_\_ AP/CHS U.S. History

\_\_ AP/CHS Psychology

\_\_ AP Microeconomics

\_\_ CHS Political Process

**English Dept:**

\_\_ AP Lang/Comp

\_\_ AP Lit/Comp

**Electives/Foreign Language:**

\_\_ CHS Spanish 3

\_\_ CHS Computer Programming

\_\_ CHS Web Design

\_\_ AP Computer Science Principles

**General Information:**

Advanced Placement (AP) and College in High School (CHS) classes at Washington High School are meant to be rigorous and serve as an introductory college-level course. A student may consequently earn college credit upon a passing score of the AP Exam (3 or Higher) or a passing grade within the CHS class. The college offering the CHS course reserves the right to not provide credit if the student's grade is not satisfactory. **An AP and CHS class require time and preparation.**

Upon enrolling to an Advanced Placement and College in High School course at Washington High School, the parent and student will agree to the following:

- If the student does not take the AP test (CHS courses with no AP equivalent are exempt), a student **will not** receive a weighted grade to their GPA, **and all costs associated with failure to take the regularly scheduled exam rests with the student.**
- A student may add or drop an AP/CHS class within the 10-day drop window.
  - ❖ By withdrawing from the class after the Add/Drop deadline, **a Withdrawal (W) and four zeros for each course will be placed on the transcript.**
- No default 40 or Credit Recovery will be provided in the quarterly for AP/CHS course.
- An excuse must be provided on missed test days or a grade of zero will be given on the test.

By signing below, I indicate that:

- I have read the AP/CHS Contract and understand the commitment my son/daughter is making to the program.
- I acknowledge that by signing the AP/CHS contracts, I understand the ramifications of this commitment.

Student's Name (print) \_\_\_\_\_ Grade \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Washington High School

## AP/CHS Agreements - Fall 2024- Spring 2025

Please check off each of the CHS and/or AP course(s) that you are enrolling in for the 2024-2025 school year.

<u>College In High School Courses (CHS)</u>	<u>Tuition Paid by WSD</u>	<u>Please Check if taking</u>
CHS American Political Process (University of Pittsburgh)	\$225.00	
CHS Psychology (Seton Hill University)	\$230.00	
CHS Sociology (Seton Hill University)	\$230.00	
CHS Spanish (Seton Hill University)	\$230.00	
CHS Web Design (Duquesne University)	\$385.00	
CHS Intro to Computer Programming (University of Pittsburgh)	\$225.00	
<u>College Board Advanced Placement Courses (AP)</u>	<u>Exam Cost Paid By WSD</u>	<u>Please Check if taking</u>
Advanced Placement English Literature	\$99.00	
Advanced Placement English Language	\$99.00	
Advanced Placement Physics	\$99.00	
Advanced Placement Statistics	\$99.00	
Advanced Placement Computer Science Principles	\$99.00	
Advanced Placement Microeconomics	\$99.00	
<u>AP/CHS Courses</u>	<u>Tuition/Exam Cost Paid By WSD</u>	<u>Please Check if taking</u>
AP/CHS Calculus (University of Pittsburgh)	\$225.00 / \$99.00	
AP/CHS United States History-Semester 1 / Semester 2(Seton Hill University)	\$230.00/ \$99.00	
AP/CHS Euro/Western Civilization– Semester 1 / Semester 2 (Seton Hill University) N/A 2024-2025	\$230.00/ \$99.00	
AP/CHS Chemistry (Seton Hill University)	\$230.00/ \$99.00	
AP/CHS Biology (Seton Hill University)	\$230.00/ \$99.00	

\*Costs associated with the AP exams and Dual Enrollment credits are approximate and subject to change.

**Please be advised that you are strongly encouraged to consult the indicated instructor of the course PRIOR to signing this enrollment agreement.**

**YOUR SIGNATURES INDICATE THAT YOU UNDERSTAND AND ARE IN AGREEMENT WITH THE TERMS OF PARTICIPATION; PLEASE SIGN BELOW TO ACCEPT THESE CONDITIONS. STUDENTS WILL NOT BE ENROLLED WITHOUT THE COMPLETION OF THIS FORM BY THE INDICATED DEADLINE! NO EXCEPTIONS!**

**Return to Guidance Office by:**

STUDENT PRINT	STUDENT SIGN	DATE
PARENT PRINT	PARENT	DATE
PRINCIPAL	PRINCIPAL SIGN	DATE

Washington School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.

## COLLEGE PLANNING AND ACADEMIC PREPARATION

When colleges select students, they try to determine whether students have an academic background that will enable them to be successful in college. Also, the college selects students who have the potential to contribute something to the student body. Thus, when the college analyzes the student's record for admission, they evaluate the following criteria:

1. **CLASS RANK:** Class rank is a quick way for colleges to tell if a student is above average, average, or below average in academic performance. At Washington High School, class rank is calculated at the end of each nine-week grading period and reflects the student's cumulative class rank, which begins in ninth grade.
2. **GRADE POINT AVERAGE:** Most colleges prefer that students maintain at least a 2.5 Grade Point Average.
3. **SUBJECTS TAKEN:** A student who plans to attend college should plan wisely his subject choices so that he/she can meet college admissions requirements. It is important for students to understand that their college major will affect courses required at the high school level. For example, students intending to major in engineering would emphasize math and science courses and a liberal arts major would elect world languages and the social sciences.
4. **TEST SCORES:** Almost all colleges require tests for college admission. The testing programs used are the College Entrance Examination Board, Scholastic Aptitude Test and Achievement Tests (SAT) or the American College Testing Program (ACT). English and mathematics are the main components of the SAT tests. The ACT program also, in addition to English and mathematics, includes social studies and natural sciences as part of the test.

Because of the importance of the SAT and ACT scores concerning post-secondary opportunities, all students are offered the following tests:

- (a) PSAT in October of their freshman, sophomore & junior year

**We recommend that students who intend to pursue a four-year college degree do the following in terms of entrance testing:**

- (a) SAT in the fall of their junior year (if appropriate)
- (b) SAT in the spring of their junior year
- (c) SAT in the fall of their senior year (if needed)
- (d) ACT in the spring of their junior year
- (e) ACT in the fall of their senior year (if needed)
- (f) SAT school day in the spring for juniors and in the fall for seniors
  - WSD pays the fee for the SAT on school day tests

Students should review college admission requirements to determine if the college of their choice requires separate achievement test scores in specific content areas. These tests should be scheduled in the fall of their senior year.

5. **TEACHER, COUNSELOR, PRINCIPAL RECOMMENDATIONS:** Most college applications include a section in which someone from the high school must recommend the student based upon academic achievement and extracurricular activities. In addition to the counselor's recommendation, the student will also need to select several teachers who will be able to provide positive college recommendations.
6. **ACTIVITIES AND COMMUNITY INVOLVEMENT:** Colleges are interested in well-rounded students and therefore are interested in a student's involvement in extracurricular activities, both in school and in the community.

## YOUR FUTURE YOUR CHOICE

- The resource on the following two pages show job growth and positions in **Pennsylvania through 2024**.
- The percentage of **professional occupational** positions requiring a four year degree has remained rather constant.
- Strong growth in the **skilled area** includes those positions requiring one to two years of post-secondary education.
- Future educational **requirements for skilled workers will only increase** with technological advances.
- Individuals **without skills** or plans to acquire them, opportunities for positions are **fewer** than for those who are skilled or educated.

Choosing your future is one of the most exciting and challenging decisions you will make. You have the opportunity to choose your future, not leave it to chance or luck. Planning for your future will give you a better chance of reaching that goal.

Everyone enters the workforce at some point. To plan your career, you need to plan your high school academic program. The courses you take and your experiences and accomplishments in high school can lead you to your chosen career path.

*Career* implies more than just a job—it includes education, work and lifestyle.

Achieving success and a satisfying career takes planning, studying, training and vision.

### *For a better future, begin now to:*

- Explore different opportunities
- Determine your pathway
- Chose courses which follow your pathway
- Learn what the work force needs and expects of employees

### *This Career Planning Guide:*

- Helps you to focus on your interests and abilities
- Identify occupations and levels of education related to your pathway
- Recommends courses which lead to specific career pathways

Use this booklet, along with the help of your parents, teachers and counselors, as a tool in planning your career pathway. You may change your focus during high school, but no matter which pathway a solid academic background is important.

### On-line Resources

[www.prexie.org](http://www.prexie.org)

Washington School District Web site  
Select “Schools and High School” on top toolbar  
Then select “Guidance Services”

Find multiple links to resources for post-secondary searches, testing, financial aid/scholarships, enrichment opportunities.

[www.smartfutures.org](http://www.smartfutures.org)

Smart Futures  
Internet based career program/used in WSD Career Education Programs  
Individual Student Account Information: Retrieve from Career Teacher

[www.virtualjobshadow.com](http://www.virtualjobshadow.com)

Virtual Job Shadow:  
Internet based job interview database used in WSD Career Education Programs  
Username: student’s last name, first initial/first name, year of graduation (22-25)  
Password: student1

[www.powerschool.com](http://www.powerschool.com)

Current Grade Report by course:

[www.ccac.emsicc.com](http://www.ccac.emsicc.com)

For username and password: contact the Main Office Secretary 724-223-5080  
Discover majors and in-demand careers and education based on your interests!

COURSE DESCRIPTIONS BY DEPARTMENT



## ENGLISH COURSE OFFERINGS

Each student must be enrolled in one of the required English courses each year. For a student to be eligible for graduation, the student must satisfactorily complete 4 credits of English, **no** student may be enrolled in more than one required English course within any given school year without approval of the High School Principal.

Required Course Offerings			
Grade 9	Grade 10	Grade 11	Grade 12
English 9 Adv. English 9	English 10 Adv. English 10	English 11 Adv. English 11 AP English Language & Composition	English 12 Adv. English 12 AP English Literature & Composition
Semester Electives		Full year Electives	
Power of Words (10,11,12) Media and Communications (10, 11, 12) Performing Arts-Stage (11,12) Performing Arts-Film (11,12)		Yearbook Design (10,11,12)	

**ENGLISH 9 (4101)** **Grade: 9** **1.0 credit** **1 year**  
**Prerequisite: None**

English 9 is preparing the students for the world of communication. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the workforce. Students will be working to become proficient in honing their reading, writing, speaking and listening skills. In English 9 each student will come to learn the many facets of the human experience through a thorough investigation of the various literature genres. Students will read, reflect and write often; they will participate in independent, cooperative and research-based projects. Serious study of literary forms and terminology accompanies reading novels, plays, nonfiction essays, poetry, and short stories. Students will use the writing process to develop essays that focus on the four aims of writing (informative, persuasive, narrative, and creative) and that respond to the literature read. They will also analyze the structure of sentences, paragraphs, and essays. Students will create meaningful experiences and gain lifelong insights through the selections we will explore.

**ADVANCED ENGLISH 9 (4102)** **Grade: 9** **1.0 credit** **1 year**  
**Prerequisite: Grade of “C” in 8th grade English or Teacher Recommendation MS Language Arts/Literature Dept.**

Advanced English 9 is intended for the capable student who is highly motivated to work for academic achievement in English. The updated curriculum aligns with the Pennsylvania Core Standards thereby preparing our students for college and/or the workforce. In Advanced English 9 each student will come to learn the many facets of the human experience through a thorough investigation of the various literature genres. Students will read, reflect and write often; they will participate in independent, cooperative and research-based projects. They will reflect and respond to daily activities as members of a classroom community. Serious study of literary forms and terminology accompanies reading novels, plays, nonfiction essays, poetry, and short stories. Students will use the writing process to develop essays that focus on the four aims of writing (informative, persuasive, narrative, and creative) and that respond to the literature read. They will also analyze the structure of sentences, paragraphs, and essays. Students will create meaningful experiences and gain lifelong insights through the selections we will explore.

**English 10 (4103)****Grade: 10****1.0 credit****1 year****Prerequisite: Completion of English 9**

English 10 builds upon the concepts and skills learned in English 9. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the work force. In English 10, students develop skills that reflect the demands of the 21st century. These skills include: Reading Informational Text, Reading Literature, Writing, and Speaking and Listening. Students read and respond to selected fiction, nonfiction, plays and poetry from around the world and analyze the vocabulary, sentence structure, and language within them. They practice their writing skills in a variety of formats and apply their knowledge of the rules of standard grammar, usage, and mechanics by analyzing and editing selected samples as well as their own writing and that of their peers. Students will write a research paper which includes learning how to investigate, analyze and use credible sources as well as cite sources in a proper standardized format. Students learn about plagiarism and how to avoid it through various writing techniques. Oral communication assessments include reading aloud in class, sharing written responses, participating in class discussion and team activities, and presenting information in formal speeches. Research assignments utilize both traditional and technology-based research methods.

**Advanced English 10 (4104)****Grade: 10****1.0 credit****1 year****Prerequisite: Grade of “B” or better in previous Advanced course, or “A” for the previous English 9 course, and/or strong teacher recommendation**

Advanced English 10 is designed for the highly motivated student who strives for academic excellence in English. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the work force. In Advanced English 10, students develop skills that reflect the demands of the 21st century. These skills include Reading Informational Text, Reading Literature, Writing, and Speaking and Listening. Students read and respond to selected fiction, nonfiction, plays and poetry from around the world and analyze the vocabulary, sentence structure, and language within them. In addition to the literature assigned for class, students are expected to choose other works by noted world authors to read on their own. They hone their writing skills in a variety of formats and apply their knowledge of the rules of standard grammar, usage, and mechanics by analyzing and editing selected samples as well as their own writing and that of their peers. Oral communication assessments include reading aloud in class, sharing written responses, participating in class discussion and team activities, and presenting information in formal speeches. Research assignments utilize both traditional and technology-based research methods.

**English 11 (4105)****Grade: 11****1.0 credit****1 year****Prerequisite: Grade of “B” or better in previous Advanced course or “A” for the previous English 10 course**

English 11 is designed to enable students to experience selected works of American Literature and to develop a variety of ways to respond to the poems, plays, short stories, and non-fiction of that literature. In addition, attention will be given to the vocabulary, structure, mechanics, and usage in the selected works as well as to how those elements are present in the students' own writing. The students will work individually, as well as with partners, and in groups. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing students for college and/or the work force.

**Advanced English 11 (4106)****Grade: 11****1.0 credit****1 year****Prerequisite: Completion of Advanced English 10 and/or strong teacher recommendation**

This course is designed for the capable student who is highly motivated to work for academic achievement in English. Students will hone and master their writing skills. This course surveys American literature from a historical perspective. The study of literature offers a wonderful opportunity for the class to discover or to challenge the cultural and aesthetic values of society. Students will be reading a selection of classic and contemporary literature. This course is designed as an intellectual challenge that fosters a deep appreciation of literature. Students will write about literature using both reader-response and critical analysis approaches. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing students for college and/or the work force.



**AP English Language and Composition (4107)      Grade: 11      1.0 credit      1 year**

**Prerequisite: Completion of Advanced English 10. Overall cumulative QPA of 3.0 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript, and/or strong teacher recommendation.**

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts [as well as] flexible [and] reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language, in its many written and spoken dialects, are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

**English 12 (4108)      Grade: 12      1.0 credit      1 year**

**Prerequisite: Completion of English 11**

English 12 is designed to sharpen the student's skills in writing by re-examining correct sentence construction and using these skills to write a variety of compositions. These writings will include the essay, prose comments on literature readings and some business letter forms needed in life. Additionally, the student will trace the development of the English language through a study of the literature and language of England. The student will also be exposed to some British modern literature via short stories, novels and dramas. The updated curriculum aligns with the Pennsylvania Core Standards, thereby preparing our students for college and/or the work force. Also, students will develop and refine career-related skills. The Graduation Project is a vital part of earning a High School Diploma in the state of Pennsylvania. Students will complete this project through this course by developing a portfolio of work that includes career exploration activities, community service, and a demonstration of the connection between learning experiences and the expectations of future careers and life after high school.

**Advanced English 12 (4109)      Grade: 12      1.0 credit      1 year**

**Prerequisite: Grade of "B" or better in previous Advanced course or "A" for the previous English 11 course and/or strong teacher recommendation**

In this course the student will learn a variety of writing forms that will prepare him or her for success in college writing. This course gives the student a detailed view of the development of the English language and literature through the reading and discussion of England's classical literature such as *Beowulf*, *The Canterbury Tales*, and *Hamlet*, as well as modern British short stories, novels, and drama. The Graduation Project is a vital part of earning a High School Diploma in the state of Pennsylvania. Students will complete this project through this course by developing a portfolio of work that includes career exploration activities, community service, and demonstration of the connection between learning experiences and the expectations of future careers and life after high school. The updated curriculum aligns with the Pennsylvania Core Standards.

**AP English Literature and Composition (4110)      Grade: 12      1.0 credit      1 year**

**Prerequisite: Completion of Advanced English 11 or AP English Language and Composition. Overall cumulative GPA of 3.2 or a cumulative GPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript, and/or strong teacher recommendation.**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

The AP English Literature and Composition course is intended to give you the experience of a typical introductory college literature course. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Reading in the course builds on the reading done in your previous English courses. You'll learn to read

deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. You'll also learn to consider the social and historical values a work reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpreting a text.

Writing is also an integral part of the AP English Literature and Composition course and of the AP Exam. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. In addition, creative-writing assignments such as response and reaction papers, freewriting, or keeping a journal will help you see from the inside how literature is written. The goal of both types of writing assignments is to increase your ability to explain clearly and cogently what you understand about literary works and how you interpret them.

## ENGLISH ELECTIVE COURSE OFFERINGS

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<b>Power of Words (4120)</b>	<b>Grades: 10, 11, 12</b>	<b>0.5 credit</b>	<b>1 semester</b>
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**Prerequisite:** A final grade of 70% or higher in the previous year's English class.

Power of Words is designed to expand students' vocabulary and assist them in determining the meanings of unfamiliar words through context clues and through knowledge of Greek and Latin roots, prefixes and suffixes. In addition to completing vocabulary lessons, students read and analyze a variety of prose and poetry selections to practice their skills. Power of Words also introduces test-taking strategies for use on the Critical Reading and Writing sections of the SAT. Assessments include homework, tests, writing samples, projects, team activities, and individual presentations. Research assignments employ both traditional and technology-based methods.

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<b>Performing Arts– Stage (4121)</b>	<b>Grades: 11,12</b>	<b>0.5 credit</b>	<b>1 semester</b>
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**Prerequisite:** None

This course is designed for academic students who are interested in performing on stage. The students will study all aspects of the theatre: acting, directing, producing, interpreting, writing, & designing. Classical theatre is studied from a historical perspective. The students will be responsible for performing monologues, participating in improv activities, writing and performing spoken word poetry, and reading, writing and analyzing plays. Students will write an original on-act play through the Young Playwrights Program. Performing Arts-Stage prepares students for real-life situations through giving them insight into man's psychological development, building self-esteem and poise, discovering their imaginations, respecting differences, and realizing that through cooperation great accomplishments can be achieved.

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<b>Performing Arts-Film (4122)</b>	<b>Grades: 11,12</b>	<b>0.5 credit</b>	<b>1 semester</b>
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**Prerequisite:** None

Performing Arts Film is designed for academic students interested in broadcast journalism, movie making, speech writing, script writing, television, and film. Students will study film from a historical, cultural and analytic perspective. This class enables students to obtain skills that cannot be found in any other classroom. Film is a powerful art form that shapes and influences viewers' attitudes, values and perceptions. It also helps individuals discover who they are in relation to their world. Film class gives students hands-on experience expanding their vision and giving them a sense of possibility in this ever-changing technological world. Film students will be responsible for keeping a film blog for creating and producing various film projects assigned.

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<b>Yearbook Design (4123)</b>	<b>Grades: 11, 12</b>	<b>1.0 credit</b>	<b>1 year</b>
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**Prerequisite:** 2.5 G.P.A., regular attendance, demonstrate strength in English, the Arts or Technology, Strength of Application/Screening Tool

Students in this class oversee the production of the Wash High Yearbook. There are many aspects beyond simply the creation of the yearbook. Staff members will be expected to secure a fixed dollar amount in advertisements from parents of seniors and/or local businesses, as well as fundraising. Staff members will take pictures, contributing ideas to the design of the yearbook, taking photographs, writing articles, peer-editing, creating headlines, and completing tasks related to the day-to-day operation of the yearbook. The entire yearbook is created online, so proficiency with basic computer functions is strongly suggested. Everything in the yearbook class has a deadline and meeting these deadlines is an integral part of the grade.

Evaluation is also based in part on the amount and quality of work done in preparation for the publication. In addition, consistent participation and cooperation are important factors in determining one's grade. Regular classroom attendance is a vital component of passing this course. Students will be required to work on yearbook activities both inside of class and outside of class, after the school day is over, and even in the summer.

**Media and Communication (4124) Grades: 10, 11, 12** **0.5 credit** **1 semester**

**Prerequisite:** None

This course is designed for students interested in advertising, journalism, radio, television, movies, and the internet's role in media. The curriculum will include a study of the history of the various types of media, the power of mass communication in today's society, and hands on experiences with a variety of mass media (both in print and electronically). This semester course will afford students the opportunity to get first-hand experience working with 21st Century mass media.

**English as a Second Language (4125) Grades: 9, 10, 11, 12** **1.0 credit** **1 year**

**Prerequisite:** Identification as an English Language Learner

The primary objective of the ESL instructional program is for students to become proficient in the English language skills of listening, speaking, reading and writing, and the cultural concepts necessary to succeed in all aspects of the school program. As necessary of Limited English Proficient students, some instruction may occur in a one-to-one or small group setting. The instructional method used will be contingent upon the proficiency level of the student entering the program.

**Each student must be enrolled in one of the required English courses each year. For a student to be eligible for graduation, the student must satisfactorily complete 4 credits in English.**

## SOCIAL STUDIES COURSE OFFERINGS

Required Course Offerings			
Grade 9	Grade 10	Grade 11	Grade 12
US History III	The American Systems  CHS American Political Process  AP Microeconomics	World History  AP/CHS US History  AP Microeconomics	World History  AP/CHS US History  AP Microeconomics
Semester Electives			
Introductory Psychology (10, 11, 12) Introductory Sociology (10, 11, 12) CHS Psychology (11, 12) CHS Sociology (11, 12) Survey of American Popular Culture (10, 11, 12) Special Topics in History (10, 11, 12)			

**US History III (4201) Grade 9** **1.0 credit** **1 year**

**Prerequisite:** Successful completion of US History II in 8th grade

US History III is Washington High School's required ninth grade social studies course. The course focuses on the period from the Spanish-American War until the present and builds upon content and skills acquired in US History II (8th grade). Additionally, students will study world geography and current events in this course. The purposes of this course are to: cultivate an appreciation of our shared American heritage, to develop positive attitudes of personal responsibility as citizens, and to analyze and draw connections to present issues through the understanding of American social, cultural, and geographic history.

**The American System (4202) Grade: 10** **1.0 credit** **1 year**

**Prerequisite: None**

This course covers two specific systems at work in the United States. The Economic system and the system of American Government. Economics introduces students to the principles essential to an understanding of fundamental economic problems and the policy alternatives society may utilize to contend with these problems. Students will gain an understanding of economics that will be used throughout their lifetime. Some of these skills include taxes and tax preparation, credit, mortgages, loans, banking, investing and interviewing. The purposes of the American Government portion of the course are to: develop an understanding of our United States government today, to cultivate an appreciation of basic principles underlying our American heritage, and to develop positive attitudes of personal responsibility as citizens. Four major concepts will be stressed in the program: 1) the role of the American people in government; 2) the process of how the United States government works; 3) the basic principles of our government; and description, analysis, and explanation of the American system of government.

**CHS American Political Process (4203)                      Grade: 10                      1.0 credit                      1 year**

**Prerequisite: Overall cumulative QPA of 3.2 Or a cumulative QPA of a 3.5 in the subject by the 3rd quarter of the current school year; and/or strong recommendation from Advanced English 9 teacher; successful completion of Algebra I.**

The American Political Process is a survey course equivalent to the demands of an introductory college course and follows the requirements of the University of Pittsburgh's PS0200 course. This course is intended to teach students about the American political system and broad concepts political scientists use to study politics. The course will begin with pre-constitutional philosophical influences and continue through modern interpretations of constitutional principles. It also will focus on the structure of our form of government and its implications. Students will be required to read and write extensively and to construct both oral and written arguments on political issues of the day. **Students can earn three (3) college credits through the University of Pittsburgh upon successful completion of the class.**

**World History (4204)    Grade: 11    1.0 credit    1 year**

**Prerequisite: None**

World History is a year-long required survey course that explores the key events and global historical developments, Prehistory/3200B.C. to the present, that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

**AP/CHS US History (4205)    Grades: 11, 12    1.0 credit    1 year**

**Prerequisite: Overall cumulative QPA of 3.2 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript and/or strong teacher recommendation; Multiple Criteria**

Advanced Placement US History is a survey course equivalent to the demands of an introductory college course. Students will use a college-level textbook. Students will study the historical, cultural, economic and social trends by reading the text and other primary resources, analyzing political cartoons, interpreting charts and graphs from pre-Colonial periods to the present time. In addition to providing a basic narrative of events and movements, the program develops (a) an understanding of the principal themes in history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing. Development and enhancement of critical thinking and writing skills prepare the student for college-level performance. **Students will also be required to take the national College Board AP History exam given in May to qualify for college credit via the AP/College Board program** (nearly all colleges and universities in the United States—as well as many institutions in more than 60 other countries—grant credit and placement for passing AP scores or acknowledge AP scores in the admission process). **Taking AP courses and passing AP Exams is highly valued by colleges during the admissions process. ALSO: This is a dual-enrollment College in High School course, and six (6) college credits can be earned through our college partner by qualifying juniors and seniors.** Washington School District has graciously decided to pick up the cost for the AP Exam and College in High School tuition for this course.

*\*course offered every other year (offered in 2024-2025)*

**AP/CHS European History (Western Civilization) (4206)                      Grades: 11, 12                      1.0 credit                      1 year**

**Prerequisite: Overall cumulative QPA of 3.2 or a cumulative QPA of a 3.5 in the subject of application by the 3rd quarter as reflected on the transcript and/or strong teacher recommendation; Multiple Criteria**





## MATH COURSE OFFERINGS

Recommended Sequence for Required Courses				
	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1	Geometry	Algebra 2	Pre-Calculus AP Statistics	Pre-Calculus AP/CHS Calculus AP Statistics
Sequence 2	Algebra 1	Geometry	Algebra 2 AP Statistics Applied Math	Pre-Calculus AP Statistics Algebra 2 Applied Math
Sequence 3	Algebra 1A	Algebra 1B	Geometry Applied Math	Algebra 2 AP Statistics Geometry Applied Math

**Algebra A (4301)** **Grade: 9**      **1.0 credit**      **1 year**  
**Prerequisite: Math 8 (<C average and teacher recommendations)**

Algebra A is intended to provide students with fundamental algebra skills and competencies necessary to be successful in future math courses. The course will begin laying the foundation for students to eventually score proficient or advanced on the Algebra Keystone Exam in the future. Curriculum will align with topics from Module 1 of the Algebra Keystone Exam. Module 1 includes concentration on Operations and Linear Equations & Inequalities.  
 Algebra A and Algebra B together represent a full year Algebra 1 course.

**Algebra B (4302)** **Grade: 10**      **1.0 credit**      **1 year**  
**Prerequisite: Algebra A**

Algebra B is intended to continue to build the algebra skill set that was started in the Algebra A course. Students will be expected to take the Keystone Algebra 1 Assessment at the end of the school year. Curriculum will align with topics from Module 2 of the Algebra Keystone Exam. Module 2 includes Linear Functions and Data Organizations. Algebra A and Algebra B together represent a full year Algebra 1 course.

**Algebra I (4303)** **Grades: 9,10**      **1.0 credit**      **1 year**  
**Prerequisite: Completion of Pre-Algebra**

Algebra I is a critical element in secondary mathematics education. Topics introduced in Algebra I provide the foundation students require for future success in high school mathematics, critical thinking, and problem solving. Algebra I topics include exploring the operations of algebraic expressions and applying mathematical properties. Students will be able to solve problems using equations, graphing, and tables to investigate linear relationships. Curriculum will align with Pennsylvania Core Standards, and instruction will focus on the mastery of the Algebra Assessment Anchors as defined by the Eligible Content or both modules of the Algebra Keystone Exam. This course, along with Algebra II, will prepare students to be proficient or advanced on the Keystone Algebra Exam.

**Algebra 2 (4304)** **Grades: 9,10,11**      **1.0 credit**      **1 year**  
**Prerequisite: Completion of Algebra I**

Algebra II will extend the concepts from Algebra I and provide further development of the concept of a function. Topics of study include: Quadratic Functions, Polynomials, and Complex Numbers. In this course, a consistent focus will be placed on Keystone

Algebra test preparation. Students will be required to take the Keystone Algebra assessment at the end of this course.

**Geometry (4305)** **Grades: 9, 10, 11, 12** **1.0 credit** **1 year**

**Prerequisite: Completion of Algebra 1**

Geometry is the study of two dimensional and three-dimensional space. Informal, intuitive discussions about the real world precede the theoretical discussion of space. Properties and characteristics of lines, planes, angles, polygons, and circles will be explored. Student discovery of geometric relationships is encouraged. Logical reasoning is emphasized throughout the course.

**Applied Math (4306)** **Grade: 11, 12** **1.0 credit** **1 year**

**Prerequisite: None**

Applied Math is a course in computational skills that students will need both as consumers and in the work force (i.e., personal finances, housing, career exploration, buying and selling of goods and services, income taxes and buying a car). The student is also introduced to statistics, simple probability and how to gather and interpret data.

**Pre-Calculus (4307)** **Grades: 11,12** **1.0 credit** **1 year**

**Prerequisite: Completion of Algebra II**

Pre-Calculus includes the following topics: functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometry, analytic trigonometry, law of sines and cosines, conics and probability. Application problems and the use of graphing calculators will be emphasized throughout the course. Students will also review for the SAT and ACT exams. Finally, the course will provide skills necessary for success in calculus, physics, and future college courses in math and science.

**AP/CHS Calculus (4308)** **Grades: 11,12** **1.0 credit** **1 year**

**Prerequisite: 80% average in Pre-Calculus; Dual Enrollment qualifications, 76% on ALEKS Placement Test, through the University of Pittsburgh, Strong teacher recommendation**

Calculus is a college-level course that follows all the criteria and syllabus offered at the University of Pittsburgh. This course is the first standard course in a basic calculus sequence required for all mathematics, science, engineering, and statistics students. Topics covered in this course include functions and graphs, limits, derivatives, trigonometric functions, application of the derivative, integrals, applications of integrals, and exponential and logarithmic functions. Students will be required to enroll in the College in High School/Dual Enrollment Program through the University of Pittsburgh where they will receive four (4) college credits for their efforts of earning a C- average or higher. (4 College credits)

**AP Statistics (4309)** **Grades: 11,12** **1.0 credit** **1 year**

**Prerequisite: Algebra 2, Geometry, Strong Teacher Recommendation, QPA of 3.0 or higher**

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling, and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing to build conceptual understanding. Students will also be required to take the National College Board AP Statistics exam given in May to qualify for college credit via the AP/College Board Program.

## MATH ELECTIVE OFFERINGS

**Statistics of Sports and Games (4320)** **Grades: 9, 10, 11, 12** **.5 credit** **1 Semester**

**Prerequisite: Algebra 1**

Ever wonder which letters to guess in Wheel of Fortune? Will a flush beat a full house in poker? How do the professionals calculate a player's on-base percentage? If these types of games and statistics are of interest to you – then try this class! It would be a great way to improve your math skills while problem-solving statistical probability in a variety of sports and games.

This course will be project based on design. Students will learn to track and compute statistics derived from looking at box scores, drive charts, as well as the study of video. Another component of the course will require the students to analyze the data and statistics.



Students may be asked to present their understanding of the material in written form and/or orally through presentations and debates with their fellow classmates.

## SCIENCE COURSE OFFERINGS

Students must complete three (3) credits of Science to graduate including at least one life science and one physical science.

All students are required to take a biology course. Students are encouraged to check with prospective colleges to ensure that appropriate courses are selected for potential college majors.

Recommended Sequence for Required Courses				
	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1	Physical Science	Biology	Environmental Science Botany Physics Chemistry AP/CHS Biology*	Environmental Science Botany Physics Chemistry AP/CHS Biology* AP/CHS Chemistry* Anatomy and Physiology
Sequence 2	Biology	Chemistry Forensic Science Physics	Environmental Science Botany AP/CHS Chemistry* AP/CHS Biology* Anatomy and Physiology Chemistry Forensic Science Physics Physical Science	Environmental Science Botany AP/CHS Chemistry* AP/CHS Biology* Anatomy and Physiology Chemistry Forensic Science Physics Physical Science

**Biology (Life Science) with Lab (4401)                      Grade: 9, 10                      1.0 credit                      1 year**

**Prerequisite: None**

This Biology course will continue building on the content and skills students acquired in Integrated Science. The course stresses the requirement of life of the cell and the organism, both plant and animal. Anatomy, physiology, genetics, and ecology are presented as they apply to the key organism, which are discussed in detail. Students enrolled in this course will participate in meaningful, hands-on lab activities to deepen their understanding of the content. Instruction will continue focusing on the mastery of the Biology assessment anchors as defined by the eligible content for both modules of the Biology Keystone Exam, which students will be required to take near the end of the course.

**AP/CHS Biology with Lab (4402)                      Grades: 9, 10, 11,12                      1.0 credit                      1 year**

**Prerequisite: Completion of Biology and/or strong teacher recommendation**

This course is designed for the student who is planning to study the biological sciences (i.e., medicine, dentistry, nursing, forestry, etc.). The course is designed to be the equivalent of the general college biology course. Students should attain a depth of understanding of fundamentals and a responsible competence in dealing with biological problems. This course will develop the student's ability to think and express ideas orally, and in writing, with clarity and logic. Students taking this course may have some summer assignments. **Students will also be required to take the national AP Science exam given in May to qualify for college credit.**

**Chemistry with Lab (4403)                      Grades: 10, 11, 12                      1.0 credit                      1 year**

**Prerequisite: Completion of Geometry or higher and passing Keystone Algebra**

Chemistry is the study of matter and its structure and interaction. Students in this course will learn that matter can be described by simple identifiable particles that undergo combination and change with recognizable and predictable properties. This is an introductory course that utilizes a semi-mathematical approach to inorganic chemistry consisting of the behavior and activities of



This year long laboratory-based science course introduces students to the characteristics and life cycles of plants. The course covers plant diversity and plant structure and function. The focus of this course is on seed plants. In this class, the students will work in the classroom, laboratory, and greenhouse.

Students who enroll in Botany will follow the growth of plants from seed to final plant stage. Students will walk away from this class with knowledge and skills that can be applied to gardening and used throughout their entire lives.

**Physical Science (4410)** **Grade: 9, 11, 12** **1.0 credit** **1 year**  
**Prerequisite: None**

This year long laboratory-based science course introduces students to the characteristics and life cycles of plants. The course covers plant diversity and plant structure and function. The focus of this course is on seed plants. In this class, the students will work in the classroom, laboratory, and greenhouse.

Students who enroll in Botany will follow the growth of plants from seed to final plant stage. Students will walk away from this class with knowledge and skills that can be applied to gardening and used throughout their entire lives.

## PHYSICAL EDUCATION, HEALTH, AND OTHER CAREER OFFERINGS

### PHYSICAL EDUCATION AND HEALTH COURSE OFFERINGS

**Physical Education (4601)** **Grades: 9,10,11,12** **0.5 credit** **1 semester**  
**Prerequisite: None**

The physical education course identifies the benefits and costs associated with participation in physical activity. Instruction includes movement concepts and principles in the development of motor skills, and teamwork in both individual and team sports. The students will be taught how to monitor and maintain a health-enhancing level of physical fitness. Students will recognize their own level of physical fitness through a pre-test at the beginning of the semester and a test at the end of each nine-week period. The test includes a one-mile run, sit-ups, push-ups, shuttle run, and flexibility. Students will learn how strength training and aerobic exercise can increase metabolic rate, bone density and improve cardiovascular efficiency. Units in team sports will teach the students about teamwork and personal responsibility involved in a team sport. An exposure to a variety of lifetime activities gives the students a choice to identify and enjoy their favorite activity for years to come.

**Partners in Physical Education (4602)** **Grades: 11,12** **0.5 credit** **1 semester**  
**Prerequisite: None**

This specially designed course is for students who are not able to participate fully in the unrestricted physical education program and would benefit greatly from more individualized instruction in a restricted class. These students are joined by students without restrictions and together all students help each other achieve the goals of all Physical Education classes.

This course will follow the Physical Education curriculum established for other 9th -12th grade classes. The many and varied activities included in the physical education program are modified to meet the needs of all the students in this class. The use of partners in the class enables many modifications to each activity within a class. These activities and class structure contribute to the physical, mental, and social wellbeing of all the students. These activities are not only concerned with the present development of the students but also are designed to promote leisure-time activities and an awareness of the importance of good personal fitness and personal hygiene for their adult lives. Students can develop their individual abilities in many activities. Activities include but are not limited to: aerobics, dancing, badminton, flag football, pickleball, many personal fitness activities, soccer, softball, scooter ball, volleyball, basketball, hockey, lacrosse, and broomball. Many students in this class also participate and attend other school activities outside of this class. For example, class members attend school athletic events and dances together as well as other club activities that are sponsored by the STARS program. Students will also help to fundraise for our outings, and plan and work our yearly event.

**Health I (4603)** **Grade: 9,10,11** **0.5 credit** **1 semester**  
**Prerequisite: None**



about various careers, and develop personal skills that translate to the workforce, and to build personal economic skills. Students will examine the importance of interpersonal skills, teamwork and effective communicating in employment situations. Students will develop an individualized career plan through various self-assessments designed to give them a clearer picture of what educational/employment path they should elect to pursue. They will develop “real world” skills through role playing scenarios such as job interviewing, case scenarios involving work-related situations and be given the opportunity to participate in job shadowing with local employers.

**Transition Planning I (4703)** **Grade Level: 10** **.5 credit** **1 semester**

**Prerequisite: None**

The purpose of this course is to provide the students with the appropriate skills to use in appreciating their own uniqueness as well as strategies for identifying and pursuing a career goal of their choice. Students will learn the steps to take in furthering their education and skills to use in advocating for themselves. Students will explore career options and learn and apply methods of effective communication and steps to take to enter the career they have chosen. In addition, students will learn the necessary actions to take to become valued and successful employees and ways to become responsible members of their community as well as students identifying and practicing the decisions they will make as responsible adults. Students will explore options and opportunities for independent living.

**Transition Planning II (4704)** **Grade Level:11** **.5 credit** **1 semester**

**Prerequisite: Transition Planning I**

This course is a continuation of Transition I. Students will continue to develop an understanding of their own strengths. This course is a continuation of Transition I. Students will continue to develop an understanding of their own strengths, interests and goals in order to form a strong personal foundation upon which they will build life skills. This course will help the students narrow down their post-secondary goals and develop a plan to reach their goals. This course will challenge the students to recognize and understand their communication styles, learn about the personal benefits of effective communication, and gain new skills for communicating with others. Through this course, the students will become empowered with skills needed for success in school, home and community.

**Accounting I (4705)** **Grades: 10, 11, 12** **0.5 credit** **1 semester**

**Prerequisite: None**

Accounting deals with the fundamental accounting principles of planning, recording, analyzing and interpreting financial statements in order to make accurate business decisions. Students will learn record-keeping techniques for sole proprietorships, partnerships and their own personal finances. This course is recommended for any student who plans on entering business management/administration or finance.

**Accounting II (4706)** **Grades: 10,11,12** **0.5 credit** **1 semester**

**Prerequisite: Completion of Accounting I**

Students will make accurate business decisions for merchandizing businesses organized as corporations. Students will plan, record, and analyze transactions related to merchandise, such as: plant assets, depreciation, inventory, and accrued revenues and expenses. All accounting principles will be applied to real world applications. This course is recommended for students who wish to enter or pursue a degree in business.

**Introduction to Business (4707)** **Grades: 9,10,11,12** **0.5 credit** **1 semester**

**Prerequisite: None**

The Intro to Business course is designed to give students an insight into various aspects of business. The topics covered in the course will expose students to the elements of marketing, business ethics, management, finance, communication, leadership and entrepreneurship. Topics that will be learned include but are not limited to: building customer relationships, promoting products and services using integrated marketing communications, the different forms of business organizations (sole proprietorship, partnership, corporation, and franchise), the way they are formed, and the advantages and disadvantages of each, Understand the difference between leadership and management, communication, functions of management, organization structure, describe ways to develop personal finances as well as ways businesses manage financial resources through securities markets, money, and financial institutions.

**Financial Literacy (4708)****Grades: 10,11,12****0.5 credit****1 semester****Prerequisite: Completion of Math Keystone and Completion of Career Planning 1**

Personal finance equips students with the necessary tools to make educated consumer decisions and plan their financial future. Students learn the fundamentals of financial management which are essential for making sound financial decisions. They learn the importance of managing their personal finances for life. Students will use a variety of techniques and the latest computer technology. This course allows students to take an active role in their financial future. Students will learn how to budget, save money, understand insurance as well as income taxes, invest for retirement and raise their consumer awareness to name a few concepts.

**FOREIGN LANGUAGE OFFERINGS**

All students need to be aware that the rigor and expectations increase with each level of language. Furthermore, the target language is used more frequently as the primary language as the level increases and should be used exclusively in the CHS level.

**FRENCH COURSE OFFERINGS****French I (4501)****Grades:9,10,11,12****1.0 credit****1 year****Prerequisite: Multiple Criteria regarding English language results**

French I is an introduction to basic conversational French used in daily activities. It is the study of simple vocabulary and grammar, asking questions and beginning composition. Cultural differences and similarities are also explored, as well as basic geography and history. Instruction is delivered in English.

**French II (4502)****Grades: 9,10,11,12****1.0 credit****1 year****Prerequisite: Grade of 70% or better in French I, 2.0 QPA with Teacher Recommendation**

French II is a continuation of the study of basic conversational French used in daily activities. It is the study of vocabulary used in travel and discussion and description of the student's family and environment. Cultural differences and similarities are explored, as well as history and the arts. More complex grammar and vocabulary are studied, with a focus on idiomatic and useful expressions. Much of the instruction is delivered in English. Students practice and attempt to speak as much as possible in French.

**French III (4503)****Grades:10,11,12****1.0 credit****1 year****Prerequisite: Grade of 70% or better in French II, 2.0 QPA with Teacher Recommendation**

French III is an intermediate level study of French. At this level, students will be expressing feelings and emotions and be able to have a conversation describing their likes and dislikes. The past tense will be introduced at this level. Cultural differences and similarities are explored, as well as history and literature. Grammar and vocabulary are reviewed with focus on sentence composition and reading for fluency. Instruction is delivered in French. Grammar, structures and directions are given in English for clarity.

**French IV (4504)****Grades: 11,12****1.0 credit****1 year****Prerequisite: Grade of 80% or better in French III, 2.5 QPA with Teacher Recommendation**

French IV is an intermediate to advanced level study of French. At this level, students will be expressing more advanced feelings and emotions. The past tense will be studied extensively at this level, with concentration on the simple past and imperfect past. Common verb tenses will be studied, such as the future and conditional tenses. Grammar will be studied in depth with emphasis on object pronouns. Classic literature will be explored. Grammar and vocabulary are reviewed with focus on sentence composition and reading for fluency. Instruction is delivered in French. Grammar, structures and directions are given in English for clarity.

**SPANISH COURSE OFFERINGS****Spanish I (4510)****Grades: 9,10,11,12****1.0 credit****1 year****Prerequisite: Multiple Criteria regarding English language results**

Spanish I introduces students to four basic skills of listening, speaking, reading and writing in Spanish. At the same time it aims to increase the students' knowledge and appreciation of the diverse cultures of the countries where Spanish is spoken. The emphasis is on basic communication skills.



**Band (4731)** **Grades: 9, 10, 11, 12** **1.0 credit** **1 year**

**Prerequisite:** None

This class is designed for band members for grades 9<sup>th</sup> through 12<sup>th</sup> grade band. Students will work on developing techniques on their primary instrument(s) through playing higher-level music literature and assessments. Students enrolled in this course are required to participate in the marching and concert bands, which perform at events both in and out of school. Students will be seated by playing exams and may be challenged by other students for their position.

**World Music Drumming (4732)** **Grades: 9,10,11,12** **0.5 credit** **1 semester**

**Prerequisite:** None

This class is designed to teach drumming techniques, connect African and Latin American cultural traditions to the music performed, and help students discover how ensemble drumming, playing xylophones, and recorders can be the perfect vehicle for teaching team building, respect, focusing, listening, problem-solving, and other important life skills. Students will work on these techniques in class and be tested on their mastery.

*\*Class size limited to 15 students*

**Love of Music (4733)** **Grades: 9, 10, 11, 12** **.5 credit** **.5 year**

**Prerequisite:** None

Love of Music is for students interested in learning various musical styles, including American and World Music, musical theater, film music, pop, and jazz as well as some introductory music theory. The cultural and social aspects of music are examined as well as the influence of advancing technology in the music industry. Student activities will include quizzes, tests, and presentations.

**Music Theory (4734)** **Grades: 10, 11, 12** **.5 credit** **.5 year**

**Prerequisite:** None

This course is designed for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who are interested in learning the basics in music notation, melody, rhythm and how music is constructed. Students with some background in music will learn how to read music, basic keyboard skills and knowledge and the proper method to write, read and listen to music. Major topics will also include key signatures, major and minor scales, transposition, intervals, and primary understanding of triads. This knowledge is achieved through singing, melodic and rhythmic dictation, computer assisted drill and practice and a variety of other written and aural methods.

## TECHNOLOGY COURSE OFFERINGS

**Technology Education (4740)** **Grade: 9,10,11,12** **0.5 credit** **1 semester**

**Prerequisite:** None

Technology Education 9 will provide students with Technology education experiences through interactive multimedia and meaningful hands-on activities. In addition to utilizing computer modules, the instructor will provide supplemental lessons on various topics that provide practical, “real world” applications.

**Robotics I (4741)** **Grades: 9,10,11,12** **0.5 credit** **1 semester**

**Prerequisite:** None

This course introduces key STEM principles through a process that captures the excitement and engagement of robotics. Students learn about engineering and engineering problem solving in a flexible hands-on format. While learning, students will be given introductions to the VEX Robotics Design System and Autodesk® Inventor®. They will design and build a mobile robot to play a sport-like game. No prior robotics experience is required. This curriculum leverages the “coolness” of robotics and the excitement of head-to-head competition to inspire and engage students.

## COMPUTER SCIENCE COURSE OFFERINGS

**Intro to Computer Science (4750)** **Grades: 9,10,11,12** **0.5 credit** **1 semester**

**Prerequisite:** Current enrollment in or successful completion of Algebra I



*Introduction to Computer Science* is an engaging course that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project including Pong, a Mario-like platform game, Hangman and Space Invaders. Students will also create a student designed final project. The course uses *Snap!*, a visual block-based programming language with a robust tool set, perfect for introducing students to coding for the first time.

**Computer Applications (4751)                      Grades: 9,10,11,12                      0.5 credit                      1 semester**

**Prerequisite: None**

This course provides students with fundamental skills in a variety of computer areas. Covered topics include Microsoft Office as well as Google Docs, Sheets, Slides and basic computer management skills. This course will benefit students going to college, other post-secondary institutions or directly into employment.

**CHS Computer Programming (4752)                      Grades: 10,11,12                      4.0 credits                      1 year**

**(University of Pittsburgh) Prerequisite: 3.2 GPA or Teacher Approval**

This course is designed to teach students fundamental programming skills and concepts in the Python programming language. Python is a widely used, all-purpose programming language. Its simpler syntax allows programmers to write programs in fewer lines of code than in other high-level programming languages. Students will write programs utilizing user input, selection statements, looping, lists, text files, dictionaries and object-oriented programming. The course will benefit students going into the computer, mathematical, engineering, science and medical professions as well as students who wish to improve their computer and problem-solving skills. Successful completion of this course will enable students to earn four college credits through the University of Pittsburgh.

**CHS Web Design (4753)                      Grades: 10, 11,12                      3.0 credits                      1 year**

**(Duquesne University) Prerequisite: Successful completion of Algebra I; GPA of 3.0 or teacher recommendation**

In this course, students will learn foundational web design skills and complete a wide variety of projects.

- Google Sites will be used to create a five-page website for a Washington High School team, band or club, or for an outside organization.
- After an introduction to HTML, students will learn several CSS techniques to modify and enhance their HTML code. They will then create a webpage using HTML and CSS.
- Two interactive web pages will be created using JavaScript: an online quiz and an ecommerce store.
- Three mobile applications will be created using code.org's App Lab interface and JavaScript: a Volume-Surface Area Calculator, a Weight on Planets Calculator, and a Random Dog Picker that utilizes a data set.
- The popular Bootstrap framework will be used to create a highly interactive webpage.
- WordPress.com will be used to create and host a six-page website. WordPress is the most popular content management system and web authoring tool. It is used by over 40% of the websites on the Internet.
- Adobe Photoshop will be used to create a final project website that will compile all the projects listed above. This website will be uploaded to a web server and displayed on the Internet. Successful completion of this course will enable students to earn three college credits through Duquesne University.

**Game Programming (4754)                      Grades: 9,10,11,12                      0.5 credit                      1 semester**

**Prerequisite: Successful completion of Algebra I**

*Game Programming* is a one-semester elective course designed to teach students fundamental programming skills and concepts in the context of creating text-based and graphical based games. Using the Python programming language, a very popular, all-purpose programming language, students will create a variety of text-based games. Afterwards, students will be introduced to Alice, a 3D programming environment developed by Carnegie Mellon University. Alice enables students to easily create simple animations. Students will then use Scratch, which was developed by MIT to create a variety of graphical games. Finally, the Pygame module of Python will be used to create a more sophisticated game. The course will benefit students going into computer, mathematical or engineering professions as well as students who want to learn about computer programming or who wish to improve their overall computer and problem-solving skills.

**AP Computer Science Principles (4755)                      Grades: 9,10,11,12                      1.0 credit                      1 year**

**Prerequisite: Successful completion of Algebra I; GPA of 3.2 and/or strong teacher recommendation,**

The goal of AP Computer Science Principles is to introduce high school students to the foundations of modern computing. A central focus of the course is to make computer science accessible to all students as it is being used in almost every field – science, mathematics, medicine, engineering, music, fashion, business, sports, etc. A large part of the course will consist of learning to program in the Python and JavaScript programming languages, in preparing for the AP Exam and in completing the Create



## **Career Preparation (4901)**

A preparatory course to help develop problem-solving and critical thinking skills prior to beginning actual work experience. This course provides a variety of work experiences which teaches students behaviors and skills necessary for maintaining future employment. The emphasis is on good values and attitudes for job success.

Students who wish to obtain training in selected occupational fields may apply for enrollment in the following courses of study at the Western Area Career & Technology Center. A limited number of openings are available each year in these courses. Students who want to enroll in a particular course at Western Area Career & Technology Center must apply through the counselors in the Guidance Office. **To be eligible, students must pass all required courses.** Students may enter WACTC courses beginning in 10th grade. Students enrolled in WACTC will earn a total of 10 elective credits for course work, one (1) Math credit for their “tech class,” and one (1) tech credit in place of Science, for completing the WACTC program of enrollment. Other required academic courses will be delivered at Wash High in the afternoon once the students return from WACTC. WACTC contact information: (724) 746-2890; website <http:wactc.net>.

## **Automotive Mechanics (4902)**

The three-year Automotive Mechanics program is for tenth, eleventh and twelfth grade students. This program will prepare students for employment in the auto repair industry working with parts, tune-ups, brakes, transmissions, electrical and fuel systems. Students are also prepared to pursue further training in this field if they so desire.

## **Automation & Robotics Engineering Technology (4903)**

This three-year course focuses on all aspects of industrial and commercial machines and robotics. It is designed to prepare students for work in industry or continued education in engineering-related fields. The program includes design activities and instruction in operation, set-up, maintenance, troubleshooting, and repair of machines and systems found in commercial, packaging, medical and food production facilities where high tech equipment is used. Curriculum and instruction include the areas of Electricity, Electronics, Sensor Technology, Machine Operations and Maintenance, Industrial Electronics, Computer Machine Controls, Machine Repair, Motors and Control Applied Physics, Fluid Power, Mechanical Components, Schematic Interpretation and Quality Control. Students are trained on a wide variety of tools for preventative maintenance and construction of equipment. Individuals entering this career should possess good mechanical aptitude, eye-hand coordination, math skills, manual dexterity, critical thinking skills and the ability to work as a team member.

## **Carpentry (4904)**

This three-year program is for tenth, eleventh and twelfth grade students for all phases of residential carpentry. The course is taught in sequence with the construction of a house. Site layout, footer layout and forming, rough framing, exterior finish and roofing, insulation, drywall, and interior finish are covered. Each unit is taught in conjunction with related safety, estimating, and blueprint reading. Completers acquire skills needed to attain employment as a carpenter. Students are also prepared to pursue further training in this field if they so desire.

## **Collision Repair (4905)**

Both theory and hands-on training are emphasized in our three-year Collision Repair program that provides education and skills in the collision repair field that will prepare them to enter the workforce or go on to post-secondary education. Course topics include Mechanical and Electrical Components, Non-Structural Analysis and Damage Repair, Painting and Refinishing, and Structural Analysis and Damage Repair.

## **Computer Networking (4906)**

This three-year program provides tenth, eleventh and twelfth graders with meaningful training toward a career and/or further study in this rapidly expanding occupational area through gainful, positive experiences whether they are coming from districts that have their own networking programs. The program provides information and hands-on activity leading to certifications such as Cisco, Microsoft Certified Engineer, A+, and others. Networking topics include software, hardware, operating systems, installation, and solutions. Students are also prepared to pursue further training in this field if they so desire.

## **Cosmetology (4907)**

Cosmetology is a three-year course for tenth, eleventh and twelfth grade students. The course will be operated by the Western ACTC under the regulations of the State Board of Cosmetology. Students with regular attendance will receive the required 1250 hours of training needed to take the State Board exams for licensing. Students are also prepared to pursue further training in this field if they so desire.

### **Culinary Arts (4908)**

Instruction includes theory and applications related to food preparation, menu and banquet planning, food and beverage purchasing, quality control, cost analysis, safety, and sanitation. Program components include Commercial Baking, Catering, Institutional Foods, Meat Cutting, Cooking Methods, Nutrition, Safety, and Sanitation. Program completion qualifies students for positions in the food service industry or advanced study at a culinary institute or college. A Hospitality component will complement this three-year program which will include instruction and practical experiences in lodging management, office operation, leadership and management, marketing, food and beverage service and operation of the physical plant. Students are also prepared to pursue further training in this field if they so desire.

### **Electrical Occupations (4909)**

Tenth, eleventh and twelfth grade students are prepared for employment in the fields of residential, commercial, and industrial wiring; installation, and maintenance of equipment including electrical motors, transformers, control systems, communications systems, wired fiber optics, and related equipment. Completers of the three-year course receive West Penn Wire CDT (fiber optics) Certification. Students are also prepared to pursue further training in this field if they so desire.

### **Emergency and Protective Services (4910)**

Provides three years of classroom and practical experience for entrance into the field of public safety via in-depth training to perform duties as police officer, firefighter, emergency medical technician, and other public safety-related careers. The application of math, English, communications, science, and physics is demonstrated throughout this course. Students receive specific training in social and psychological skills, vehicle and equipment operations, the judicial system, pre-hospital emergency medical crew, fire prevention and control, hazardous materials, and emergency management. Students are also prepared to pursue further training in this field if they so desire.

### **Health Assistant (4911)**

Prepare students for careers in the health field. Students are provided clinical and shadowing experiences in long-term care facilities and doctors' offices to enhance the learning experience and assist in the transition to employment. Core curriculum includes an Overview of Health Careers, Basic Anatomy and Physiology, Medical Terminology, Clinical Laboratory, Procedures, Universal Precautions, Legal and Ethical Aspects of Health Care, and Communication Skills. Students are also provided instruction to qualify them for certification in First Aid, CPR, and CNA. Students are also prepared to pursue further training in this field if they so desire.

### **Heating and Air Conditioning (4912)**

Heating & Air Conditioning is a 3-year program that prepares tenth, eleventh and twelfth grade students for employment to assist the mechanic in the servicing and installation of residential and commercial heating and cooling system. Students are prepared for the EPA Certification exam for safe refrigerant handling. Students are also prepared to pursue further training in this field if they so desire.

### **Machine Shop (4913)**

This three-year course provides tenth, eleventh and twelfth graders with the skills needed for entry into the machining field through basic hands-on machining practice on lathes, milling machines and grinders. Topics include set-up, tool selection, and methods used on various materials such as steel, aluminum, and brass. Computer-part programming and machine operation are also included in the training. Students are also prepared to pursue further training in this field if they so desire.

### **Masonry (4914)**

This three-year instructional program prepares students for brick, block, stone, concrete, tuck pointing, and artificial stone construction. Students learn the types and sizes of masonry materials, various applications for materials, blueprint reading, masonry

symbols, use of measuring instruments, leveling instruments, layout and design , bonds, hand tools, masonry equipment, mortar mixing, concrete mixing, estimation, practical problems in mathematics, preparation of material lists, masonry saw, tile saw, 14” dry cut saw, hammer drill, demolition, fireplaces, chimneys, barbecue fireplace, steps, walls, scaffold construction, etc. Students are also prepared to pursue further training in this field if they so desire.

### **Networking (4915)**

This program provides students the opportunity to gain skills and knowledge for employment or attendance at a post-secondary school following completion of our three-year program. Students will learn all aspects of Networking and Cyber Security as well as PC computer technology skills. Course topics include Advanced Troubleshooting, Computer Assembly, Mobile Devices, Security, and Operating Systems.

### **Rehabilitation Aide (4916)**

This course provides students with the entry-level knowledge and clinical skills necessary to enter the Rehabilitation Aide field in privately owned or governmental hospitals, clinics and/or rehabilitation centers. Students will assist in performing patient positioning and range-of-motion exercises while developing an understanding of both applications. Students will learn theoretical concepts and practice skills. Core curriculum includes an Overview of Health Careers, Basic Anatomy and Physiology, Medical Terminology, How to Measure Vital Signs, Range of Motion Exercises, Use of Canes, Crutches and Walkers, Massage Therapy, Hot Packs/Ice Applications and Sports Medicine, Stretches/Strengthening Exercises, Fitness, Nutrition and Weight Control, Patient Care and Communication Skills. The program combines lectures, discussions and hands-on training in a state-of-the-industry lab and in clinical settings to develop the knowledge and skills necessary for a career as a Rehabilitation Aide.

### **Welding (4917)**

Prepares students in oxy-fuel, shielded metal arc, gas metal arc, gas tungsten arc, flux core welding, carbon arc, plasma cutting, manual and radiograph cutting, and oxy-fuel brazing processes. Tenth, eleventh and twelfth grade students learn the use of measuring instruments, hand tools, portable grinders, metallurgy, blueprint reading, electrical principles, layout and design, fabrication, practical problems in math, preparation of material lists, cost estimating, and quality assurance methods. Successful students will be given the opportunity to earn AWS certifications. Students are also prepared to pursue further training in this field if they so desire.