

COURSE SELECTION GUIDE

2022-2023



CORRY AREA HIGH SCHOOL
CORRY AREA CAREER & TECHNICAL CENTER
534 East Pleasant Street
Corry, Pennsylvania 16407

NON-DISCRIMINATION STATEMENT

The Corry Area School District is an equal opportunity education institution and does not discriminate in employment, educational programs or activities based on race, color, religion, ethnicity, national origin, sex, gender, gender identity and expression, sexual orientation, age or disability, because a person is a disabled veteran or veteran of the Vietnam Era or any other legally protected class, or for engaging in any other protected activities. The District does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX, including in admission and employment practices. Additionally, the District provides equal access to Boy Scouts and other designated youth groups. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act, Title II of the Americans with Disabilities Act and the Boy Scouts of America Equal Access Act.

Inquiries pertaining to discrimination on the basis of disability or alleged violations of Section 504 may be made by contacting the District's Section 504 Compliance Officer, **Mrs. Amy Helsley, Director of Special Education, 540 East Pleasant Street, Corry PA 16407, ahelsley@corrmysd.net, (814) 664-4677.**

All other inquiries implicating the other protected classes and laws listed above should be directed to the District's Title IX Coordinator, **Mr. Bill West, Director of Secondary Education, 540 East Pleasant Street, Corry PA 16407, bwest@corrmysd.net, (814) 664-4677.** Complaints of discrimination may also be referred to the Assistant Secretary of the U.S. Department of Education. The grievance procedure for reporting incidents is outlined specifically in District Board Policies 103 "Discrimination/Title IX Sexual/Harassment Affecting Students" and 104 "Discrimination/Title IX Sexual Harassment Affecting Staff."

CORRY AREA SCHOOL DISTRICT MISSION STATEMENT

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

CORRY AREA SCHOOL DISTRICT VISION STATEMENT

All students who graduate from the Corry Area School District will possess the necessary foundational skills and abilities to be successful in their chosen career or post-secondary education.

DISTRICT ADMINISTRATION

Mrs. Sheri Yetzer – Superintendent

Ms. Amy Helsley – Director of Special Education

Mr. William P. West – Director of Secondary Education

BUILDING ADMINISTRATION

Mr. S. Kelly Cragg – High School Principal

Mrs. Susan E. Bogert – Supervisor of Vocational Education

Mr. Lee C. Swartzfager – Middle School Principal

Dr. Michele A. Miller – Middle-High School Assistant Principal

Mr. Andrew R. Passinger – Middle-High School Assistant Principal

SCHOOL COUNSELORS

Mrs. Danielle Audet – Classes of 2024 and 2026

Mrs. Jennifer Dow – Classes of 2023 and 2025

Mr. Michael McGinnity – 2027, 2028, and 2029

DISTRICT CONTACT INFORMATION

Web Address: www.corrysd.net

Email: (first initial)(last name)@corrysd.net ex. ksmith@corrysd.net

Phone: 814-665-8297 or 814-664-4677

FAX: 814-664-3650

Staff Directory – Staff Directory is listed on the left-hand side of the school page at www.corrysd.net
High School on left-hand side of page – High School Staff

GRADUATION REQUIREMENTS FOR THE CORRY AREA SCHOOL DISTRICT

1. Students must earn passing grades in their planned course of instruction, which satisfy the credit requirements for graduation.
2. A student must complete a graduation project that incorporates the creation of a digital career portfolio.
3. Students must satisfy the Act 158 requirements.

GRADUATION CREDIT REQUIREMENTS

SUBJECT	CREDIT
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Health	0.5 (Recommended Grade 11)
Wellness/Physical Education	1.0-1.75 (Wellness Foundations required, .25 credit, Grade 9) Physical Education will be scheduled each year. Varsity Sports, Marching Band, or Cheerleading may be used to waive <u>up</u> to .25 credit of Physical Education during Grade 11 and/or 12.
Arts and Humanities	0.5
Technology	0.5
Electives	7.75-8.5 (To reach a total of no less than 24 credits)
TOTAL	24.0 Credits required for graduation

QUALIFIED COURSES

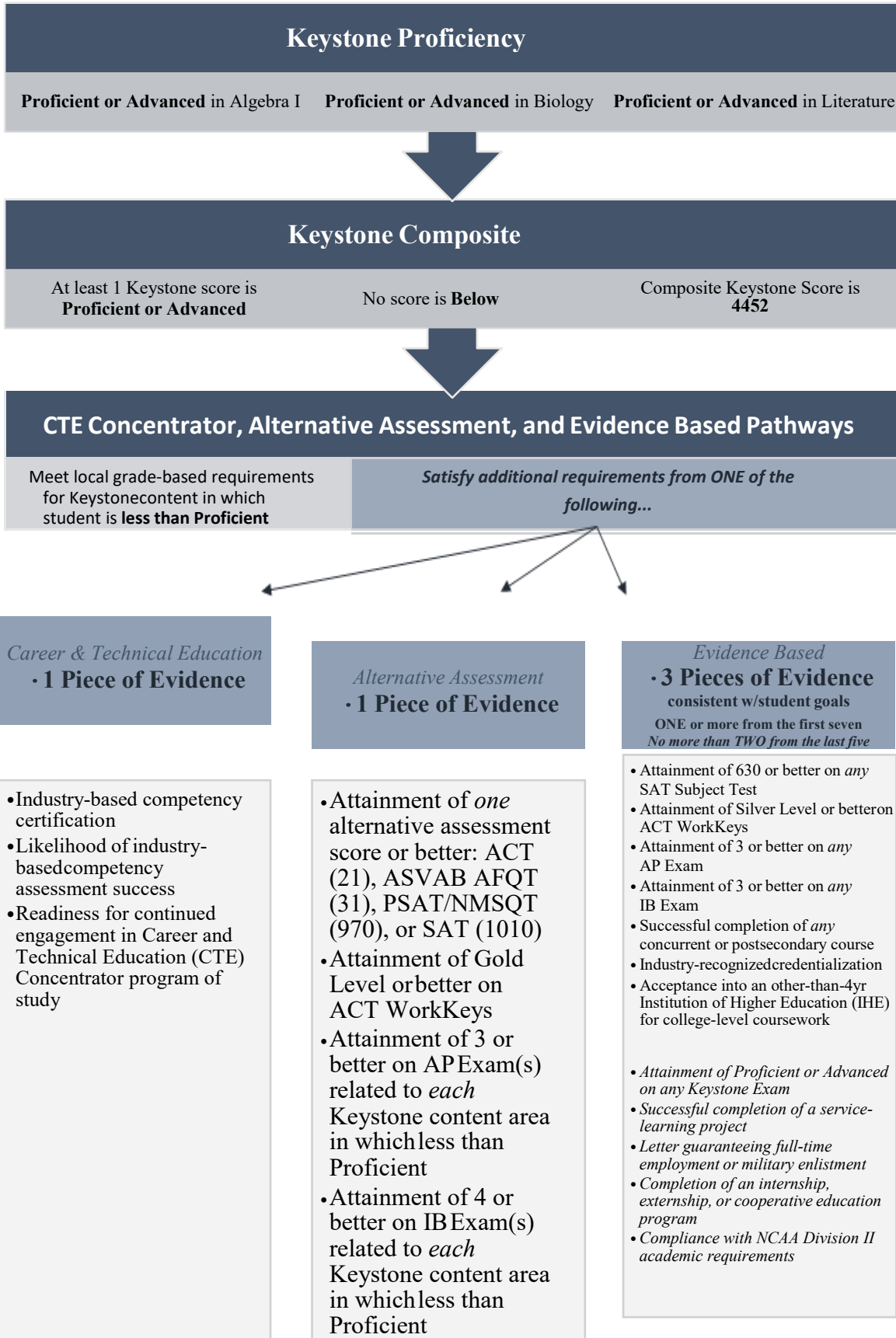
Arts & Humanities

All Fine Arts Courses
Early Childhood Education
Foreign Languages
Global Media
Cosmetology
Psychology
Sociology

Technology

All Technical Education Courses
Accounting 2/Automated Accounting
Automotive Technology
Basic Programming
Building Property Maintenance
Computer Applications
Global Media
Intro to Computer Science
Machine Tool Technology
Welding Technology
Yearbook

Act 158 Pathway Graphic



Graduation Corridors

Following their 10th grade year, all students will enter into one of three Graduation Corridors based on their transcript, schedule requests, and plans following high school. The three Graduation Corridors are Post-Secondary, Career and Technical, and School to Work.

The Post-Secondary Graduation Corridor will prepare students for post-secondary education opportunities. Students will be enrolled in our Dual Enrollment, Honors, AP, and College Prep courses as well as other elective courses focused on their post-secondary educational goals.

The Career and Technical Graduation Corridor will provide students skills through one of our Career and Technical Education programs. Students will continue in their CTC program during both their junior and senior years, which prepares them for work or post-secondary education.

The School to Work Graduation Corridor will prepare students to enter the workforce after high school. Students in the School to Work Corridor will be enrolled in the 21st Century Skills course during the first semester of their junior year and the Workplace Exposure program during the afternoon of the second semester. During their senior year, students will take the courses needed to satisfy their graduation requirements and also enter either the Diversified Occupations or Work Experience programs.

CORRY AREA SCHOOL DISTRICT GRADING SCALE

District % Grade	Equivalent Performance Level Descriptors
93 – 100%	Superior Academic Performance
85 – 92%	Above Average Academic Performance
75 – 84%	Average Academic Performance
68 – 74%	Proficient Academic Performance
0 – 67%	No credit awarded – student may be required to retake course or attend summer program for credit recovery. Summer Credit Recovery is only available for students who receive a 55 – 67% during the school year.

GRADUATION PROJECT REQUIREMENTS

The career portfolio is a web-based, all-inclusive career pathway document that uses Xello World. It allows students the opportunity to evaluate aptitudes early in their middle and high school careers, create schedules based on those interests and aptitudes, and graduate with professional documents, such as completed resumes, thank you letters, and even standard applications.

Mr. Jeff Goodwill is the Career Portfolio Coordinator. Information for the career portfolio will be located on the school counselors' Google Classroom page. Students will be able to access their live document during and after school hours. Mr. Goodwill and school counselors will be available for assistance. Mr. Goodwill can be reached in the IMC Office by email at jgoodwill@corrmysd.net or by phone at 814-664-4677 x3128.

AP/HONORS/WEIGHTED AND ADVANCED ACADEMIC COURSES

AP/Honors/Weighted Courses

All AP Courses.....(1.25)	Anatomy & Physiology.....(1.12)
All College-Accredited Courses.....(1.25)	Honors American History.....(1.12)
Honors English 9, 10, 11.....(1.12)	Honors World History.....(1.12)
Spanish 4.....(1.12)	Advanced Media Design.....(1.12)
Honors Pre-Calculus.....(1.12)	Advanced Studio Practices.....(1.12)
Advanced Algebra 2.....(1.12)	Yearbook (3 rd year only).....(1.12)
Advanced Geometry.....(1.12)	Band (4 th year only).....(1.12)
Advanced Biology.....(1.12)	Honors Chorus (4 th year only)..... (1.12)
Biology 2.....(1.12)	CAD and Design III and IV.....(1.12)
Cellular-Molecular Biology.....(1.12)	Advanced Robotics.....(1.12)
Chemistry 2.....(1.12)	Technical Program (3 rd year only)..(1.03 – 1.04)
Physics 2.....(1.12)	

Advanced Academic Opportunities/Cyber/Other Placements Without Percentage Grades

Students taking concurrent-enrollment classes or transfers for whom a percentage grade is not available will receive a percentage grade based on the following scale. Concurrent-enrollment grades will be weighted at 1.25. **NO** letter grade will be issued on the high school transcript for concurrent-enrollment courses. Students taking concurrent enrollment courses, who do not pass, do not receive high school credit.

A+ = 100	B+ = 92	C+ = 84	D+ = 74	F = 67
A = 95	B = 88	C = 80	D = 70	
A- = 93	B- = 85	C- = 75	D- = 68	

SCHEDULING

The master schedule of courses is developed each year to accommodate a majority of student requests during the student scheduling process of the previous year. To ensure students get required and appropriate courses, please review the following:

Process

1. School counselors will meet with each grade level and distribute transcripts and course selection guides.
2. Parents/guardians and students need to read the course descriptions and prerequisites carefully.
3. School counselors and administrators can be contacted to discuss questions regarding course selection and assistance in completing the student schedule requests.
4. Students will be assigned a scheduling window to enter their course requests in Sapphire.
5. School counselors will select an appropriate schedule for a student who does not enter course requests by the close of the scheduling window.
6. Once a schedule is developed, students will receive an opportunity to review their projected schedule and meet with their counselors. A letter will also be sent home to the parents for review.

Guidelines

- Students should review the Pathways to the Future Guides and select courses that fall within their chosen career.
- Course sequences in all curricular areas must be followed.
- Successful completion of preceding courses and/or prerequisite courses is required to progress.
- Core classes (English, Math, Science, Social Studies) are year-long and worth 1 credit.
- Elective classes may be a year-long course worth 1 credit or half-year course worth .5 credit.
- Core classes and levels are assigned through staff and administrative review based on student grades and achievement data.
- Career and Technical Education classes begin in 10th grade and an application is required, which may include an interview. Applications are available in the guidance office and the CTE office.
- AP, honors, weighted, academic opportunity, and concurrent-enrollment classes carry a “weight” that is factored into the student’s GPA. This “weight” will be assigned at the conclusion of the course.
- An Independent Study will be taken on a Pass/Fail basis and therefore will not be factored into the GPA.
- Intervention or Remediation courses may be scheduled for a student based on his or her performance in a specific course to provide additional support or based on the student’s performance on one or more of the Keystone Exams.

Schedule Changes

Schedule changes during the 2022-2023 school year will only be considered for a student that has been misplaced and will be made by a team decision.

Students who enroll in a CTC program are expected to complete all 3 years of the program.

Academic Recognition Guidelines

Students must attain the following cumulative averages for 9th through 11th grades. Grade Point Average (GPA) is calculated based on the completion of each individual course.

92.50% – 100%	Advanced (Honors)
87.50% – 92.45%	Academic Recognition

At Graduation, students in 12th Grade will be recognized through the Latin System.

Summa Cum Laude – 100.995% or above

Magna Cum Laude – 98.995 to 100.994

Cum Laude – 94.995 to 98.994

Academic Recognition – 87.5 – 94.994

Promotion Guidelines

In order for a high school student to be promoted to the next grade level with their original cohort, the student must obtain the minimum credits as outlined below.

For a student to be promoted to 10th Grade, the student must have earned five (5) or more credits during 9th Grade. For a student to be promoted to the 11th Grade, the student must have accumulated eleven (11) or more credits during 9th and 10th Grade. For a student to be promoted to the 12th Grade, the student must have accumulated seventeen (17) or more credits during 9th, 10th, and 11th Grade.

OTHER ACADEMIC OPPORTUNITIES

INDEPENDENT STUDY – Grades 10, 11, 12

Independent study begins with the initiative of a student who would like an extension of a current course, has significant schedule conflicts with a necessary course, or wants to complete an independent project. It is the responsibility of the student to seek a faculty member to serve as the teacher of record/advisor. The expectations of an independent study replacing a course that currently exists in the CASD course selection guide must align to the curriculum and expectations of the regular course. Independent Study courses are offered on a pass/fail basis only for grading purposes and do not calculate into a student's grade point average.

CONCURRENT ENROLLMENT PROGRAMS (COLLEGE-CREDIT COURSES)

Juniors and Seniors have the opportunity to take college accredited courses while in High School. For additional information or to ask questions regarding concurrent enrollment, students need to contact Mrs. Susan Bogert, Supervisor of Vocational Education at sbogert@corrysd.net or Mr. William West, Director of Secondary Education at bwest@corrysd.net or 814-664-4677.

Juniors or seniors who are making satisfactory progress toward graduation, are recommended by a principal or school counselor, and have a minimum grade point average of 2.5, are eligible to take college level courses through Northwest Pennsylvania Regional College (NPRC). These courses are offered at various times starting at 2:00 PM through the evening, at the Corry Higher Education Council building on Center Street. Summer courses are also available. Course offerings vary each semester and include many general education courses. For more information, see your school counselor or Mrs. Bogert in the CTC office.

CONCURRENT ENROLLMENT GUIDELINES

1. Tuition/Fees
 - A. The Corry Area School District will pay tuition and fees for concurrent enrollment course(s) offered through an approved concurrent enrollment agreement between the School District and the college or university sponsoring the concurrent enrollment course(s).
 - B. Tuition and fees for any other concurrent enrollment course(s) is the responsibility of the student and parents/guardians.
2. Books
 - A. For courses in which tuition is paid by the Corry Area School District, the District will purchase books for students who are enrolled.
 - B. For courses in which tuition is not paid by the Corry Area School District, the student is responsible for the cost and purchase of their books.
3. Add/Drop
 - A. For courses in which tuition is paid by the Corry Area School District, a student may **add** a concurrent enrollment course up to the last student day of the previous school year.
 - B. For courses where tuition is paid by the Corry Area School District, a student may **drop** a concurrent enrollment course up to the last student day of the previous school year.
 - C. For courses where tuition is not paid by the Corry Area School District, a student will follow the add/drop guidelines of the college or university that is providing the concurrent enrollment course(s).
4. Credits
 - A. Concurrent enrollment courses cannot be substituted for core course graduation requirements of the Corry Area School District and will only be credited as elective credit.
 - B. All concurrent enrollment courses will be one (1) high school credit.
 - C. The institution providing/sponsoring the concurrent enrollment course(s) will assign college credit value.
5. Grades/Transcript
 - A. For courses in which tuition is paid by the Corry Area School District, the grades will be reported on the student's high school transcript.
 - B. For courses in which tuition is paid by the Corry Area School District, a student's grade in the concurrent enrollment course will be reported as the percentage earned as assigned by the professor of the concurrent enrollment courses.
 - C. For courses in which tuition is not paid by the Corry Area School District, the grades will be reported on the student's high school transcript only if an official transcript of the course(s) has been received by the student's school counselor.
 - D. For courses in which tuition is not paid by the Corry Area School District, a student's grade in the concurrent enrollment course will be reported as Pass/Fail.
6. Scheduled Time During the School Day
 - A. For courses in which tuition is paid by the Corry Area School District, the concurrent enrollment course(s) may be scheduled during the school day and included on the student's schedule.
 - B. For courses where tuition is not paid by the Corry Area School District, the concurrent enrollment course(s) will not be scheduled during the school day or included on the student's schedule.

CORRY CAREER AND TECHNICAL CENTER/CORRY HIGH SCHOOL
ARTICULATION/CONCURRENT ENROLLMENT 2021-2022

INSTITUTION	CTC/OTHER PROGRAMS	CREDITS AWARDED
Erie Institute of Technology (EIT)	All Students	Courses waived for entrance exam scores of 75% or higher
Edinboro University	Automotive Technology Construction Maintenance Trades Metalworking Occupations Machine Tool Technology	9 credits toward Associate Degree in Applied Science/Technology (ENGR 298)
University of Northwestern Ohio (UNOH)	Automotive Technology	Learning Objectives must be met AU126 Suspension and Steering – 6 cr AU127 Hydraulic Brake Systems – 6 cr
Precision Manufacturing Institute (PMI)	Machine Tool Technology	BRP100 Blue Print Read – 3.0 cr MAN110 Manual Mill – 2.5 cr MAN120 Manual Lathe – 2.5 cr TDM126 Work Dev & Apps – 1.0 cr
Precision Manufacturing Institute (PMI) con't	Welding Technology	BRP100 Blue Print Read – 3.0 cr WLD103 Gas Tung Arc Weld – 6.5 cr
Precision Manufacturing Institute (PMI) con't	Building Maintenance Trades Diversified Occupations	MET 101 Fund of Electricity – 6.0 cr GEN205 Employability Skills – 1.5 cr (completion of Real Life 101 GEN100 Res & Inter Tech – 1.5 cr)
Pittsburgh Technical Institute (PTI)	Business	Acct II – ACC100 – 4 cr Adv Comp App – BUS106 – 3 cr Adv Mark – MKT100 – 4 cr Intro to Bus Opp – BUS100 – 4 cr Small Bus Opp – BUS240 – 4 cr
Pittsburgh Technical Institute (PTI)	Drafting	Draft 1 – CAD101 – 4 cr Draft 2 – CAD133 – 4 cr
Pittsburgh Technical Institute (PTI)	Welding	Welding – WEL11 – 3 cr
Edinboro University	Early Childhood Education	Individuals who have earned the Child Development ASSOCIATE (CDA) will receive these 10 JCC credits: EDU1250, EDU1260, EDU1290, and EDU2210
IMBC	Health Care Technology	MDT100 – Med Term I – 4 cr ANP100 – Anatomy & Physiology – 4 cr MA100 – Clin Skills for Med Asst – 4 cr
IMBC	Welding	WLD005 – Oxy Fuel Welding Fundamentals and Safety – 4 cr
Great Lakes	Health Care Technology	Test out with 70% MD105 Med Term Ess – 1 cr MD117 Med Term Ess – 3 cr MD120 Med Term Ess II – 3 cr MD125 A&P Ess – 3 cr MD 130 Med Term & Anat I – 4 cr MD141 Med Term & Anat II – 4 cr
Great Lakes	Diversified Occupations	Test out with 70% EN121 Business Communication – 3 cr or EN111 Business Communication – 2 cr
Triangle Tech	Welding	14.5 Credits with a “B” or higher in the welding program
Butler County Community College	Cosmetology	15 Business Elective Credits
Laurel Technical Institute (LTI)	Cosmetology	Number of Hours Earned to various courses at LTI – See Agreement
Laurel Technical Institute (LTI)	Early Childhood Education	Tasks to LTI courses ECE124, ECE193, ECE197, ECE199 – 3 cr each course
Laurel Technical Institute (LTI)	Health Care Technology	MED121 – 3 cr CMA104 – 1 cr MED204 – 2 cr

Mercyhurst University	All Students	7-8 Credits of Analytical Thought (3 advanced math and 3 advanced science classes with “B” or better 6 credits of Contexts and Systems (3 advanced social studies classes with “B” or better
Northwest Pennsylvania Regional College (NWPA)	Early Childhood Education	9 credits toward Associate of Applied Science in Early Childhood Education with a specialization in PreK/Para

Additional articulation agreements are available through the PA SOAR Program. Click on SOAR: <http://www.collegetransfer.net> (Search, choose last option on the drop-down menu “PA Bureau of CTE SOAR Programs” and choose Program of Study and year of Graduation).

Concurrent Enrollment - Credits Earned in High School

INSTITUTION	CTC/OTHER PROGRAMS	CREDITS AWARDED
Pittsburgh Technical College	CAD103 Engineering Graphics	CAD103 Engineering Graphics – 3 cr
	CAD113 AUTOCAD	CAD113 AUTOCAD – 3 cr
	CAD 3	MET110 Intro to Paramet Model – 3 cr
Northwest Pennsylvania Regional College (NWPA)	Early Childhood Education	Writing I, Writing II, Interpersonal Communications, Public Speaking, Foundations of Math, Intro to Statistics, College Algebra, Environmental Biology, Human Biology, Intro to Sociology, Creative Arts and Expression, Intro to Literature, History Without Borders, US Government and Politics (each course 3 credits each)

LANGUAGE ARTS

LANGUAGE ARTS (4 Credits)	Grade	Length	Credit
Core			
English 9	9	Year	1
English 10	10	Year	1
English 11	11	Year	1
English 12	12	Year	1
College Preparatory English 10	10	Year	1
College Preparatory English 11	11	Year	1
College Preparatory English 12	12	Year	1
Honors English 9	9	Year	1
Honors English 10	10	Year	1
Honors English 11	11	Year	1
AP English Literature and Comp	12	Year	1
Foundational Reading	9,10	Year	1
Foundational Language Arts 1	9,10,11,12	Year	1
Foundational Language Arts 2	9,10,11,12	Year	1
Foundational Language Arts 2.5	9,10,11,12	Year	1
Foundational Language Arts 3	9,10,11,12	Year	1
Electives			
Newspaper	9,10,11,12	Year	1
Academic Teams	9,10,11,12	Semester	.5
Foreign Language Electives			
	Grade	Length	Credit
Spanish 1	9,10,11,12	Year	1
Spanish 2	9,10,11,12	Year	1
Spanish 3	10,11,12	Year	1
Spanish 4/Spanish 5 (Pitt)	11,12	Year	1
College Credit Courses			
College Composition/History without Borders – Fall 2021 (Gannon)	11,12	Semester	2
Communication and Rhetoric (Pitt)	11,12	Year	1

LANGUAGE ARTS

Course Descriptions

ENGLISH 9

English 9 focuses on the eligible content related to the Literature Keystone Exam. Students develop skills in reading, analyzing, writing, and synthesizing material relative to specific classic and canonized literary texts. Unit topics include American Voices, Survival, The Literature of Civil Rights, Tragic Romances, Journeys of Transformation, and World's End.

ENGLISH 10

English 10 is designed as the remediation course for students who did not earn proficient or advanced on the Literature Keystone Exam during their freshman year. Students continue developing skills in reading, analyzing, writing, and synthesizing material relative to classic and canonized literary texts. Unit topics include Inside the Nightmare, Outsiders and Outcasts, Extending Freedom's Reach, All That Glitters, Virtue and Vengeance, and Blindness and Sight.

ENGLISH 11

English 11 utilizes American Literature and is designed as the remediation course for students who did not earn proficient or advanced on the Literature Keystone Exam during the sophomore year. Students analyze text, cite evidence, and respond critically about their learning by taking ownership through goalsetting, reflection, and activities that allow them to collaborate with peers. Unit topics include Writing Freedom; The Individual and Society; Power, Protest, and Change; Grit and Grandeur; Facing Our Fears; and Ordinary Lives, Extraordinary Tales.

ENGLISH 12

English 12 utilizes British Literature and is designed to assist students in developing skills necessary for the workplace. Students analyze text, cite evidence, and respond critically about their learning by taking ownership through goal-setting, reflection, and activities that allow them to collaborate with peers. Unit topics include Forging a Hero: Warriors and Leaders; Reflecting on Society: Argument, Satire, and Reform; Facing the Future, Confronting the Past: Shakespeare Extended Study; Seeing Things New: Visionaries and Skeptics; Discovering the Self: Individual, Nature, and Society; and Finding a Home: Nation, Exile, and Dominion.

COLLEGE PREPARATORY ENGLISH 10

College Preparatory English 10 is designed for students earning proficient or advanced on the Literature Keystone Exam during their freshman year. The course includes novels, short stories, poetry, grammar, and vocabulary all presented through differentiated instruction techniques. Unit topics include Inside the Nightmare, Outsiders and Outcasts, Extending Freedom's Reach, All That Glitters, Virtue and Vengeance, and Blindness and Sight.

COLLEGE PREPARATORY ENGLISH 11

College Preparatory English 11 utilizes American Literature and is designed for college-bound students to enhance reading, writing, speaking, and listening capabilities. The course includes novels, short stories, poetry, grammar, and vocabulary all presented through differentiated instruction techniques. Unit topics include Writing Freedom; The Individual and Society; Power, Protest, and Change; Grit and Grandeur; Facing Our Fears; and Ordinary Lives, Extraordinary Tales.

COLLEGE PREPARATORY ENGLISH 12

College Preparatory English 12 utilizes British Literature and is designed for college-bound students to enhance reading, writing, speaking, and listening capabilities. The course includes novels, short stories, poetry, grammar, and vocabulary all presented through differentiated instruction techniques. Unit topics include Forging a Hero: Warriors and Leaders; Reflecting on Society: Argument, Satire, and Reform; Facing the Future, Confronting the Past: Shakespeare Extended Study; Seeing Things New: Visionaries and Skeptics; Discovering the Self: Individual, Nature, and Society; and Finding a Home: Nation, Exile, and Dominion.

HONORS ENGLISH 9

Honors English 9 is an accelerated college prep course that focuses on reading, analyzing, writing about, and synthesizing material relative to the historical, cultural, and social background of various genres – including multimedia. The course involves rigorous independent reading, writing, and critical thinking with integrated grammar and vocabulary. Students analyze text, cite evidence, and respond critically through engaging activities that inspire thoughtful discussion, debate, and reflection. Unit topics include American Voices; Survival; The Literature of Civil Rights; Tragic Romances; Journeys of Transformation; and World's End.

HONORS ENGLISH 10

Honors English 10 is an accelerated college prep course that focuses on reading, analyzing, writing about, and synthesizing material relative to the historical, cultural, and social background of various genres – including multimedia. The course involves rigorous independent reading, writing, and critical thinking with integrated grammar and vocabulary. Students analyze text, cite evidence, and respond critically through engaging activities that inspire thoughtful discussion, debate, and reflection. Unit topics include Inside the Nightmare; Outsiders and Outcasts; Extending Freedom's Reach; All That Glitters; Virtue and Vengeance; and Blindness and Sight.

HONORS ENGLISH 11

Honors English 11 is an accelerated college-prep course that utilizes American Literature as the base to focus on reading, analyzing, writing about, and synthesizing material relative to the historical, cultural, and social background of various genres – including multimedia. The course involves rigorous independent reading, writing, and critical thinking with integrated grammar and vocabulary. Students analyze text, cite evidence, and respond critically through engaging activities that inspire thoughtful discussion, debate, and reflection. Unit topics include Writing Freedom; The Individual and Society; Power, Protest, and Change; Grit and Grandeur; Facing Our Fears; and Ordinary Lives, Extraordinary Tales.

AP ENGLISH LITERATURE AND COMPOSITION

AP English Composition and Literature focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Composition and Literature course aligns with an introductory college-level literature and writing curriculum.

FOUNDATIONAL READING

Prerequisite: Teacher Recommendation

Foundational Reading provides intensive small group and individualized instruction to increase basic reading skills through specially designed instruction and individual reading goals.

FOUNDATIONAL LANGUAGE ARTS 1

Prerequisite: Teacher Recommendation

Foundational Language Arts 1 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

FOUNDATIONAL LANGUAGE ARTS 2

Prerequisite: Teacher Recommendation

Foundational Language Arts 2 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

FOUNDATIONAL LANGUAGE ARTS 2.5

Prerequisite: Teacher Recommendation

Foundational Language Arts 2 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

FOUNDATIONAL LANGUAGE ARTS 3

Prerequisite: Teacher Recommendation

Foundational Language Arts 3 provides specially designed instruction and individual goals through intensive small group and individualized instruction and pacing to prepare students to demonstrate proficiency in the PA Core English Language Arts skill areas of reading, listening, speaking, and writing.

NEWSPAPER

Newspaper students will create an ongoing online publication of the school newspaper. This publication will include articles dealing with local school events, important world events, popular entertainment, humor and advice columns, and interviews with people and personnel, just to name a few. Students will have the opportunity to learn the process of creating a digital newspaper publication by working with editors and writers as well as other staff members. A strong emphasis will be placed on deadlines, cooperation, and willingness to work.

ACADEMIC TEAMS

Academic Teams is designed for students interested in Academic Decathlon (AcDec), Future Business Leaders of America (FBLA), or Battle of the Books. This course provides students the time to prepare and practice, at their own pace, for whichever academic club(s) they choose to belong. We will also work together on strategizing, designing shirts, and polishing the designated skills applicable inside and outside of the classroom setting. AcDec is a ten-event objective and subjective scholastic competition with a new topic every year. FBLA recognizes and rewards excellence in a broad range of business and career-related areas in a workforce-simulated competitive environment. Speech and Debate is a newly formed academic club in which students choose to compete in individual or partnered speeches or debates. Both teams have local, statewide, and national competitions with opportunities for scholarships.

SPANISH 1

Spanish 1 includes a presentation of the beginning elements of the Spanish language. This course focuses on culture and comprehension in speaking, reading, writing, and listening. Students will be introduced to the language and culture in various ways and will be assessed accordingly.

SPANISH 2

Prerequisite: Spanish 1

Spanish 2 includes a presentation of the intermediate elements of the Spanish language. This course focuses on culture and comprehension in speaking, reading, writing, and listening in Spanish. Students will expand their knowledge of the culture in various ways and will be assessed accordingly.

SPANISH 3

Prerequisite: Spanish 2

Spanish 3 includes a presentation of the intermediate-high elements of the Spanish language. There is a main focus on culture and comprehension in speaking, reading, writing, and listening in Spanish. Students will use the language for personal enjoyment and enrichment in various ways and will be assessed accordingly. This course focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad.

SPANISH 4

Prerequisite: Spanish 3

Spanish 4 is an upper-level course that includes a presentation of the advanced elements of the Spanish language. This course focuses on culture and comprehension in speaking, reading, writing, literature, and listening in Spanish. Students will use the language to enhance their knowledge of culture in various ways. Students will use the language for personal enjoyment and enrichment. This course focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In addition, students will write mini compositions, a research paper, and read a novel in Spanish.

COLLEGE COMPOSITION/HISTORY WITHOUT BORDERS – FALL (GANNON)

These two courses will be offered concurrently during the first semester. One course will be held on Monday and Wednesday and the other course will be held on Tuesday and Thursday. Students will have Friday as a study day. The courses will occur over two periods. Each of these courses is a three-credit college course through Gannon University.

FALL 2021:

College Composition: This course is the study of the principles of logic, rhetoric, and language and their use in written discourse. Application of these theories to numerous reading and writing assignments. Much attention to basic writing skills. Each of these courses is a three-credit college course through Gannon University.

History Without Borders: This course chronicles the most important ideas, issues, problems, and developments that mark the changing fortunes of the West's interaction with the world from the Seventeenth century to the present. Each of these courses is a three-credit college course through Gannon University.

COMMUNICATION AND RHETORIC (ARGUMENT) (PITT)

Communication and Rhetoric is a three-credit College in High School course which examines the fundamentals of argument and intends proficiency in the application of these elementary debating techniques. There are two main units in the course. The first unit examines the foundations of argument construction, support, and refutation. The second unit develops argument skills through in-class debates. There is a written and oral component in this course.

SPANISH 5 (PITT)

Prerequisite: Spanish 4

Spanish 5/Spanish 0003, Intermediate Spanish, is a three-credit College in High School course offered through the Department of Hispanic Languages and Literatures at the University of Pittsburgh. This course builds on and expands the language skills acquired in the first four levels of Spanish. It is designed to develop communicative proficiency. It combines content-based language instruction with an interactive task-based approach and focuses on all relevant language skills: listening, speaking, reading and writing. Culture is integrated in all aspects of the program. Each chapter will focus around a topic, and vocabulary, grammar and culture presentation, and practice will be linked to the theme chapter.

MATHEMATICS

MATHEMATICS (3 Credits)	Grade	Length	Credit
Core			
Principles of Algebra	9	Year	1
Algebra 1	9,10,11	Year	1
Geometry	9,10,11,12	Year	1
Advanced Geometry	9	Year	1
Algebra 2	10,11,12	Year	1
Advanced Algebra 2	10	Year	1
Mathematics of Finance (Recommended)	12	Year	1
Foundational Mathematics of Finance	11,12	Year	1
Foundational Pre-Algebra	9,10,11,12	Year	1
Foundational Algebra 1A	9,10,11,12	Year	1
Foundational Algebra 1B	9,10,11,12	Year	1
Life Connection 1	11	Year	1
Life Connection 2	12	Year	1
Electives			
Basic Programming	10,11,12	Semester	.5
Intro to Computer Science	9,10,11,12	Semester	.5
Pre-Calculus	11	Year	1
Calculus	12	Year	1
Honors Pre-Calculus	11	Year	1
AP Calculus	12	Year	1
AP Statistics	11,12	Year	1

MATHEMATICS

Course Descriptions

PRINCIPLES OF ALGEBRA

Prerequisite: Teacher Recommendation

Algebra Foundations is designed to provide students with a strong foundation in Algebra to help in the transition to Algebra 1. Topics of study include: operations with integers, operations with rational numbers, simplifying and evaluating expressions, solving linear equations and inequalities, functions, graphing linear functions, and graphing linear inequalities.

ALGEBRA 1

Algebra 1 is designed to prepare students to successfully demonstrate proficiency on the PA Keystone Algebra I exam. Topics of study include: simplifying and evaluating expressions, solving 1-variable equations and inequalities, graphing and modeling linear functions and inequalities, linear regression, solving linear systems of equations, probability, analyzing 1-variable data sets, and solving basic quadratic equations.

GEOMETRY

Prerequisite: Algebra 1

Geometry topics of study include: properties of circles, spheres and cylinders, properties of polygons and polyhedral, congruence and similarity, writing geometric proofs, parallel lines, coordinate geometry, surface area and volume of composite figures, and right triangle trigonometry

ADVANCED GEOMETRY

Prerequisite: Algebra 1 and Teacher recommendation

Advanced Geometry is designed to engage the advanced learner in rigorous applications of geometry while including all topics in the general course.

ALGEBRA 2

Prerequisite: Algebra 1

Algebra 2 topics of study include: operations with complex numbers, simplifying or evaluating nonlinear expressions, solving quadratic equations, solving exponential equations, modeling exponential growth or decay, modeling arithmetic and geometric patterns, analyzing polynomial functions, families of functions, probability, fundamental counting principle, permutations and combinations, and regression.

ADVANCED ALGEBRA 2

Prerequisite: Advanced Geometry or Geometry and Teacher recommendation

Advanced Algebra 2 is designed to engage the advanced learner in rigorous applications of Algebra 2 in addition to covering all topics included in the Algebra 2 course.

MATHEMATICS OF FINANCE

Prerequisite: Algebra 1 and Geometry

Mathematics of Finance is a project-oriented math course designed to study financial skills related to everyday life. Topics discussed are budgeting, financing an education, buying/leasing a vehicle, buying a home, concepts of interest, credit cards, insurance, taxes and investments.

FOUNDATIONAL MATHEMATICS OF FINANCE

Prerequisite: 11th and 12th graders

Mathematics of Finance is a project-oriented math course designed to study financial skills related to everyday life. Topics discussed are budgeting, financing an education, buying/leasing a vehicle, buying a home, concepts of interest, credit cards, insurance, taxes and investments.

FOUNDATIONAL PRE-ALGEBRA

Prerequisite: Teacher Recommendation

Foundational Pre-Algebra provides intensive small group and individualized instruction facilitated through measurable math goals, frequent formative evaluation and progress monitoring to increase the basic foundational and functional mathematics skills needed for success in life.

FOUNDATIONAL ALGEBRA 1A

Prerequisite: Foundational Pre-Algebra, Teacher Recommendation

Foundational Algebra 1A is specially designed instruction for students that have demonstrated proficiency in basic foundational mathematics skills. In this course students will have individual measurable Algebra goals, frequent formative evaluation and progress monitoring to prepare students to successfully demonstrate proficiency in the Algebra 1 Standards on the PA Keystone Algebra Assessment. Students will participate in intensive small group and individualized instruction and pacing through the high-impact strategies, and learning activities.

FOUNDATIONAL ALGEBRA 1B

Prerequisite: Foundational Algebra 1A, Teacher Recommendation

Foundational Algebra 1B is the second half of Foundational Algebra 1A and is specially designed instruction for students that have participated and demonstrated proficiency in Algebra 1A course. In this course students will have individual measurable Algebra goals, frequent formative evaluation and progress monitoring to prepare them to successfully demonstrate proficiency in the Algebra 1 Standards on the PA Keystone Algebra 1 Assessment. Students will participate in intensive small group and individualized instruction and pacing through the high-impact strategies, and learning activities.

LIFE CONNECTION 1

Prerequisite: Teacher Recommendation

Life Connection is a year-long, community-based course centered around real life, personal, job, and financial skills. Skills included in this course will be learning how to find, obtain, and keep a job and how to access and navigate different services, such as DMV, banking, community services, and public transportation.

LIFE CONNECTION 2

Prerequisite: Teacher Recommendation

Life Connection is a year-long, community-based course centered around real life, personal, job, and financial skills. Skills included in this course will be learning how to find, obtain, and keep a job; and how to access and navigate different services, such as DMV, banking, community services, and public transportation. As a class, we will explore the community and practice essential social, communication, and daily living skills. Students will have assistance in finding employment and acquiring documents and services needed as they prepare for post-graduation life.

BASIC PROGRAMMING

Prerequisite: Need to be currently in Geometry or have passed Geometry

Basic Programming is a Python-based program that teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once student complete this course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in Python

INTRO TO COMPUTER SCIENCE

Intro to Computer Science introduces students to the fundamental concepts of computer science and challenges them to explore how computing and technology impacts the world. Multidisciplinary in nature, the course teaches students to analyze problems, use creative thinking, and collaborate to investigate solutions to real-world issues using computing. Students will develop a thorough grasp of the computing foundations and concepts relevant to college and career. Topics covered include: fundamentals to Information Technologies (IT), computer hardware and software, data structures and algorithms, computer networking and security, the Python programming language.

PRE-CALCULUS

Prerequisite: Algebra 2

Pre-Calculus covers topics that are designed to prepare the student for the study of calculus. The concepts include: the study of polynomial functions, rational functions, trigonometric identities, angles and angle conversions, parametric equations, conics, logarithms, exponential functions, arithmetic and geometric series and sequences, binomial expansions and the fundamental counting principle.

CALCULUS

Prerequisite: Pre-Calculus

Calculus is designed for all seniors who will be taking a calculus course in a college curriculum. It covers many of the concepts of single variable calculus, which students may encounter in their first college calculus course. This course is highly recommended for college-bound students in medicine, business, science and engineering.

HONORS PRE-CALCULUS

Prerequisite: Advanced Algebra 2 or Algebra 2 and Teacher recommendation

Honors Pre-Calculus is designed to engage the advanced learner in rigorous applications of Pre-calculus in addition to covering all topics included in the Pre-calculus course. Additional topics of study include: application of matrices, advanced systems of equations, conic sections.

AP CALCULUS

Prerequisite: Teacher Recommendation and Pre-Calculus

AP Calculus is designed for those seniors wanting to take a college-level Calculus course in high school. It covers the curriculum outlined by the College Board. This course prepares students to take the AP exam in the spring. This course is highly recommended for college-bound students majoring in science, engineering, medicine, and business.

AP STATISTICS

Prerequisite: Algebra 2

AP Statistics is an introduction to the uses of statistics and probability as decision and problem-solving tools. Topics included are: measures of central tendency; variability, probability, counting; binomial distribution; normal distribution; confidence intervals; correlation and regression, hypothesis testing, statistical inference, sampling techniques and experimental design. This course is highly recommended for college-bound students majoring in mathematics, social and health sciences, engineering, medicine, and business.

SCIENCE

Science (3 Credits)	Grade	Length	Credit
Core			
Introductory Physical Science	9	Semester	.5
Introduction to Biology	9	Semester	.5
Foundational Biology A	9	Year	1
Foundational Biology B	10, 11	Year	1
Biology 1	10	Year	1
Principles of Biology	10	Year	1
Advanced Biology	9,10	Year	1
Choice of (Must Total 1 credit)			
Introduction to Chemistry	11,12	Year	1
Foundational Chemistry of Food	11,12	Semester	.5
Foundational Chemistry in Your World	11,12	Semester	.5
Chemistry 1	10,11,12	Year	1
Chemistry 2	11,12	Year	1
AP Chemistry (Course may start prior to the school day)	11,12	Year	1.5
Physics 1	11,12	Year	1
Physics 2	11,12	Year	1
Principles of Technology	11,12	Semester	.5
Ecology	11,12	Semester	.5
Biology 2	11,12	Year	1
Cellular/Molecular Biology	11,12	Year	1
Anatomy and Physiology	12	Year	1
Earth Science	10,11,12	Year	1

SCIENCE

Course Descriptions

INTRODUCTORY PHYSICAL SCIENCE (IPS)

IPS is a standards-aligned introduction to chemistry and physics. Hands-on lab activities make up the majority of the coursework. Emphasis is placed on measurement, calculation, and analysis of data collected in a laboratory setting. Safe lab techniques are introduced and practiced during scientific investigations of characteristic properties and identification of unknowns.

INTRODUCTION TO BIOLOGY

Introduction to Biology is a semester long course that is required before taking Biology 1. Topics include species change, ecosystems, populations, the environment, and biotechnology.

FOUNDATIONAL BIOLOGY A

Prerequisite – Teacher Recommendation

Foundational Biology A provides the first year of specially designed instruction through small group and individualized instruction and pacing to prepare students to successfully demonstrate proficiency in the Biology Standards on the PA Keystone Biology Assessment. Topics include: Ecosystems, The Environment, Evolution & Heredity, Biotechnology.

FOUNDATIONAL BIOLOGY B

Prerequisite – Teacher Recommendation and Foundational Biology A

Foundational Biology B provides the second year of specially designed instruction through small group and individualized instruction and pacing to prepare student to successfully demonstrate proficiency in the Biology Standards on the PA Keystone Biology Assessment. Topics include: Organic Biology, Cell Biology, Photosynthesis/Cellular Respiration, DNA, Careers in Biology.

BIOLOGY 1

Biology 1 is a required, year-long introductory life science course. Topics include ecology, cell biology, DNA, genetics, and natural selection.

PRINCIPLES OF BIOLOGY

Prerequisite: Teacher Recommendation

Principles of Biology is a year-long introductory life science course. Topics include ecology, cell biology, DNA, genetics, and natural selection.

ADVANCED BIOLOGY

Prerequisite: Teacher Recommendation

Advanced Biology is designed to engage the advanced learner in rigorous applications of Biology in addition to covering all topics included in Introduction to Biology and Biology 1.

INTRODUCTION TO CHEMISTRY

Prerequisite: Algebra 1

Introduction to Chemistry covers much of the same material as Chemistry 1, but goes at a slower pace or in not as much depth for certain topics. It is designed for students who may need Chemistry for college but who may need some extra help with Algebra. (If you are uncertain whether you should be in Chemistry 1 or Introduction to Chemistry, ask your current science or math teacher for advice.)

FOUNDATIONAL CHEMISTRY OF FOOD

Prerequisite: Teacher Recommendation

Foundational Chemistry of Food provides students with specially designed instruction through small group and individualized instruction and pacing to enhance science knowledge and application to foods.

FOUNDATIONAL CHEMISTRY IN YOUR WORLD

Prerequisite: Teacher Recommendation

Foundational Chemistry In Your World provides students with specially designed instruction through small group and individualized instruction and pacing to enhance science knowledge and application in the world.

CHEMISTRY 1

Prerequisite: Completion of Algebra 1 and currently taking Algebra 2 or with teacher recommendation

Chemistry 1 is an introductory college-preparatory course. Topics include scientific measurements, physical and chemical properties, heat calculations, atomic structure, periodic table, bonding, chemical nomenclature, reactions, the mole, empirical and molecular formulas, stoichiometry, solutions, and gas laws.

CHEMISTRY 2

Prerequisite: Chemistry 1

Chemistry 2 is an advanced chemistry course for those intending to pursue a science or math-related career. Topics include atomic structure, periodic trends, molecular geometry, solubility rules and net ionic equations, stoichiometry, solutions and colligative properties, reaction rates, equilibrium, acids and bases, oxidation-reduction reactions, electrochemistry, and organic nomenclature.

AP CHEMISTRY (COURSE MAY START PRIOR TO THE SCHOOL DAY)

AP Chemistry is designed to further the education of those students who are looking towards careers in chemistry, medicine, or engineering. Topics include: atomic and molecular structure, periodic trends, molecular, net-ionic and redox reactions, gas laws, liquids and solids, thermochemistry, solutions and colligative properties, reaction rates, gas and ionic equilibria, acids and bases, electrochemistry, thermodynamics, nuclear chemistry, and introductory organic chemistry. This is a highly rigorous course designed to cover the topics presented at the freshman college level. There is a strong emphasis on problem solving and the laboratory experience.

PHYSICS 1

Prerequisite: Completion of Algebra 2 or with teacher recommendation

Physics 1 is a traditional beginning physics course with a focus on force and motion. Emphasis is placed on developing the student's problem-solving skills using the scientific method and current technologies. Topics included will be: kinematics (rectilinear motion), dynamics (forces and motion), gravity, projectile motion, circular motion, torque and parallel forces, momentum and collisions, and graphical analysis of motion.

PHYSICS 2

Prerequisite: Physics 1

Physics 2 covers additional physics concepts with a focus on energy and its various forms. Topics included will be: Work, power and energy, energy sources and alternatives, wave transfer of energy, electrical energy, sound energy, heat energy, and light energy (lasers and holograms).

PRINCIPLES OF TECHNOLOGY

Principles of Technology is a course in applied science for those who plan to pursue careers as technicians or who want to keep pace with the advances of technology. It blends an understanding of basic principles with practice in practical applications. This course will focus on the concepts of force, work and rate as they apply in mechanical, fluid, electrical and thermal systems.

ECOLOGY

Ecology will focus on environmental problems, studying freshwater and endangered species. Topics covered will include water testing, water organisms, aquatic biomes, water pollution, interactions in ecosystems, causes of extinction, and animal conservation.

BIOLOGY 2

Prerequisite: Biology 1 or Advanced Biology

Biology 2 is an honors level college preparatory course that is a survey of microorganisms, plants, and animals. The course will also contain a brief review of the topics of cells, genetics, evolution, and ecology. The course will include dissections of certain animals, projects such as an insect collection, and a research paper.

CELLULAR/MOLECULAR BIOLOGY

Prerequisite: Biology 1 or Advanced Biology

Cellular/Molecular Biology is an honors level college preparatory course. Students develop an understanding of biological processes at the cellular and molecular level. Topics include the molecular structure of cells, energy transfer in cells, molecular genetics and biotechnology, enzymes, disease, and immunology. This course is intended for students who intend to pursue a biology-related career.

ANATOMY AND PHYSIOLOGY

Prerequisite: Must have taken at least one of the following: Biology 2, Cellular Molecular Biology, or Chemistry 2

Anatomy and Physiology targets seniors who plan to pursue such professions as a doctor, nurse, physical therapist, or other health-related fields. The course content covers everything from cellular physiology and skeletal anatomy to internal organs and systems. The course is advanced and offers labs and dissections in great detail.

EARTH SCIENCE

This is a year-long course and is designed for those students who are interested in the natural sciences and who might be interested in pursuing careers in geology, meteorology, or environmental science. Topics include minerals and rocks, soils and erosion, plate tectonics, geologic time, weather and climate, and oceanography. It is recommended, but not required, that students have taken either Chemistry 1 or Introduction to Chemistry before taking this class.

SOCIAL STUDIES

Social Studies (3 Credits)	Grade	Length	Credit
9 th Grade Seminar (required)	9	Quarter	.25
Core			
World History	9	Year	1
Foundational History	9	Year	1
Foundational Government	10	Year	1
Honors World History	9	Year	1
American Government	10	Year	1
AP U.S. Government and Politics	10	Year	1
American History	11	Year	1
Honors American History	11	Year	1
Electives			
Local History	9,10	Semester	.5
Global Media	11,12	Semester	.5
Sociology	11,12	Semester	.5
Psychology	11,12	Semester	.5
Criminal Justice	11,12	Semester	.5
College Credit Courses			
College Composition/History without Borders – Fall 2021 (Gannon)	11,12	Semester	2
History of the U.S. to 1865/U.S. Government and Politics – Spring 2022 (Gannon)	11,12	Semester	2
Intro to Psychology (Pitt)	11,12	Year	1

SOCIAL STUDIES

Course Descriptions

9th GRADE SEMINAR - Required

9th Grade Seminar students will explore various career options and continue the career planning process in preparation for their career path, following graduation from high school. This class is aligned to the PA Career and Work Standards and utilizes our on-line career tool to develop an individual career plan for each student. Students are exposed to non-traditional career information, career and technical education programs available to them in 10th grade, and the five career pathways. This is a required class for all 9th grade students.

WORLD HISTORY

World History is more than a chronology of facts. It is an exploration of big ideas across time and place using the concepts of history, culture, science and technology, government, economics, and geography. As students study World History, they will encounter enduring essential questions and issues that people have wrestled with throughout history and that still challenge us today.

FOUNDATIONAL HISTORY

Prerequisite: Teacher Recommendation

Foundational History provides students with specially designed instruction through small group and individualized instruction and pacing to enhance History knowledge.

FOUNDATIONAL GOVERNMENT

Prerequisite: Teacher Recommendation

Foundational Government provides students with specially designed instruction through small group and individualized instruction and pacing to enhance government knowledge.

HONORS WORLD HISTORY

Prerequisite: Application

Honors World History is a course designed for the higher academic Freshman. The focus of this course is the study of the historical development of people, places, and patterns of life from ancient times until the present. Political, economic, religious, historical, and cultural themes are stressed throughout the course. Students will use skills of historical and geographical analysis to explore the early history of the world. Students will examine supplemental readings, maps, and other materials to develop critical thinking and analytical skills.

AMERICAN GOVERNMENT

American Government students learn how to become active citizens through exploration of the essential themes and skills necessary to participate in the U.S. political system. Students will also explore the structure of the federal government and analyze the Constitution to learn about the foundation of the nation's laws as well as rights guaranteed to every citizen.

A.P. U.S. GOVERNMENT & POLITICS

Prerequisites for this course: 1) Summer coursework assigned at the end of ninth grade that is due at the start of the course 2) Successful completion of Honors World History and/or Honors English 9 or recommendation by ELA/SS teachers.

A.P. U.S. Government & Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

AMERICAN HISTORY

American History explores historically enduring concepts and essential questions still current today. Each unit of study explores how people and past generations dealt with and continue to deal with these issues. The objective of American History is to give students the ability to think critically about the United States, where we have been, and where we are going as a Nation.

HONORS AMERICAN HISTORY

Prerequisite: Application

Honors American History is a course designed for the higher academic junior. The course content focuses on modern era American History and current events. A variety of teaching and learning techniques will be applied with an emphasis placed on critical and evaluative skills, essay writing, vocabulary improvement, effective study skills, and student projects.

LOCAL HISTORY

Local History explores the treasured history of Pennsylvania, Erie County, Corry, and surrounding areas/individuals. This is a wonderful opportunity for students to reach out to our collective pasts through a collaborative, hands-on approach.

GLOBAL MEDIA

Global Media is a broadcast journalism/movie production class that exposes students to the many audiovisual opportunities of today in a hands-on environment where students will produce original productions.

SOCIOLOGY

Sociology is an introductory course that will focus upon human behavior in a social context. The primary objective will be to expose the student to practical sociological data so as to enable the student to become a more functional citizen. The data that will be utilized will include the following: human groups, culture, social control, individual and personality development, collective behavior, social class, the family, and current social issues.

PSYCHOLOGY

Psychology is a semester elective course that focuses on the study of individual human behavior. Psychology's major principles, theories, terminology, methods of experimentation and research, practical applications, and related careers are areas of study. Students will do research and conduct experiments, including, but not limited to, stimuli and conditioned behavior, as well as summary projects on the brain and behavior, and interviews of professionals.

CRIMINAL JUSTICE

Criminal Justice is a survey class where students will explore career opportunities in the growing field of law and law enforcement. Students can expect a rigorous academic experience that will cover a wide variety of aspects of law enforcement.

COLLEGE COMPOSITION/HISTORY WITHOUT BORDERS – FALL (GANNON)

These two courses will be offered concurrently during the first semester. One course will be held on Monday and Wednesday and the other course will be held on Tuesday and Thursday. Students will have Friday as a study day. The courses will occur over two periods. Each of these courses is a three-credit college course through Gannon University.

FALL 2021:

College Composition: This course is the study of the principles of logic, rhetoric, and language and their use in written discourse. It will focus on application of these theories to numerous reading and writing assignments and attention to basic writing skills.

History Without Borders: This course chronicles the most important ideas, issues, problems, and developments that mark the changing fortunes of the West's interaction with the world from the Seventeenth century to the present.

HISTORY OF THE UNITED STATES TO 1865/GOVERNMENT AND POLITICS – SPRING (GANNON)

These two courses will be offered concurrently during the second semester. One course will be held on Monday and Wednesday and the other course will be held on Tuesday and Thursday. Students will have Friday as a study day. The courses will occur over two periods. Each of these courses is a three-credit college course through Gannon University.

SPRING 2022:

History of the United States to 1865: This course addresses the foundation of the English settlements, the American Revolution, the Early National Period, Jacksonian Democracy, Abolitionism, Expansion to the Pacific, the Civil War. Immigration and the role of minorities are emphasized.

U.S. Government and Politics: This course introduces the foundations of the U.S. Government; structure and functions of Congress, the Presidency, the judiciary; administrative institutions and processes, interest groups and political parties; political behavior, and the electoral process.

INTRODUCTION TO PSYCHOLOGY (PITT)

Introduction to Psychology is a three-credit course offered through the Department of Psychology at the University of Pittsburgh. This course is an introductory class that will use the scientific method to provide a foundation for the field of Psychology. Topics include: psychology's history and approaches; research methods, biological bases of behavior, cognition and learning, personality, abnormal behavior, treatment of abnormal behavior and social psychology.

BUSINESS

Business	Grade	Length	Credit
Accounting 1	10,11,12	Semester	.5
Accounting 2/Automated Accounting	10,11,12	Semester	.5
Advanced Computer Applications	10,11,12	Semester	.5
Computer Applications	9,10,11,12	Semester	.5
Integrated Entrepreneurship 1	10,11,12	Semester	.5
Integrated Entrepreneurship 2	10,11,12	Semester	.5
Introduction to Business and Entrepreneurship	9,10,11,12	Semester	.5
Introduction to Marketing and Salesmanship	9,10,11,12	Semester	.5
Real Life 101	11,12	Semester	.5
Small Business Opportunities	10,11,12	Semester	.5
Business Law	10,11,12	Semester	.5

BUSINESS

Course Descriptions

ACCOUNTING 1

Accounting 1 is designed to introduce students to fundamentals of a typical accounting system used by business, according to G.A.A.P. (Generally Accepted Accounting Principles). Areas include: journals, ledgers, worksheets, financial statements, adjusting and closing entries, payroll, and tax records. Through the use of actual simulations and automated accounting using computers, students will complete the various steps in the accounting cycle and explain the purpose of each step in daily business transactions. Special emphasis will be placed on accounting careers and cross-curriculum careers that use accounting in everyday life (cosmetology, technology, manufacturing, personal living).

ACCOUNTING 2/AUTOMATED ACCOUNTING

Prerequisite: Accounting 1

Accounting 2/Automated Accounting advances students' knowledge in basic and complex accounting transactions. Manual accounting, as well as computerized accounting (using Quick books) will be emphasized in this course. Students will apply appropriate accounting principles to various forms of ownership. Students who are both career and college bound will have the opportunity to investigate a much wider range of accounting practices as preparation for vocational and educational fields as well as the workforce.

ADVANCED COMPUTER APPLICATIONS

Prerequisite: Computer Applications

Advanced Computer Applications is designed for those students who have mastered the skills taught in Computer Applications. Students will be completing Real-World, Client-Based Microsoft Office Projects. They will be "employed" and take on the role of a Microsoft Office Specialist. They will design and create a wide variety of business documents for their clients. They will use technical writing, accounting, presentation, critical thinking, organizational, and decision-making skills to plan, create, revise, and produce a wide variety of documents such as financial documents, marketing documents, databases, and promotional presentations for three (3) different types of businesses; Fundae Sundaes (A family owned ice cream shop), Popcorn Cinema (Part of a movie theater chain), and Burger Shack (a newly established restaurant located on Cocoa Beach, FL.)

COMPUTER APPLICATIONS

Computer Applications is an **introductory** computer applications course and is designed for the student who plans to attend college or enter the business world. Students will improve their word processing, spreadsheet, presentation software, and design skills by completing teen-based activities that use real-world content to connect and demonstrate the power of Microsoft Word, Excel, PowerPoint, and Publisher, all of which align with the PA Business Standards. They will create business formatted documents in Word; spreadsheets, graphs, and charts in Excel; brochures, flyers, and newsletters in Publisher; and powerful presentations in PowerPoint.

INTEGRATED ENTREPRENEURSHIP 1

Prerequisite: Advanced Computer Applications

Integrated Entrepreneurship 1 integrates computer applications with marketing and entrepreneurship skills. The class is designed for students to gain an in-depth, real-world experience in creating comprehensive management, marketing, and financial tracking documentation for student-selected, teen-based businesses. The goal of this course is to have students create marketing material, corporate identity, and utilize branding strategies that can be used in the future as reference for beginning businesses. There are a variety of applications that will be utilized to create financial, marketing, and management documentation. Business simulations will include "operating" a Community Social Center for teens; *The Hub*, and they will also assume the role of a Food Truck Entrepreneur in a highly competitive food industry using a *Food Truck Entrepreneur* workbook. The simulations are integrated computer applications and entrepreneurial business simulations that require students to create documents in MS Word, Excel, Access, Desktop Publishing and Power Point in which they help to **brand** the companies.

INTEGRATED ENTREPRENEURSHIP 2

Prerequisite: Integrated Entrepreneurship 1

Integrated Entrepreneurship 2 is designed as a continuation of Integrated Entrepreneurship 1. Students will continue with three more in-depth business simulations. Students will be completing a Microsoft Office Agribusiness Simulation – "Slater Farms." The main focus is to expose students to the necessary work involved in running an agricultural business using the channels of distribution and marketing tools typical in the agricultural industry. The second simulation is "Excellent Adventures" which combines the thrills of an amusement park with the skills of Microsoft Excel. Students will complete twenty (20) self-paced projects typical of a theme park that give students a "behind the scenes" look at the power of Excel and how it is applied to real-world business. Students will track, analyze, and chart all aspects of a successful amusement park business. Lastly, students will embark on an entrepreneurial journey – "The Restaurant Entrepreneur" – in which students will start and run their own restaurant by creating all the documents needed to manage it successfully including: writing radio commercial scripts, generating revenue statements, creating flyers, menus, etc.

INTRODUCTION TO BUSINESS & ENTREPRENEURSHIP

Introduction to Business & Entrepreneurship class will provide students with a foundation on business basics in order to facilitate a possible career path in business administration or entrepreneurship to assist students in understanding the role of business in today's local and global economies. Additionally, the class will explore the importance of business ethics and social responsibility, as well as the art of managing a workforce and human resources. Topics covered in this introductory business course will include: the motives and functions of business, economic and governmental factors, business ethics and social responsibility, consumer rights, entrepreneurial trends, and more.

INTRODUCTION TO MARKETING & SALESMANSHIP

Introduction to Marketing & Salesmanship is designed to introduce students to the concepts of marketing and identify the roles of marketing by analyzing the impact of marketing on the individual, business, and society. Students will develop and apply a code of ethics to various marketing issues affecting consumers, entrepreneurs, and manufacturers. Students will be able to identify what factors make a business successful and prepare to develop their own business marketing strategies. Students will create several oral presentations on products and marketing strategies as well as developing a marketing plan for a company as a final project.

REAL LIFE 101

Real Life 101 focuses on developing fundamental skills for real life. Students will learn to identify and prioritize wants and needs and develop strategies for making informed consumer choices. They will complete numerous activities and research projects related to practical money skills in life with a strong emphasis on the topics of: food, clothing, vehicles, and housing purchases. Movies based on true stories will be used to supplement the course as well. The movies focus on powerful themes such as: self-reflection, tolerance, facing adversity, striving for success, trust, team cohesion, leading for change, etc.

SMALL BUSINESS OPPORTUNITIES

Prerequisite: Introduction to Business & Entrepreneurship

Small Business Opportunities is designed to teach the concepts for researching ideas and markets and the planning and management processes in owning one's own business. The class will explore the basic concepts and also apply a simulation project where students will actually prepare a professional business plan proposal. Each student will develop leadership and problem-solving skills, understand the importance of making ethical decisions, develop public speaking and presentation skills, proper social and business etiquette, analyze possible solutions to specific business problems, develop business leadership skills, and develop an increased understanding of the business world. Throughout this course, student will learn and develop entrepreneurship basics, turning ideas into a business, analyzing the market, market research, marketing/advertising plan, business designs/branding, business finances, operating and management, along with creating a business plan.

BUSINESS LAW

Business Law is an introduction to our legal system, business law, and personal law. Students will gain an understanding of the law as it relates to them currently and the implications of the law in their future lives as well as the lives of their family and friends. They will also work to gain an understanding of the basic legal vocabulary. An introduction to your legal system, court procedures, and the jury process will be presented. Topics to be covered include, but are not limited to: Constitutional Rights, Civil Law, Criminal Law, Contract Law, Marriage & Divorce, Sales Contracts, Property Law, Employment Law, Warranties, Credit, Consumer Protections, etc.

FAMILY AND CONSUMER SCIENCES

Family & Consumer Sciences	Grades	Length	Credit
Advanced Sewing Applications	9,10,11,12	Semester	.5
Baking and Pastries	9,10,11,12	Semester	.5
Child Development	9,10,11,12	Semester	.5
Family Planning and Preparation	9,10,11,12	Semester	.5
Foods Around the World	9,10,11,12	Semester	.5
Nutrition/Intro to Culinary Arts	9,10,11,12	Semester	.5
Sewing Applications	9,10,11,12	Semester	.5
Sewing Entrepreneurs	9,10,11,12	Semester	.5

FAMILY & CONSUMER SCIENCES

Course Descriptions

ADVANCED SEWING APPLICATIONS

Prerequisite: Sewing Applications

Advanced Sewing Applications will allow students to explore complex sewing skills while constructing chosen projects. The projects can consist of clothing and home/fashion accessories. Students will select and supply their own fabric/supplies and assemble high-quality projects using patterns and step by step instructions. Classroom experiences will incorporate literacy and math skills.

BAKING AND PASTRIES

Prerequisite: Nutrition/Intro to Culinary Arts

Baking and Pastries is designed to introduce students to basic baking fundamentals and tools used in the baking industry. Students will learn baking and pastry techniques with an emphasis on specialty baking ingredients, pastries, creams, custards, icings, frostings, glazes, and chocolate. The students will demonstrate skills in preparing various types of pies, tarts, cookies, cakes, candies, and sugar decorations. Students will also develop group decision-making, time management, and planning skills through the planning and preparation of actual desserts. Classroom experiences will incorporate literacy and math skills.

CHILD DEVELOPMENT

Child Development will teach students to understand how children grow and develop physically, intellectually, emotionally, and socially. This course offers experiences and skills that prepare students for care-giving and future parenting. Students will further develop their skills in critical thinking, communication, and decision-making. Classroom experiences will incorporate math and literacy skills.

FAMILY PLANNING AND PREPARATION

Family Planning and Preparation covers sensitive issues such as STDs, reproductive organs, the consequences of premarital sex, teen pregnancy, prenatal care, stages of pregnancy, childbirth, and child development through age one. Childbirth videos, including c-section surgeries, are part of the class content. This course offers experiences and skills that prepare students for care-giving and future parenting. Infant simulation occurs with Real-Care babies. Students will further develop their skills in critical thinking, communication, and decision-making. Classroom experiences will incorporate math and literacy skills.

FOODS FROM AROUND THE WORLD

Prerequisite: Nutrition/Intro to Culinary Arts

Foods From Around the World is designed to enable students to investigate various countries of the world and prepare a variety of global cuisines in class. Students will apply research techniques when investigating the countries and prepare PowerPoints to share the information they gain about their selected country. After researching their selected country, the students will have the opportunity to prepare selected recipes. Classroom experiences will incorporate literacy and math skills.

NUTRITION/INTRO TO CULINARY ARTS

Nutrition/Intro to Culinary Arts is designed to introduce students to basic kitchen skills, current nutrition information, and food preparation. Basic culinary skills will be used in actual laboratory settings. The skills include determining equivalents, interpreting abbreviations, reading recipes, Identifying utensils, and implementing proper measuring techniques. Students will also develop group decision-making, time management, and planning skills through the planning and preparation of an actual meal. Classroom experiences will incorporate literacy and math skills.

SEWING APPLICATIONS

Sewing Applications is a beginner level course. Students will complete personalized projects and incorporate basic sewing techniques. The project(s) may include: home/fashion accessories and/or clothing. This class will also include basic quilting. Students select and provide their own fabric/supplies and assemble high-quality project(s) using step-by-step instructions. Classroom experiences will incorporate literacy and math skills.

SEWING ENTREPRENEURS

Prerequisite: Sewing Applications

Sewing Entrepreneurs is an elective course designed to allow students the opportunity to run their own mock business and provide sewing repair services and custom-made projects for customers (faculty, students, family, and community members, etc...) at no profit. Students will examine the pros and cons of being self-employed through a variety of activities. Effective work habits are developed and classroom experiences will incorporate literacy and math skills.

FINE ARTS

Music	Grade	Length	Credit
Performance-Assessed Music Courses			
Concert Choir (Will be offered both semesters)	9,10,11,12	Semester	.5
High School Band (Will be offered both semesters)	9,10,11,12	Semester	.5
Honors Choir (Will be offered both semesters)	9,10,11,12	Semester	.5
Jazz Band	9,10,11,12	Year	1
Classroom-Assessed Music Courses			
Advanced Piano & Independent Instrument Musicianship	10,11,12	Semester	.5
Broadway Musicals – Then and Now	9,10,11,12	Semester	.5
Guitar Lab 1	9,10,11,12	Semester	.5
Guitar Lab 2	9,10,11,12	Semester	.5
Introduction to Theater	10,11,12	Semester	.5
Music Theory	9,10,11,12	Semester	.5
Piano Lab 1	9,10,11,12	Semester	.5
Piano Lab 2	9,10,11,12	Semester	.5
Ukulele Lab	9,10,11,12	Semester	.5
Music Theory	10,11,12	Semester	.5
Art			
Advanced Media Design	11, 12	Semester	.5
Advanced Studio Practices	12	Semester	.5
Architectural Exploration	9,10,11,12	Semester	.5
Art Fundamentals	9,10,11,12	Semester	.5
2-D Design	10,11,12	Semester	.5
3-D Design	10,11,12	Semester	.5
Advanced Ceramics (Offered 2022-2023)	11,12	Semester	.5
Advanced Painting 1 (Offered 2023-2024)	11,12	Semester	.5
Advanced Painting 2 (Offered 2022-2023)	11, 12	Semester	.5
Craft as Art (Offered 2022-2023)	9,10,11,12	Semester	.5
Fiber Art (Offered 2023-2024)	9,10,11,12	Semester	.5
Yearbook	10,11,12	Year	1

FINE ARTS

Course Descriptions

CONCERT CHOIR

Concert Choir is a performing group of the choral music program. This course offers any student a large-group chorus experience singing concert literature for mixed voices. Students are provided opportunities to develop their musical skills through studies in both vocal and choral techniques, basic music theory, training in sight singing, music history and literature, creative self-expression, and performance activities. The choir will perform a minimum of one concert per semester for a total of two per year. Performance participation is required.

HIGH SCHOOL BAND

Prerequisite: Middle School Band or Director Audition

High School Band is a continuation of the band program from Middle School for grades 9-12. Students will be exposed to concert band literature from Grade III-IV. There will be one required performance in each semester which is equivalent to test grades in other courses. Students may also elect to participate in the Marching Band, Jazz Band, or Pit Orchestra. Additional experiences are available through participation in festivals sponsored by the Pennsylvania Music Educators Association (PMEA).

HONORS CHOIR

Prerequisite: 7th/8th grade Chorus/Band for at least one complete year or high school Concert Choir for at least one semester with Director Audition

Honors Choir is a performing group of the choral music program. In this group, students are provided the opportunity to develop their musical skills through studies in both vocal and choral techniques, basic music theory, training in sight singing, music history and literature, creative self-expression, and performance activities. Honors choir will sing literature chosen from an advanced choral repertoire. This choir will perform a minimum of one concert per semester for a total of two per year. Performance participation is required.

JAZZ BAND

Prerequisite: Teacher recommendation

Jazz Band will be dedicated to getting students prepared for the PMEA Jazz Festival during the first semester. This preparation will improve the odds of the students being picked to participate in the weekend with the 15 neighboring high school districts. The second semester will be getting the repertoire prepared for the Spring Jazz Concert.

ADVANCED PIANO AND INDEPENDENT INSTRUMENT MUSICIANSHIP

Prerequisite: Piano Lab 2 and Teacher Recommendation

Advanced Piano and Independent Instrument Musicianship gives students the opportunity to further their skills in piano or other instruments through independent practice and lesson time with the teacher.

BROADWAY MUSICALS – THEN AND NOW

Broadway Musicals is a course to offer students the opportunity to delve into the historical overview of musicals and their development; important/influential musicals and composers; analysis of a show to understand the historical items related to the musical and standard literary tenants to include: plot, characterization, point of view, conflict, foreshadowing, tone/mood, symbolism, theme, imagery, setting, among others; and comparison of musical to the literature it was based upon.

GUITAR LAB 1

Guitar Lab 1 is designed for the student who desires to learn to play the guitar but has little or no experience. Basic note reading, chord reading, and performance are stressed through the use of the book *Guitar Method 1* by Aaron Stang.

GUITAR LAB 2

Prerequisite: Guitar Lab 1

Guitar Lab 2 is a continuation of Guitar Lab 1 which is required in sequence. Note and chord reading as well as performance will continue to be stressed through the use of the books *Guitar Method 1* and *2* by Aaron Stang.

INTRODUCTION TO THEATER

Introduction to Theater will provide a brief history of theater and terms associated with theatrical performance. The primary focus will be acting in an effort to improve a student's performance and public speaking skills. The course will incorporate improvisational activities, the preparation and performance of a commercial, pantomiming, and memorization and performance of a monologue and one-act play.

PIANO LAB 1

Piano Lab 1 is designed for the student who desires to learn to play the piano and has never played before. Basic keyboard techniques are taught through the use of John Thompson Modern Course for the Piano.

PIANO LAB 2

Prerequisite: Piano Lab 1

Piano Lab 2 is a continuation of Piano Lab 1 which is required in sequence. Keyboard techniques will continue to be stressed through the use of John Thompson Modern Course for the Piano.

UKULELE LAB

Ukulele Lab will teach students how to read music, play chords, and play songs that you have always wanted to learn how to play. No prior music knowledge needed to be in this class.

MUSIC THEORY

This course is for students wanting to extend their understanding of how music is structured. We break down the language of music notation and discuss harmonic structures (ie chords, intervals, rhythms, key signatures, and scales) and learn tools for mastering these basic fundamentals for music theory. If you are a student considering a music minor or major in college, this course is highly recommended. This course is designed for the ambitious music student wanting to grow their understanding of written music.

ADVANCED MEDIA DESIGN

Prerequisite: 2-D Design and 3-D Design

Advanced Media Design is an extension of both the 2-D and 3-D classes, this course allows the art-minded student to gain a deeper understanding and a broader knowledge of a variety of both 2-D and 3-D techniques, processes, and styles. Study will include a more extensive look at drawing, painting, and printmaking, ceramics, and sculpture. A high degree of creativity, desire to learn, and a desire to create pieces with thought and craftsmanship is a must.

ADVANCED STUDIO PRACTICES

Prerequisite: 2-D Design, 3-D Design, and Advanced Media

Advanced Studio Practices is designed for the highly motivated and independent student who is eager to concentrate on improving visual art skills. Students will be expected to use the Studio Habits of Mind and reach a high level of quality and productivity during this semester long course. Students will research, plan, explore, revise and complete projects that reflect a personal interpretation of main themes.

ARCHITECTURAL EXPLORATION

Architectural Exploration will acquaint students with the basic elements and principles of architectural design through history as humans have successfully and often ornately met the fundamental need for shelter. Students will be able to identify a variety of types of structures, compare architectural styles, create unique and/or duplicate structural designs through the manipulation of shapes/forms, and become aware of environmental considerations.

ART FUNDAMENTALS

Art Fundamentals will give students a viewpoint on various artists, styles, media, and techniques with an emphasis on the elements of art and the principles of design. During the course, students will be thought of as artists as they become more proficient in the use of basic skills, techniques, and media while creating a variety of art works in both 2-D and 3-D formats. Art History, criticism, and basic aesthetics will be integrated throughout the course along with the exploration of art's role in cultures throughout the world.

2-D DESIGN

Prerequisite: Art Fundamentals

2-D Design introduces students to the various techniques, processes and media of drawing, painting, and printmaking. Broken into distinct units, the students will be immersed in each area gaining skills and mastering techniques in each unit. Art History, criticism, and basic aesthetics will be integrated throughout the course along with the exploration of art's role in cultures throughout the world.

3-D DESIGN

Prerequisite: Art Fundamentals

3-D Design introduces students to the various techniques, processes, and media of sculpture, ceramics, and jewelry. Broken into distinct units, the students will be immersed in each area gaining skills and mastering techniques in each unit. Art History, criticism, and basic aesthetics will be integrated throughout the course along with the exploration of art's role in cultures throughout the world.

ADVANCED CERAMICS

Prerequisite: 3-D Design

Advanced Ceramics will provide advanced instruction in the production of functional and non-functional clay pieces. The historical development and current trends of clay production will be examined in tandem with the role clay plays in various cultures. A variety of decorative techniques and proper kiln operation will be covered. Student knowledge and enriched ceramic vocabulary will be demonstrated through individual and group discussions, reflections, and critiques in addition to completed clay pieces.

ADVANCED PAINTING Course will be offered in the 2023 - 2024 school year

Prerequisite: 2-D Design

Advanced Painting is for the student who wishes to have a more advanced knowledge and further exploration into the various techniques and styles of painting. Study includes the techniques and processes used with specific painting medias. Individual artist's styles, color theory, and historical evolution of both painting and the art world's influence on painting itself will be investigated. The use of an expanded painting vocabulary will be demonstrated through both oral and written reflections, critiques, and research of style san artists.

ADVANCED PAINTING 2

Prerequisite: Advanced Painting 1

Advanced Painting 2 is an extension to Adv. Painting 1 and is for the student who wishes to have a more advanced knowledge and further exploration into the various techniques and styles of painting. Study includes the techniques and processes used with specific painting mediums. Individual artist's styles, color theory, and historical evolution of both painting and the art world's influence on painting itself will be investigated. The use of an expanded painting vocabulary will be demonstrated through both oral and written reflections, critiques, and research of style and artists.

CRAFT AS ART Course will be offered in the 2022 - 2023 school year

Craft As Art explores crafts from around the world, that have been seated in tradition and passed through generations through direct teaching and production, will be the focus of this course. Students will be introduced to crafts and folk arts which have been used throughout history as a means of communication, function, or decoration. Creative problem solving will be engaged through a variety of written and visual projects. Students will be encouraged to express their own individuality through discussions and the products that they create during the course.

FIBER ART Course will be offered in the 2021 - 2022 school year

Fiber Art will introduce students to the old and new uses of fibers in both Art and Crafts. Students will investigate the historic use of fibers from various cultures from around the world. During the various units of study, students will create items that will demonstrate their knowledge of specific concepts and techniques.

YEARBOOK

Yearbook has the primary objective of writing, editing, designing, and publishing The Corrian yearbook. The online publishing program which is used requires students to have basic computer skills and the desire and ability to learn new skills in order to create a publication that is accurate and engaging. This "Real Life" course puts highly self-motivated and responsible students into a position to learn about a variety of publishing and business procedures. With deadlines that must be met, students learn about time management, responsibility and the process of print and photo journalism. The majority of work in this class is completed independently with students being assigned specific pages for completion.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education	Grade	Length	Credit
Drivers Education	10,11,12	Semester	.5
Behind the Wheel Laboratory	10,11,12	Semester	.5
Wellness Foundation	9	Quarter	.25
Physical Education	10,11,12	Semester	.5
Advanced Physical Education	11,12	Semester	.5
Health	11(Recommended)	Semester	.5
Personal Fitness	11,12	Semester	.5
World of Healthcare	10,11,12	Semester	.5

HEALTH & PHYSICAL EDUCATION

Course Descriptions

DRIVERS EDUCATION

Drivers Education is designed to introduce students to the fundamental skills, knowledge, and attitudes essential to safe and efficient vehicle operation. This is accomplished through a combination of instructional, decision-making, and perceptual driving units. Each numerical unit progresses from understanding the Highway Transportation System to more complex safe driving habits and consumer responsibilities.

BEHIND THE WHEEL LABORATORY

Prerequisite: Classroom Drivers Education

Behind the Wheel laboratory provides instruction to the permit driver who has logged 65 hours driving with an adult in all types of environments as stated in the PA Driver's Manual and has passed the Drivers Education Class. This course consists of 6 hours of training and experiences. The permit driver may test as stated on their permit during the sixth hour of the Lab.

WELLNESS FOUNDATIONS

Wellness Foundations is required for all 9th grade students and for any new high school student in the District. Wellness Foundations is to be taken prior to the student enrolling in other Physical Education classes. This course will emphasize the understanding of an active, healthy lifestyle, geared toward a personal fitness program.

PHYSICAL EDUCATION

Prerequisite: Wellness Foundations

Physical Education introduces students to a variety of lifetime sports and activities. They will also be pre- and post-tested in physical fitness.

ADVANCED PHYSICAL EDUCATION

Prerequisite: Wellness Foundations; Varsity Athlete or Teacher Recommendation

Advanced Physical Education students will work with the Middle School and High School Life Skills classes. They will also be responsible for researching various disabilities pertaining to physical activity. This is an elective course and does not satisfy the Physical Education credit requirement.

HEALTH

Health is intended to educate and reinforce issues involving the human body and factors that may affect the body both positively and negatively. The emphasis will be discussing/debating current health issues.

PERSONAL FITNESS

Prerequisite: Wellness Foundations and Grade 10 PE

Personal Fitness is designed to help students build a health and fitness knowledge base that will enable them to live healthy, active lives and to improve their overall strength, aerobic endurance, body composition, and mobility. After exploring a variety of fitness programs, the student will develop their own personal program and implement this program within the semester. **Students in 11th and 12th grades** may take Personal Fitness as their physical education credit in place of physical education class.

WORLD OF HEALTHCARE

World of Healthcare highlights various jobs available in the medical field. This course will explore medical terminology and offer a brief overview of anatomy and physiology. This course is designed to give students a quick summary of the body systems and how they work; introduce medical terminology; and research and discuss medical careers and basic lab skills. This is perfect for students who decide during their junior or senior year that they want to go into the health field. This course does not qualify for a health credit.

TECHNOLOGY AND ENGINEERING EDUCATION

Technology Education	Grade	Length	Credit
Advanced Robotics	10,11,12	Semester	.5
Architectural Drawing 1	9,10,11,12	Semester	.5
Architectural Drawing 2	9,10,11,12	Semester	.5
Cabinetmaking 1	9,10,11,12	Semester	.5
Cabinetmaking 2	10,11,12	Semester	.5
Cabinetmaking 3	11,12	Year	1
Cabinetmaking 4	12	Year	1
Drafting/CAD 1	9,10,11,12	Semester	.5
Drafting/CAD 2	10,11,12	Semester	.5
Drafting/CAD 3	10,11,12	Semester	.5
Drafting/CAD 4	11,12	Semester	.5
Electronics 1	9,10,11,12	Semester	.5
Electronics 2	10,11,12	Semester	.5
Forestry 1	10,11,12	Semester	.5
Forestry 2	10,11,12	Semester	.5
Graphic Communications 1	9,10,11,12	Semester	.5
Graphic Communications 2	10,11,12	Semester	.5
Graphic Communications 3	11,12	Year	1
Introduction to Engineering	9,10,11,12	Semester	.5
Introduction to Robotics	9,10,11,12	Semester	.5
Photography 1	9,10,11,12	Semester	.5
Photography 2	11,12	Semester	.5
STEM 1	9,10,11,12	Semester	.5
STEM 2	10,11,12	Semester	.5
College Credit Courses			
Pittsburgh Technical College			
CAD 103 Engineering Graphics	11, 12	Semester	1
MET 110 Introduction to Parametric Modeling	11, 12	Semester	1
CAD 113 AutoCAD	11, 12	Semester	1

TECHNOLOGY EDUCATION

Course Descriptions

ADVANCED ROBOTICS

Prerequisite: Introduction to Robotics

Advanced Robotics will expand on the knowledge students acquired from Introduction to Robotics. Students will participate in the building of a 15-pound combat robot that will compete in the annual Robot Competition in the late spring. Throughout the building process, students will incorporate Science, Technology, Engineering, and Math disciplines into both the design and fabrication of the robot. Students will also learn the basics of robotic programming.

ARCHITECTURAL DRAWING 1

Architectural Drawing I students will learn the design principles and techniques associated with residential home design and construction. Students will explore the various products and materials used in residential construction, particularly in kitchen and bath construction and remodeling. AutoCAD drafting software will be used to design a floor plan, elevation views, electrical plan, and wiring plan. Students will also build a scale model residential structure. This course is recommended for all students interested in the areas of architectural design and/or building construction.

ARCHITECTURAL DRAWING 2

Prerequisite: Architectural Drawing 1

Architectural Drawing 2 students will build upon the fundamental knowledge gained in Architectural Drawing 1 to develop a complete set of residential home building plans. Residential building codes will be studied and incorporated into each home design. In addition to using AutoCAD Drafting Software, students will be introduced to the popular architectural drafting software “Autodesk Revit.” Student’s residential home plans will include the following: floor plan, foundation plan, exterior elevation views, section views, electrical and plumbing plans, and a plot plan. Upon the completion of the building plans, students will construct a scale model of their house design. The home building plans and the scale model will be presented by the student in a formal/professional manner. This course is recommended for all students interested in the areas of architectural design and/or building construction.

CABINETMAKING 1

Cabinetmaking 1 students are exposed to a variety of fundamental woodworking processes. Students will learn the factors considered when selecting materials, how to read woodworking plans, hand tool and machine safety, woodworking processes, pre-finishing, and finishing. All students complete a required project that incorporates various woodworking processes. In addition to using traditional woodworking equipment, students are introduced to CNC routing and laser cutting.

CABINETMAKING 2

Prerequisite: Cabinetmaking 1

Cabinetmaking 2 students draw upon the fundamental skills learned in Cabinetmaking I to learn more advanced woodworking skills and techniques. The advanced processes include shaping, basic cabinet door construction, raised panel door construction, drawer construction, base and crown molding design and application, and cabinet hardware application. Students complete a required night stand project which utilizes all the processes previously mentioned.

CABINETMAKING 3

Prerequisite: Cabinetmaking 2

Cabinetmaking 3 students design or choose their own project to be completed within the 24-week time frame. The project is selected with the help of the instructor and is chosen with careful consideration to many variables. These variables include: student interest, material cost and material availability, time, skill level of student, and the woodworking processes involved in producing the project. Students are responsible for purchasing all materials and hardware associated with the project. Students will work together with other students in advanced courses to develop and run a functional manufacturing business. The courses involved in the manufacturing business project include Graphic Communications 3, Drafting/CAD 3, Cabinetmaking 3, STEM 2, and Machine Tech 2.

CABINETMAKING 4

Prerequisite: Cabinetmaking 3

Cabinetmaking 4 students will design or choose their own project to be completed within a 30-week timeframe. This project will be selected with the help of the instructor and chosen with careful consideration of many different variables. These variables will include: student interest, material cost and availability, time, skill level of the student, the woodworking processes involved in producing a project. The students must be able to show that they are going to use different processes and apply the techniques and skills they learned in Cabinetmaking 3.

DRAFTING/CAD 1

Drafting/CAD I is an introductory course that focuses on the basic drafting concepts that are used in Engineering Drawing. Students will learn two-dimensional sketching, 3-dimensional sketching, board drawing, and computer drafting using AutoCAD and Inventor Software. Emphasis will be placed on multi-view drawing using AutoCAD and 3D Modeling using Inventor Software. Students will experience hands-on projects important for anyone planning on pursuing a career in design and/or mechanical engineering. This technology elective is recommended for all students who want to go into the field of engineering and design, machining, welding, industrial management, or drafting.

DRAFTING/CAD 2

Prerequisite: Drafting/CAD 1

Drafting/CAD 2 is a hands-on study of concepts used by design engineers to draw functional engineered products. Students will produce 3D models, dimensioned drawings, multi-view projections, sectional views and auxiliary views. To achieve this, students will use AutoCAD and Inventor, which are common software found in the industry. This elective is recommended for all students who are interested in the fields of computer aided drafting, engineering, machining, welding, and industrial management.

DRAFTING/CAD 3

Prerequisite: Drafting/CAD 2

Drafting/CAD 3 is a continuation of Drafting 2 and students will use AutoCAD and Inventor software for all projects. Focus will be placed upon the study of advanced concepts used in manufacturing processes. Students will be exposed to the processes that are used to make engineered parts, develop section and auxiliary views, threads and fasteners, and working drawings. This elective is recommended for all students who are interested in the fields of engineering, machining, welding, industrial management and drafting.

DRAFTING/CAD 4

Prerequisite: Drafting/CAD 3

Drafting/CAD IV students will produce engineering working drawings and reverse engineered drawings of parts found in the physical environment. Students will learn how to measure parts using micrometers, calipers, and other measurement tools; do detailed sketches of the part; and complete working drawings. Students will use AutoCAD and Inventor Software for their Engineering Projects. Students will also work closely with local manufacturing businesses on design and engineering projects. Students will also work together with other students in advanced courses to develop and run a functional manufacturing business. The courses involved in the manufacturing business project include Graphic Communications 3, Drafting/CAD 3, Cabinetmaking 3, STEM 2, and Machine Tech 2.

PITTSBURGH TECHNICAL COLLEGE DRAFTING/CAD COURSES (PTC):

Drafting/CAD students may now earn college credits while still in high school. The courses are offered through Pittsburgh Technical College and students may apply them directly to a PTC program or transfer them to another post-secondary institution. Students must be in their junior or senior year and have successfully completed Drafting/CAD 1 and 2.

CAD 103 – ENGINEERING GRAPHICS (PTC)

Prerequisite: Drafting/CAD 2

CAD 103 – Engineering Graphics is a four-credit PTC class. This class is an overview of the practices and techniques utilized within the drafting industry. Topics include: oblique, perspective, isometric and orthographic sketching, sectioning, dimensioning practices, and basic print reading.

MET 110 – INTRODUCTION TO PARAMETRIC MODELING (PTC)

Prerequisite: Drafting/CAD 2

MET 110 – Introduction to Parametric Modeling is a three-credit PTC class. This course introduces students to the Inventor software. Students use advanced techniques to create 3-dimensional parametric models, assemblies, and construction documents as they relate to industry standards.

CAD 113 – AUTOCAD (PTC)

Prerequisite: Drafting/CAD 2

CAD 113 – AutoCAD is a four-credit PTC class. This course is an introduction to the unique language, command methods, and application of the AutoCAD software. Topics include: display methods, view manipulation, drawing techniques, construction methods, manipulation methods, editing methods, dimension practices, and plotting techniques specific to this software.

ELECTRONICS 1

Electronics 1 is a basic electronics course. Students will learn about the theory of electricity and complete numerous lab activities. Students will learn about integrated circuits, diodes, LED, resistors, capacitors, and bread boards. Students will be required to read and draw electrical schematics in order to complete the lab activities.

ELECTRONICS 2

Prerequisite: Electronics 1

Electronics 2 covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. Emphasis is placed on laboratory experiments dealing with logic gate circuit design and testing.

FORESTRY 1

Forestry 1 students will explore the world of forestry and related careers, identify common trees of Pennsylvania, identify forests of the world, recognize forest products, calculate forest measurement and valuation, and analyze how trees grow and what they need to be healthy. In addition to studying trees, students will also study local soil types, use map and compass techniques for safe navigation, and become aware of current issues affecting Pennsylvania Forests. Students benefit from hands-on activities conducted on local forested areas.

FORESTRY 2

Prerequisite: Forestry 1

Forestry 2 students apply the knowledge gained in forestry I to manage the forested land at Corry Area High School and a local property of their choosing. Students learn chainsaw safety, maintenance, and tree felling. Specifically, students are taught the “open face notch” tree felling system which is an industry accepted method of tree felling. Students evaluate the forest at the high school, select trees to be removed and harvest them leaving the forest healthier and more valuable for future generations. Students also develop a Forest Management Plan for a local forest landowner. Students are required to meet with the landowner and help them develop goals and objectives for the property. Students compile a Forest Management Plan that contains information and procedures for the landowner to follow that will help them achieve their goals and objectives. When the management plan is complete, the teacher, student, and landowner meet at the property to discuss the elements of the plan. This course is recommended for anyone entering an environmental/forestry related field.

GRAPHIC COMMUNICATIONS 1

Graphic Communications 1 students will learn what it means to exchange information visually. They will be familiarized with basic principles of design and apply them to a layout. Students will utilize Adobe software (e.g. Photoshop, Illustrator, and Indesign), hardware (e.g. printers and digital cameras), machines (e.g. offset lithographic printing press, screen printing press, exposure unit, vinyl cutter/plotter, button maker, and materials as communication tools). Emphasis is placed on design layout, desktop publishing, and the printing industry.

GRAPHIC COMMUNICATIONS 2

Prerequisite: Graphic Communications 1

Graphic Communications 2 will draw upon the basic concepts and procedures learned in Graphics Communications 1 and apply that knowledge to new and advanced processes. More in-depth knowledge of design layout, desktop publishing, offset printing, vinyl cutting and printing, and screen printing will be offered. Students will have more choice in individual projects and get more hands-on experience using machinery.

GRAPHIC COMMUNICATIONS 3

Prerequisite: Graphic Communications 2

Graphic Communications 3 will draw upon the concepts and procedures learned in Graphic Communications 2 and apply that knowledge to new, advanced processes. More in-depth knowledge of design layout, desktop publishing, offset printing, vinyl cutting and printing, and screen printing will be offered. Students learn more about graphic design and how it applies in advertising and marketing. Multicolor screen printing; new offset printing ideas; and different vinyl applications will be offered. Students will be more interactive with clients and work under deadlines to simulate real-world applications of the graphics industry. This course is recommended for students pursuing a career in graphic design or related fields such as photography or advertising. Students will work together with other students in advanced courses to develop and run a functional manufacturing business. The courses involved in the manufacturing business project include Graphic Communications 3, Drafting/CAD 3, Cabinetmaking 3, STEM 2, and Machine Tech 2.

INTRODUCTION TO ENGINEERING

Introduction to Engineering is designed to allow students to develop an understanding of the contributions, methods, and tools of an engineering team. It will cover the personal and academic preparations necessary for qualifications as an Engineer, Technician, and Crafts Person. Students will experience the solving of problems through technical reports and formal briefings.

INTRODUCTION TO ROBOTICS

Introduction to Robotics will introduce students to the topics of robotics usage in our society. Students will learn about the different types of robots and uses for each type of robot. Students will have the opportunity to develop programming that uses touch, light, sound, and ultrasonic sensors. Students will design robots to complete specific tasks.

PHOTOGRAPHY 1

Photography 1 students will: study the principles of light and explain how they are important to photography, investigate the history of photography and compare and contrast new and old technologies, recognize the parts of a 35 mm SLR camera and utilize them to make exposures on film, develop film and produce their own prints, use different techniques and applications to achieve good photographic composition, present prints, use presentation software, utilize digital cameras, and be introduced to digital imaging with Adobe Lightroom.

PHOTOGRAPHY 2

Prerequisite: Photography 1

Photography 2 students will draw upon the basic photographic skills learned in Photography and apply that knowledge to new and advanced processes. Students are required to build a portfolio of the work completed in class. This course is strongly recommended for a student pursuing a career in photography or a related field such as graphic design and advertising.

STEM 1

STEM 1 will offer a project-based curriculum, where students will combine concepts from Science, Technology, Engineering and Math to complete each task. The projects that have been designated for this class will allow students to enhance their designing ability while trying to solve real-world issues. Each project will introduce students to a different aspect of technology, while implementing the mathematical equations and scientific concepts pertaining to the solution which they are trying to engineer. Projects will include parametric modeling, transportation systems, robotics, electronics, and alternative energies.

STEM 2

Prerequisite: STEM 1

STEM 2 will provide a student-driven experience that applies scientific, technological, engineering, and mathematical concepts to set up and maintain a STEM facility. Students will be immersed in the agribusiness experience; focusing on breeding, crop production, distribution, machinery, processing, and seed supply as well as marketing and retail sales. One goal of the program would be to plant, raise, and harvest produce that could be used to feed the students of the school and members of the community as well. The technology involved in the monitoring of crops and land management will also be integrated into the course. Students will work together with other students in advanced courses to develop and run a functional manufacturing business. The courses involved in the manufacturing business project include Graphic Communications 3, Drafting/CAD 3, Cabinetmaking 3, STEM 2, and Machine Tech 2.

CAREER AND TECHNICAL

Career & Technical Education	Grade	Length	Credit
Automotive Technology	10,11,12	Year	2.5 – 3
Building Property Maintenance	10,11,12	Year	2.5 – 3
Cosmetology	10,11,12	Year	2.75 – 3
Early Childhood Education	10,11,12	Year	2.75 – 3
Healthcare Technology	10,11,12	Year	2.5 – 3
Machine Tool Technology	10,11,12	Year	2.5 – 3
Welding Technology	10,11,12	Year	2.5 – 3
Exploratory CTC (Includes following courses):	9	Semester	.5
Introduction to Automotive Technology*	9		
Introduction to Building Property Maintenance*	9		
Introduction to Cosmetology*	9		
Introduction to Early Childhood Education*	9		
Introduction to Healthcare Technology*	9		
Introduction to Machine Tool Technology*	9		
Introduction to Welding Technology*	9		

CAREER & TECHNICAL

Course Descriptions

AUTOMOTIVE TECHNOLOGY

Automotive Technology is a three-year, PDE Approved Program of Study for high school students in grades 10 through 12. Students learn about automotive maintenance and repair. This course is designed to provide a basic understanding of automotive systems, equipment, and industry standards. Students receive extensive theory instruction and actual “hands-on” tactile experience on late model vehicles to prepare them for careers in the high paying, fast changing automotive industry. This program is designed to meet the Pennsylvania Department of Education Programs of Study Requirements. Students are provided with access to the latest equipment and computer-based reference material. Upon completion of this program, students have the opportunity to take the Pennsylvania State Safety Inspection and Pennsylvania State Emissions Inspection Courses for Certification/Licensing. All CTE seniors take the National Occupation Competency Testing Institute (NOCTI) Exam to receive a PA Skills Certificate indicating the level of proficiency in this program area. Major content areas covered in this program are: safety; pollution prevention; PA state inspection; PA emissions inspection; tire and wheel service; brake system diagnosis and service; scheduled maintenance; fuel system repair; steering and suspension diagnosis and service; drivability diagnosis and repair; electrical/electronic systems diagnosis and repair; and vehicle appearance care. If students meet all requirements their senior year, they may participate in a supervised, Cooperative Education On-The-Job-Training Program with a local business. All areas incorporate safety with employability skills necessary for an entry-level position in various Automotive Technician fields. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Automotive I, Automotive II and Automotive III.**

BUILDING PROPERTY MAINTENANCE

Building Property Maintenance is a three-year, PDE Approved Program of Study for high school students in grades 10 through 12. Instruction emphasizes the following areas: safety – covers hand and power tools and on the job safety; basic electrical house wiring – circuit installation, trouble shooting, service entrance installation and conduit bending; plumbing – plumbing power and hand tools, installation of domestic water lines using iron, cpvc, copper, and pex, drain waste vent systems, and fixture installations; heating and ventilation – HVAC 10 hour self-guided course; interior finish includes – drywall hanging and finishing, tile, painting, and flooring and trim; basic carpentry includes: power and hand tools, basic print reading, framing, roofing, flooring, siding, and sheathing; sheet metal work includes – flashing, fascia, and gutters; masonry – concrete forms and finishing, brick and block laying; welding – basic stick, mig, and oxyacetylene.

All areas are taught with competency-based instruction with classroom applications applied directly to practical hands-on experience. Students enrolled in the Construction Maintenance Trades Program will develop skills in both hand and power tools. Through a variety of experiences, students will become familiar with maintenance repair and preventative maintenance. Students meeting all requirements their senior year, may have the opportunity to participate in a supervised cooperative education, on-the-job training program with a local business. All areas incorporate safety with employability skills necessary for entry level positions. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Building Property Maintenance I, Building Property Maintenance II, and Building Property Maintenance III.**

COSMETOLOGY

Cosmetology is a three-year course for high school students in grades 10 through 12. Upon demonstrating successful completion of all necessary competencies, all students who successfully complete their 1250 hours of training may take their State Board of Cosmetology Exam. Upon passing their boards, the students will become licensed and may possibly be able to work as a Cosmetologist. All earned hours accumulated are transferable upon graduation toward post-secondary training.

This three-year program will include skills, such as hair care, hair cutting, hair coloring, perming, skin and nail care, hair removal, wig services, and Glycolic/Micro-Dermabrasion. The theory portion will include skin and nail disorders/diseases, chemistry, anatomy, hair structure and product knowledge. The course will also cover spa treatments along with state law, professional ethics, sanitation and sterilization, and the business of cosmetology.

For a successful career in the beauty industry, training is only the first stage in an ongoing learning process. Image, attitude and the ability to communicate with customers are all essential skills. The standards in the classroom are directives from the Pennsylvania State Board of Cosmetology. **See Articulation and Concurrent Enrollment at end of Work Programs on Page 8. Courses include: Cosmetology I, Cosmetology II, and Cosmetology III.**

EARLY CHILDHOOD EDUCATION

Early Childhood Education is a three-year, PDE Approved Program of Study (SOAR) for high school students in grades 10 through 12, with emphasis in early childhood education. As a college preparatory course, included are assignments and projects that will prepare the student for post-secondary education along with numerous experiences with young children in our laboratory preschool setting. The curriculum incorporates competency-based tasks with classroom knowledge applied to practical hands-on experiences as students plan, prepare, and operate a preschool program for local children. Instruction will be included in all areas such as growth and development, nutrition, program planning and management, safety, behavior guidance, play activities, child abuse and neglect, parent-child personal relationships, learning experiences for children, professionalism, standards, curriculum and assessment, curriculum development, clinical experiences, and job seeking/keeping skills.

The first year of the course teaches theory and early childhood development very similar to first-year education courses at a university. During the 2nd and 3rd year, students will compile a personal career portfolio and may complete the national certification process in order to be awarded the Child Development Associate (CDA) pending successful achievement of specific components and evaluations. Mastery of the CDA could earn students up to 12 college credits for participating colleges and universities. Students meeting grade requirements and receiving teacher recommendation may participate in the co-op program. The NOCTI exam will be given to all Seniors. A PA Skills Certificate will be awarded to Seniors scoring advanced for Early Childhood Care and Education. Hours will be compiled over the 3 years and awarded upon graduation enabling higher level entry job positions and pay. Students will be able to work in a variety of childcare careers including nursery schools, preschools, daycare centers, private homes, elementary schools, and institutions. This course provides an excellent background for those students interested in pursuing an early childhood and/or an elementary post-secondary degree. Articulation agreements are in place for several post-secondary institutions (including

Edinboro University for 9 to 12 credits) pending successful completion of individual agreements. Dual enrollment is also offered during the 2nd and 3rd year through Northern Pennsylvania Regional College, with credits counting towards an associate's degree in Early Childhood Education. Students will be taught by a certified instructor. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III.**

HEALTHCARE TECHNOLOGY

Healthcare Technology is a three-year program that prepares individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic to advanced skills in a variety of areas associated with health occupations such as health and medical services, but is not limited to foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic and advanced health occupations skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Students will explore various health care occupations. The three-year program will result in several certifications such as CPR and AED. Students will take the Health Assisting NOCTI exam at the end of the program. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Health Care Technology I, Health Care Technology II, and Health Care Technology III.**

MACHINE TOOL TECHNOLOGY

Machine Tool Technology is a three-year, PDE Approved Program of Study for high school students in grades 10 through 12. This program is designed to prepare individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds, and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills, and computer-operated equipment (CNC). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares students to operate all types of hand and computer-controlled machines. High school students are strongly encouraged to take math courses, especially trigonometry, and, if available, courses in blueprint reading, metalworking, and drafting. If students meet all requirements their senior year, they may participate in a supervised, Cooperative Education Work Experience Program with a local business. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Machining I, Machining II, and Machining III.**

WELDING TECHNOLOGY

Welding Technology is a three-year, PDE Approved program of study for high school students in grades 10 through 12. This course is designed with emphasis in the following areas: Stick, Tig, Mig, and Flux core welding processes in all positions with thick and thin metals. The students will also have the use of Oxy Fuel Cutting Torches and Plasma cutting. All areas are taught in competency-based situations with classroom knowledge applied directly to hands on experience for the industrial workplace. During their senior year, a student may participate in a supervised, Cooperative Work Experience Program with a local business. **See Articulation and Concurrent Enrollment at end of Work Programs starting on Page 8. Courses include: Welding I, Welding II, and Welding III.**

EXPLORATORY/INTRODUCTORY CAREER & TECHNICAL

Preference will be given to students in 9th grade

Exploratory/Introductory Career & Technical course is a semester course designed for students to perform career exploration in the Career & Technical areas. Students will pick four (4) of the following seven (7) Introductory Courses for the semester. Upon completion of the exploratory/introductory course, students will be better prepared to choose a career and technical program matching their aptitude and interest with experience.

- **INTRODUCTION TO AUTOMOTIVE TECHNOLOGY**

Introduction to Automotive Technology is designed for students with little or no experience in the automotive field. Emphasis is placed on shop safety and use of tools and equipment. Students will learn basic skills in the operation and maintenance of a vehicle. Students learn how to check fluids, change a tire, set air pressure, and jump start a vehicle. The class outcomes are tailored to individual students' abilities and actual hands-on experience is provided. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO BUILDING PROPERTY MAINTENANCE**

Introduction to Construction Maintenance Trades is designed to have students explore the basic concepts of a construction or maintenance career. After students successfully pass a tape measure reading worksheet and circular saw safety test, they will begin building a project using skills in basic wall layout, plumbing, electric circuitry, drywall hanging and finishing, and painting. Students will work in small groups to achieve knowledge, communication skills, and problem-solving skills they will need in a related career. Students taking this course may choose to then apply for the three-year program. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO COSMETOLOGY**

Introduction to Cosmetology will introduce students to what it takes to have a successful career in the beauty industry; training is only the first stage in an on-going learning process. Image, attitude, and the ability to communicate with customers are all essential skills. This exploratory/introductory program gives the student a chance to dip their hands into some basic-level learning in cosmetology. This includes manicuring, facials, roller sets, and shampooing hair. Students taking this course may choose to then apply for the three-year program which further builds student confidence in personal and professional hair, skin, and nail care in a salon setting, thus preparing them for an entry-level position. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

Introduction to Early Childhood Education is designed to give students the opportunity to experience how children learn and develop. We will do a variety of activities used in preschool along with research into child development, careers, and self-knowledge. Students will also be given the opportunity to take part in our preschool, interacting with children and co-workers. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO HEALTHCARE TECHNOLOGY**

Introduction to Health Care Technology is for any student interested in learning more about the exciting careers in the health field. Whether you are obsessed with how the body works or are interested in the cutting-edge technology that is used to treat illness, disease, and injury, there is something for everyone. Healthcare jobs are high paying and abundant. Students will get an introduction to the various opportunities and learn some hands-on skills. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO MACHINE TOOL TECHNOLOGY**

Introduction to Machine Tool Technology is designed to help students read and understand a basic technical drawing upon completion of the course. The following is covered: interpreting lines and symbols; one, two, and three view drawings; orthographic projection; dimension & tolerances; section views; auxiliary views; and assembly drawings. This course is available to all students with an interest in engineering or technical trades. Students taking this course may choose to then apply for the three-year program.

- **INTRODUCTION TO WELDING TECHNOLOGY**

Introduction to Welding Technology is designed to give students the opportunity to operate Oxy fuel and Plasma cutting torches and learn basic welding procedures. All students will develop skills in safety, measurement, and various types of welding. The course is designed to give interested students a chance to further explore the possibility of a welding career.

WORK PROGRAMS

Work Programs	Grade	Length	Credit
Cooperative Education	11, 12	Year	TBD
Diversified Occupations	11, 12	Year	TBD
Work Experience	12	Year	TBD

NOTE: Students must be in good standing with attendance, grades, and behavior according to the Corry Area Student/Parent Code of Conduct. Violations of these rules may result in the “*Permit to Leave School*” for work being revoked.

WORK PROGRAMS

Course Descriptions

COOPERATIVE EDUCATION

“Learning by doing” is the key to the Cooperative Education (Co-Op) course. The program helps students relate school work to actual, real world employment. Students who major in a Career and Technical Education Program may take part in a paid, on-the-job training programs during their junior or senior year. Employment must be in a skill-specific area, related to their career and technical program, during the second half of their program for a portion of the day.

DIVERSIFIED OCCUPATIONS

Diversified Occupations (DO) is for juniors or seniors who meet the age requirement of 17 and who are not currently enrolled in a Career and Technical Education Program. A Diversified Occupations program combines “school-based” classroom study with “work-based” on-the-job training with a local employer at a training site in business, industry, or government. Through this program, students with specific career objectives are matched with related employment experiences while they attend planned periods of related classroom theory during school.

Areas of employment may include: manufacturing technology, plastics, rubber, forest/wood, drafting, CAD, architectural-drafting, business, marketing and management, office administration, graphic communication, or photography and web page design.

Courses include: Career Development and Future Planning; Employment Acquisition and Retention; Human Relations; Communication Development and Legal Awareness; Health and Safety; Consumer Skills and Economics; Job Specific Instruction; and Workplace Experience. **See Articulation and Concurrent Enrollment starting at bottom of this page.**

WORK EXPERIENCE

Work Experience is designed for students that may qualify for work experience if he/she is able to meet all other graduation requirements in his/her Senior year only.

Pathways to the Future



CORRY AREA SCHOOL DISTRICT PATHWAY GUIDE

“College, Career, and Life readiness means that an individual has the knowledge and skills necessary for success in post-secondary education, economically viable career pathways, and personal effectiveness in a 21st century economy.”

NON-DISCRIMINATION STATEMENT

The Corry Area School District is an equal opportunity education institution and does not discriminate in employment, educational programs or activities based on race, color, religion, ethnicity, national origin, sex, gender, gender identity and expression, sexual orientation, age or disability, because a person is a disabled veteran or veteran of the Vietnam Era or any other legally protected class, or for engaging in any other protected activities. The District does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX, including in admission and employment practices. Additionally, the District provides equal access to Boy Scouts and other designated youth groups. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy is in accordance with state and federal laws including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act, Title II of the Americans with Disabilities Act and the Boy Scouts of America Equal Access Act.

Inquiries pertaining to discrimination on the basis of disability or alleged violations of Section 504 may be made by contacting the District's Section 504 Compliance Officer, **Mrs. Amy Helsley, Director of Special Education, 540 East Pleasant Street, Corry PA 16407, ahelsley@corrmysd.net, (814) 664-4677.**

All other inquiries implicating the other protected classes and laws listed above should be directed to the District's Title IX Coordinator, **Mr. Bill West, Director of Secondary Education, 540 East Pleasant Street, Corry PA 16407, bwest@corrmysd.net, (814) 664-4677.** Complaints of discrimination may also be referred to the Assistant Secretary of the U.S. Department of Education. The grievance procedure for reporting incidents is outlined specifically in District Board Policies 103 "Discrimination/Title IX Sexual/Harassment Affecting Students" and 104 "Discrimination/Title IX Sexual Harassment Affecting Staff."

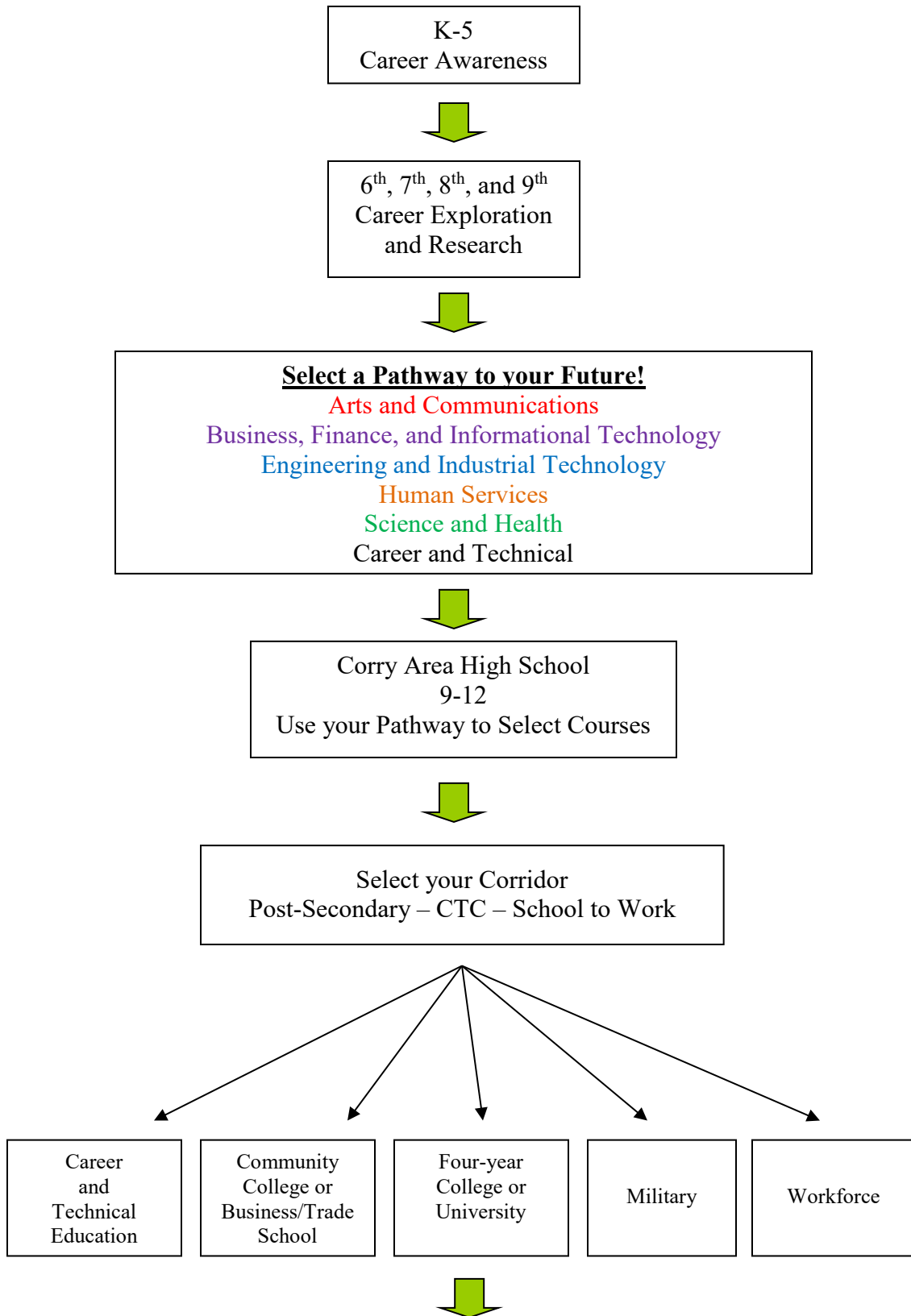
Pathways Guide

Table of Contents

Corry Area School District's Career Education Overview	2
What are Career Pathways?	3
Corry School District's Career Pathways	4
CASD's Career Pathways and Concentration Areas (Aligned with ECCPA – Erie County Career and Pathway Alliance)	5
Required Coursework for all Pathways	6
Various Career Pathways with Course of Study	6
Arts and Communications	
Business, Finance, and Informational Technology	
Engineering and Industrial Technology	
Human Services	
Science and Health	
Career & Technical	
Myths and Real Facts about Career and Education Planning	15
Skills and Character Traits Most Desired by an Employer	16
Fastest Growing Occupations 2019-2029	17

PATHWAYS TO THE FUTURE

CORRY AREA SCHOOL DISTRICT



Successful and Satisfying Career!

What are Career Pathways?

What are career pathways?

Each pathway is a broad spectrum of careers that are grouped together because they share the same interests, skills, and aptitudes. All pathways include a spectrum of occupations that require varying levels of education and training. Choosing a career pathway allows the students an area of focus, yet allows students flexibility and variety in their course scheduling and career aspirations.

Are career pathways designed for me?

The career pathways are for all students! In choosing a career pathway, students can get prepared for the future, regardless of their interests, skills, aptitudes, or desired level of education. So take your time and look over the pathways and all they have to offer before selecting one.

What benefits do career pathways programs have for students?

- 1) Increase career awareness, exploration, and research
- 2) Improve students' understanding of the broad spectrum of occupational and educational opportunities available to them in the present and future
- 3) Help provide students with a better understanding of their interests, skills, and aptitudes
- 4) Supply a wealth of information so students make well informed decisions when creating goals and a career plan
- 5) Provide a framework to help students' select elective courses that are relevant to the career area of their interest
- 6) Provide students a direction to focus their course work, part-time employment, after school activities, and community service work
- 7) Emphasize the connection of school work to the world of work. Student grades increase when the connection is realized by students
- 8) Convey the importance and relevance of course selections to career plans
- 9) Inform and prepare students with career education prior to graduation so they can compete and succeed in our global economy

Does a particular pathway determine whether a student goes to college or not?

No, every pathway is designed with the flexibility to fit each individual student's depth of study and goals. Each pathway can accommodate courses for a student directly entering the workforce or pursuing a two- or four-year degree. Basically, the student designs his/her schedule within the pathway to help prepare the student for whatever level of interest and level of education he/she desires.

Is this career pathways program unique to our school?

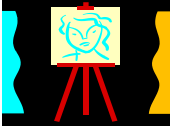
Absolutely not! There are schools across the nation that are integrating career pathways into their course scheduling, curriculum, and career guidance for students. This type of program is continuing to expand across the nation due to the numerous benefits it has to offer to students, parents, and educators.

How can parents help with the career pathways program?

- 1) Parents can help their son/daughter identify interests, abilities, and talents by sitting down with them and discussing what they perceive as strengths of their son/daughter.
- 2) Parents can discuss their education and work experiences with their son/daughter.
- 3) Parents may know some adults in other occupations that may be able to provide useful information to their son/daughter by sitting down for an informal talk with them about their occupation.
- 4) Parents should continue to talk with their son/daughter about their career pathway. Students need to understand their pathway choice is not permanent. The courses and experiences they have throughout high school may change the way they think and ultimately change the career pathway they are heading towards.

Corry School District's Career Pathways and Concentration Areas

Corry School District's Pathways to the Future



ARTS AND COMMUNICATIONS

This pathway is designed to cultivate students' awareness, interpretation, application and production of visual and written work.



BUSINESS, FINANCE, AND INFORMATIONAL TECHNOLOGY

This pathway is designed to prepare students for careers in business, finance, and information services.



ENGINEERING AND INDUSTRIAL TECHNOLOGY

This pathway is designed to cultivate students' interests, awareness, and application to areas related to technologies necessary to design, develop, install, and/or maintain physical systems.



HUMAN SERVICES

This pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.



SCIENCE AND HEALTH

This pathway is designed to cultivate students' interests in science in the life, physical, and behavioral sciences. Additionally, the pathway will also help students develop an understanding of the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research development.



CAREER AND TECHNICAL

This pathway is comprised of the eight programs available to students in the Career and Technical Center. The programs that are available are as follows: Automotive Technology, Building Maintenance Trades, Early Childhood Education, Cosmetology, Welding Technology, Machine Tool Technology, Health Care Technology, and Diversified Occupations. Students enrolled in one of these programs will have the opportunity to earn a Pennsylvania Skills Certificate in their area of study.

ARTS AND COMMUNICATIONS

This pathway is designed to cultivate students' awareness, interpretation, application and production of visual and written work.

- Concentration Areas:**
- Printing Technology and Graphic Communications Technology
 - Performing Arts
 - Audio/Video Technology and Film
 - Visual Arts
 - Journalism and Broadcasting
 - Telecommunications

BUSINESS, FINANCE, AND INFORMATIONAL TECHNOLOGY

This pathway is designed to prepare students for careers in business, finance, and information services.

- Concentration Areas:**
- Business Management & Administration
 - Finance/Accounting
 - Information Technology
 - Marketing/Sales

ENGINEERING AND INDUSTRIAL TECHNOLOGY

This pathway is designed to cultivate students' interests, awareness, and application to areas related to technologies necessary to design, develop, install, and/or maintain physical systems.

- Concentration Areas:**
- Architecture and Construction
 - Engineering and Engineering Related Technology
 - Manufacturing
 - Transportation, Distribution, and Logistics

HUMAN SERVICES

This pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.

- Concentration Areas:**
- Education & Training
 - Government & Public Administration
 - Hospitality & Tourism
 - Human Services
 - Law, Public Safety, Corrections, & Safety

SCIENCE AND HEALTH

This pathway is designed to cultivate students' interests in science in the life, physical, and behavioral sciences. Additionally, the pathway will also help students develop an understanding of the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research development.

- Concentration Areas:**
- Agriculture, Food, and Natural Resources
 - Health Science
 - Science, Technology, Engineering, & Math

CAREER AND TECHNICAL

This pathway is comprised of the eight programs available to students in the Career and Technical Center. The programs that are available are as follows: Automotive Technology, Building Maintenance Trades, Early Childhood Education, Cosmetology, Welding, Machine Tool Technology, Health Care Technology, and Diversified Occupations. Students enrolled in one of these programs will have the opportunity to earn a Pennsylvania Skills Certificate in their area of study.

- Concentration Areas:**
- Automotive Technology
 - Building Trades Maintenance
 - Welding Technology
 - Early Childhood Education
 - Cosmetology
 - Machine Tool Technology
 - Health Care Technology
 - Diversified Occupations

REQUIRED COURSEWORK FOR ALL PATHWAYS

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

9 th		10 th		11 th		12 th	
English 9 Honors English 9 Foundational Reading Foundational Language Arts (Choose 1)		English 10 Honors English 10 College Preparatory English 10 Foundational Reading Foundational Language Arts (Choose 1)		English 11 Honors English 11 College Preparatory English 11 Foundational Language Arts (Choose 1)		English 12 College Preparatory English 12 AP English Literature and Composition Foundational Language Arts (Choose 1)	
Principles of Algebra Algebra 1 Geometry Advanced Geometry Foundational Pre-Algebra Foundational Algebra 1A (Choose 1 Track and Follow)		Algebra 1 Geometry Algebra 2 Advanced Algebra 2 Foundational Algebra 1A Foundational Algebra 1B		Geometry Algebra 2 Pre-Calculus Honors Pre-Calculus Foundational Algebra 1B		Higher Math Elective Pathway Elective	
World History Honors World History Principles of World History (Choose 1)		American Government AP US Government and Politics (Choose 1)		Honors American History American History (Choose 1)		Pathway Elective	
Intro to Biology And Introductory Physical Science Foundational Biology A		Principles of Biology Biology 1 Advanced Biology Foundational Biology B (Choose 1)		Chemistry 1 Physics 1 Intro to Chemistry Cellular/Molecular Earth Science Ecology/Principles of Technology (Choose 1)		Higher Science Elective Pathway Elective	
9 th Grade Seminar	Wellness		PE	Health	PE	PE	Pathway Elective

VARIOUS CAREER PATHWAYS WITH COURSE OF STUDY

PATHWAY: ARTS AND COMMUNICATIONS

This pathway is designed to promote an understanding of the designing, producing, performing, and writing of art, music, and multimedia content.

Are you interested in...	Can you...	Do you enjoy...
News reporting and writing Interviewing and reviewing Multi-media productions Acting Radio, TV, film, video Performing in band, chorus Attending concerts Literature History	Sing Play an instrument Be creative Act Articulate clearly Write and conduct interviews Draw or Paint Remember historical dates Navigate computer software	Making videos Working with film props Seeking creative ideas Working with sound effects Performing for an audience Working with computers Learning about history Learning about different cultures Thinking in the abstract

What exactly do Arts & Communications Majors go to school to study?

Art has a wide spectrum of different majors to study. Some art majors study the Fine Arts which involve composing, producing, or performing in different areas such as: music, dance, theatre, film, or sculpting. Other art majors may study art history, art education, or some type of administration of the arts. There are also art majors who may study the Commercial Arts (Visual Communications) which include: illustration, graphic design, photography, music videos, animation, T.V. commercials, and computer art.

Communications majors may take courses in a number of different areas such as advertising, film and video, journalism, media studies, public relations, and telecommunications. They will also take liberal arts courses if pursuing a bachelor's degree.

A list of some possible Arts & Communications Majors currently offered at the postsecondary level.

Ballet	Playwriting/Screenwriting	Creative Writing
Broadcast Journalism	Theatre/Theatre Arts	Public Relations
Computer Graphics	Industrial Design	ESL Language

A list of some possible Arts & Communications Majors currently offered at the postsecondary level con't.

Dance	Interior Design	Tech. /Business Writing
Fashion Modeling	American Sign Language (ASL)	Mass Communications
Fiber, Textile, & Weaving Arts	Bilingual and Multilingual Education	Cinematography
Graphic Design	Journalism	Printmaking
Photojournalism	Linguistics	Music

The chart below displays a number of different occupations and the appropriate level of education to obtain those occupations.

Entry (On the Job Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
Art Maintenance Worker	Actor	Advertising Creator
Audio & Video Equip. Tech.	Animator	Archivists
Copy Person	Artist	Art Director
Exhibit Constructor	Book Illustrator	Art or Music Teacher
Film Loader	Broadcast Technician	Cinematographer
Floral Designer	Camera Technician	Composer
Florist	Choreographer	Copy Writer
Model	Dancer	Curator
Newsroom Worker	Desktop Publisher	Fashion Designer
Projectionist	Disc Jockey	Film Editor
Radio Operator	Graphic Artist	Interior Designer
Sound Technician	Jeweler	Industrial Designer
Stage Hand	Make-up Artist	Museum Technicians
Stunt Performer	Musician	Music Critic
	Photographer	Music Director
	Recording Engineer	News Broadcaster
	Talent Agent	News Writer
	Video Manager Computer	Telecommunications
	Web Designer	Writer

ARTS AND COMMUNICATIONS PATHWAY COURSE OF STUDY

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

9 th	10 th	11 th	12 th
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Local History	Local History	Local History	Local History
Computer Applications	Computer Applications Advanced Computer Applications	Intro to Psychology Computer Applications Advanced Computer Applications Real Life 101	Intro to Psychology Computer Applications Advanced Computer Applications Real Life 101
Architectural Drawing 1 Graphic Communication 1	Architectural Drawing 1,2 Graphic Communication 1,2 Photography 1	Architectural Drawing 1,2 Graphic Communication 1, 2, 3 Photography 1,2	Architectural Drawing 1, 2 Graphic Communication 1, 2, 3 Photography 1, 2
Academic Teams	Academic Teams	Academic Teams Communication & Rhetoric College Composition/History without Borders History of the US to 1864/US Government and Politics	Academic Teams Communication & Rhetoric College Composition/History without Borders History of the US to 1864/US Government and Politics
Newspaper Global Media High School Band Concert or Honors Choir Music Theory Guitar Lab 1, 2 Piano Lab 1, 2 Ukulele Lab Intro to Theatre	Newspaper Global Media High School Band Concert or Honors Choir Music Theory Guitar Lab 1, 2 Piano Lab 1, 2 Ukulele Lab Intro to Theatre	Newspaper Global Media High School Band Concert or Honors Choir Music Theory Guitar Lab 1, 2 Piano Lab 1, 2 Ukulele Lab Intro to Theatre Advanced Studio Practices Art Fundamentals Advanced Painting Advanced Media Design Architectural Exploration Fiber Art 2-D Design 3-D Design Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4	Newspaper Global Media High School Band Concert or Honors Choir Music Theory Guitar Lab 1, 2 Piano Lab 1, 2 Ukulele Lab Intro to Theatre Advanced Studio Practices Art Fundamentals Advanced Painting Advanced Media Design Architectural Exploration Fiber Art 2-D Design 3-D Design Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4, 5
Art Fundamentals	Art Fundamentals	Art Fundamentals Advanced Painting Advanced Media Design Architectural Exploration Fiber Art 2-D Design 3-D Design Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4	Art Fundamentals Advanced Painting Advanced Media Design Architectural Exploration Fiber Art 2-D Design 3-D Design Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4, 5
Architectural Exploration Fiber Art	Architectural Exploration Fiber Art 2-D Design 3-D Design	Architectural Exploration Fiber Art 2-D Design 3-D Design Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4	Architectural Exploration Fiber Art 2-D Design 3-D Design Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4, 5
Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs	Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3	Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4	Sewing Applications Advanced Sewing Apps Sewing Entrepreneurs Yearbook Spanish 1, 2, 3, 4, 5
Spanish 1, 2	Spanish 1, 2, 3	Spanish 1, 2, 3, 4	Spanish 1, 2, 3, 4, 5

PATHWAY: BUSINESS, FINANCE AND INFORMATION TECHNOLOGY

This pathway is designed to expose students to a number of different aspects in the world of business, information services, and finances.

Are you interested in...	Can you...	Do you enjoy...
Office management	Work easily with others	Meeting with groups
Sales	Organize your time efficiently	Creating budgets
Computers and Technology	Work with statistics	Organizing a project
Presentations to groups	Use computers and technology	Planning an event
Telecommunications	Give attention to details	Using technology
Advertising	Problem solve	Selling products and services
Different Work Sites	Work independently	Processing figures and numbers
Insurance	Show initiative	Following directions
Record Keeping	Work on a team	Learning new computer programs

What exactly do Business majors go to school to study?

Students who go on to postsecondary school for business learn specific skills that enable them to excel as a general business professional or as a specialist. Students study finances, accounting, computers, economics, and many other fundamentals of the business world to help prepare them for all types of occupations in the workforce. The number of different jobs in the business world is nearly limitless and it is changing everyday.

A list of some possible Business majors currently offered at the postsecondary level.

Actuarial Science	Economics	International Business
Accounting	Finance	Management
Advertising	Forensic Accounting	Management Information Systems
Business	Human Resources	Marketing
Communications	Industrial Management	Supply Chain and Information Systems
Real Estate	Marketing Research	Agricultural Economics
Taxation	Auditing	Financial Planning
Merchandising	Applied Economics	International Marketing

The chart below displays a number of different occupations and the appropriate level of education to obtain those occupations.

Entry (On-the-Job-Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
Accounts Payable Office Mgr. Administrative Assistant Bank Teller Brokerage Clerk Cashier Computer Operator Credit Authorizer, Checker, Clerk Customer Service Representative Data Entry Keyers Demonstrators/Product Promoters Payroll Clerk Real Estate Agent Reservation/Travel Agent Retail Sales Clerk School Secretary Telemarketer Title Searcher Word Processors & Typists	Bank Collection Officer Bookkeeper Claims Adjuster Computer Programmer Computer Salesperson Concierge Desktop Publisher Lodging Manager Medical Secretary Production Support Analyst Restaurant Manager Retail Buyer Sales Representative Secretary Software Engineer Tax Preparer	Actuary Bank President Budget Analyst Certified Public Accountant Chief Executive Officer E-Commerce Analyst Economist Financial Planner Hospital Administrator Human Resources Manager Insurance Underwriter Loan Counselor Manufacturing Sales Rep. Marketing Manager Operations Research Analyst Public Relations Manager Business Teacher Tax Examiner

BUSINESS, FINANCE, AND INFORMATION PATHWAY COURSE OF STUDY

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

9 th	10 th	11 th	12 th
Computer Applications Intro to Computer Science	Computer Applications Basic Programming Intro to Computer Science Advanced Computer Applications	Computer Applications Basic Programming Intro to Computer Science Advanced Computer Applications Real Life 101	Computer Applications Basic Programming Intro to Computer Science Advanced Computer Applications Real Life 101 Math Of Finance
	Accounting 1 Accounting 2/Automated Accounting Advanced Computer Applications Integrated Entrepreneur 1, 2 Academic Teams	Accounting 1 Accounting 2/Automated Accounting Advanced Computer Applications Integrated Entrepreneur 1, 2 Academic Teams	Accounting 1 Accounting 2/Automated Accounting Advanced Computer Applications Integrated Entrepreneur 1, 2 Academic Teams
Academic Teams		Communication and Rhetoric Global Media	Communication and Rhetoric Global Media
Global Media Intro to Marketing Intro to Business	Global Media Intro to Marketing Intro to Business Small Business Opportunities Business Law	Global Media Intro to Marketing Intro to Business Small Business Opportunities Business Law	Global Media Intro to Marketing Intro to Business Small Business Opportunities Business Law
Sewing Applications Advanced Sewing Applications Sewing Entrepreneurs	Sewing Applications Advanced Sewing Applications Sewing Entrepreneurs	Sewing Applications Advanced Sewing Applications Sewing Entrepreneurs AP Statistics	Sewing Applications Advanced Sewing Applications Sewing Entrepreneurs AP Statistics Calculus AP Calculus
Spanish 1, 2	Yearbook Spanish 1, 2, 3	Yearbook Spanish 1, 2, 3, 4	Yearbook Spanish 1, 2, 3, 4, 5

PATHWAY: ENGINEERING AND INDUSTRIAL TECHNOLOGY

This pathway is designed to cultivate students' interests, awareness, and knowledge base in the numerous areas of application that are necessary to design, develop, install, and maintain physical systems.

Are you interested in...	Can you...	Do you enjoy...
Architecture and Design Building and Construction Designing new products Computer Technology Engineering How things work Math and Science Courses Making things work better Precision work Production management Solving problems	Apply Science/Math to the real world Read and understand directions Solve problems of a complex nature Understand directives and read maps Organize reports and people See a task through to completion Use a computer Use tools and equipment	Travel Working with your hands Designing/working with projects, models, and prototypes Working on a team Building with your hands Operating tools and equipment Paying close attention to detail Working on vehicles

What exactly do Engineering and Industrial Technology majors go to school to study?

Engineering majors are in high demand in the engineering and technology fields, but they are also in high demand in the agricultural, business, environmental, and medical fields. Engineering majors usually concentrate on some area of specialty, supplemented by science and math courses.

Engineering and Industrial Technology majors basically study and learn about the technology necessary to design, develop, install, and maintain mechanical, electrical, and structural systems. These majors are in a number of different concentrated areas including: engineering, manufacturing, construction, and related technologies. Due to the nature of technology, majors and curriculums are subject to change with the constant progression of technology in our global society.

A list of some possible Engineering/Industrial Technology majors offered at the postsecondary level.

Computer Forensics	Nanotechnology	Health/Safety Eng.	Automotive Body
Computer Networking	Agricultural Eng.	Industrial Eng.	Surveying Technology
Computer Programming	Motorcycle Repair	City/Urban Planning	Welding
Computer Science	Biomedical Eng.	Marine Eng.	Heavy Equip. Technology
Masonry	Chemical Eng.	Nuclear Eng.	Rubber Technology
Graphics/Multimedia	Civil Eng.	Petroleum Eng.	Electronics
Info. Systems Security	Computer Eng.	Software Eng.	Laser/Optical Technology
Construction	Electrical Eng.	Plastics Technology	Ironworking

Entry (On-the-Job-Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
Baggage Handler Carpet Installer Dockworker Drywall Installer Freight Handler Machine Operator Taxi Driver Warehouse Worker Truck Driver <u>Apprenticeships</u> Brick Mason Carpenter Diesel Mechanic Electrician HVAC Plumber Machinist Surveyor Grader & Dozer Operator	Auto Body Repair Auto Mechanic Air Traffic Controller CAD/CAM Technician Civil Engineering Technician Diesel Mechanic Dispatch Graphic Design Laser Technician Metal Engineer Technician Motorcycle Mechanic Robotics Technician Sheetmetal Technician Welder	Aeronautical Engineer Aerospace Engineer Airline Pilot Architect Astronaut Atmospheric Scientist Civil Engineer Chemical Engineer Computer Network Engineer Industrial Engineer Industrial Management Mechanical Engineer NASA Scientist Nuclear Engineer Petroleum Engineer Transportation Engineer

ENGINEERING AND INDUSTRIAL TECHNOLOGY PATHWAY COURSE OF STUDY

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

9 th	10 th	11 th	12 th
Architectural Drawing 1,2 Drafting/CAD 1 Electronics 1 Computer Applications Intro to Computer Science Graphic Communications 1 Cabinetmaking 1 Intro to Engineering Intro to Robotics Forestry 1 STEM 1,2 Academic Teams Global Media Photography1 Spanish 1, 2	Architectural Drawing 1,2 Drafting/CAD 1, 2 Electronics 1,2 Computer Applications Basic Programming Intro to Computer Science Advanced Computer Apps Graphic Communications 1, 2 Advanced Graphic Communications Cabinetmaking 1, 2 Intro to Engineering Intro to Robotics, Advanced Robotics Forestry 1, 2 STEM 1, 2 Machine Tool Technology 1 Welding Technology 1 Building Property Maintenance 1 Auto Technology 1 Academic Teams Global Media Photography 1, 2 Yearbook Spanish 1, 2, 3	Architectural Drawing 1,2 Drafting/CAD 1, 2, 3 CAD 103 MET 110 CAD 113 Electronics 1,2 Computer Applications Basic Programming Intro to Computer Science Advanced Computer Apps Graphic Communications 1, 2, 3 Advanced Graphic Communications Cabinetmaking 1, 2, 3, 4 Intro to Engineering Intro to Robotics, Advanced Robotics Forestry 1, 2 STEM 1, 2 Machine Tool Technology 1, 2 Welding Technology 1,2 Building Property Maintenance 1,2 Auto Technology 1, 2 AP Statistics Physics 1, 2 Principles of Technology Academic Teams Global Media Photography 1, 2 Yearbook Spanish 1, 2, 3, 4	Architectural Drawing 1, 2 Drafting/CAD 1, 2, 3 CAD 103 MET 110 CAD 113 Electronics 1, 2 Computer Applications Basic Programming Intro to Computer Science Advanced Computer Apps Graphic Communications 1, 2, 3 Advanced Graphic Communications Cabinetmaking 1, 2, 3, 4 Intro to Engineering Intro to Robotics, Advanced Robotics Forestry 1, 2 STEM 1, 2 Machine Tool Technology 2, 3 Welding Technology 2, 3 Building Property Maintenance 2, 3 Auto Technology 2, 3 Calculus AP Calculus AP Statistics Physics 1, 2 Principles of Technology Academic Teams Global Media Photography 1, 2 Yearbook Spanish 1, 2, 3, 4, 5

The following courses are considered under this pathway but must be scheduled through the Career and Technical Pathway: Automotive Tech, Building Maintenance Trades Tech, Machine Tool Tech, and Welding Tech

PATHWAY: HUMAN SERVICES

This pathway is designed to cultivate students' interests, skills, and experiences for employment in careers related to family and human needs.

Are you interested in...	Can you...	Do you enjoy...
Working with people Owning your own business Helping aging adults Child Development Family and social Services Food Preparation Teaching Counseling Religion Military	Apply science and math to the real world Organize things well Plan and direct programs Be creative Communicate effectively Be in a leadership role Listen to other people's problems Use interpersonal skills Be conscientious and dependable Create budgets	Communication Services Protecting others Helping others Counseling/Advising people Serving other people's needs Interviewing people Selling products or services Handling customer complaints Searching for answers to human dilemmas

What exactly do Human Services majors go to school to study?

Human Service majors graduate with skills required to serve clients in a variety of public settings. All Human Service majors acquire a set of skills and knowledge that allow them to work effectively at any occupation they may work in. Skills and knowledge include: counseling, child development, human service administration, management, organization, oral communication, grant writing, and research. Basically, Human Service majors are trained to help people with their physical, intellectual, emotional, or spiritual needs. Students select a major based on which need(s) they wish to help other people with.

A list of some possible Human Service majors currently offered at the postsecondary level.

Child Care	Education	Law Enforcement
Cosmetology	Vocational Rehabilitation	Management
Criminal Justice	Legal Studies	Social Work
Culinary Arts	Law	Clinical Child Psychology
Hospitality/Tourism	Library Science	Mental Health Counselor
Pastoral Counseling	Developmental/Child Psych	Early Childhood Education
School Psychology	Sociology	Elementary/Secondary Education

The chart below displays a number of different occupations and appropriate level of education to obtain those occupations.

Entry (On-the-Job-Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
Aerobics Instructor	Baker	Arbitrator, Mediator, or Conciliators
Animal Control Workers	Barber	Athletic Agent
Bailiff	Bartender	Border Patrol
Child Care Worker	Chauffer	City Manager
Corrections Officer/Guard	Chef	College Professor
Cosmetics Representative	Concierge	Criminologist
Dry Cleaning Operator	Cosmetologists	Executive Chef
Fire Fighter	Crime Lab Technician	FBI Agent
Food Prep Technician	Fashion Designer	Food Services Manager
Front Desk Clerk	Fire Fighter	Forensic Chemist
Funeral Attendant	Flight Attendant	Funeral Director
Home Health Aide	Forest Fire Inspector	Hotel/Motel Management
Library Assistant	Geriatric Aide	Lawyer
Lifeguard and Ski Patrol	Manicurist	Marriage/Family Therapist
Military Jobs	Massage Therapist	Parole Officer
Postal Services Worker	Meat Cutter	Park Ranger
Restaurant Host/Hostess	Mortician	Political Scientist
Security Guard	Paralegal and Legal Assistants	Principal
Transit and Railroad Police	Personal Trainer	Psychologist
Ticket Agent	Teacher's Aide	School, Child, or Family Social Worker
Travel Agent	Truck Driver	Sociologist
Utility Worker		Teacher or Substitute Teacher

HUMAN SERVICES PATHWAY COURSE OF STUDY

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

9 th	10 th	11 th	12 th
Computer Applications Integrated Entrepreneur 1, 2 Nutrition and Culinary Arts Baking and Pastries Sewing Entrepreneurs Sewing Applications Adv Sewing Applications Child Development Family Planning Foods Around the World Exploratory CTC Spanish 1, 2	Accounting 1, 2 Computer Applications Advanced Computer Apps Small Business Opportunities Intro to Market/Sales Integrated Entrepreneur 1, 2 Nutrition and Culinary Arts Baking and Pastries Sewing Entrepreneurs Sewing Applications Adv Sewing Applications Child Development Family Planning Foods Around the World Cosmetology 1 Early Childhood Education 1 Spanish 1, 2, 3	Accounting 1, 2 Computer Applications Advanced Computer Apps Small Business Opportunities Intro to Market/Sales Integrated Entrepreneur 1, 2 Nutrition and Culinary Arts Baking and Pastries Sewing Entrepreneurs Sewing Applications Adv Sewing Applications Child Development Family Planning Foods Around the World Professional Cooking Criminal Justice Psychology Sociology Intro to Psychology Anatomy and Physiology Chemistry 1 College Composition/History without Borders History of the US to 1864/US Government and Politics AP Statistics Cosmetology 1, 2 Early Childhood Education 1,2 Spanish 1, 2, 3, 4	Accounting 1, 2 Computer Applications Advanced Computer Apps Small Business Opportunities Intro to Market/Sales Integrated Entrepreneur 1, 2 Nutrition and Culinary Arts Baking and Pastries Sewing Entrepreneurs Sewing Applications Adv Sewing Applications Child Development Family Planning Foods Around the World Professional Cooking Criminal Justice Psychology Sociology Intro to Psychology Anatomy and Physiology Chemistry 1 College Composition/History without Borders History of the US to 1864/US Government and Politics AP Statistics Cosmetology 2, 3 Early Childhood Education 2, 3 Spanish 1, 2, 3, 4, 5

The following courses are considered under this pathway but must be scheduled through the Career and Technical Pathway: Early Childhood Education Level 1 and 2 and Cosmetology Level 1 and 2

PATHWAY: SCIENCE AND HEALTH

This pathway is designed to develop students' interests in science in the areas of Biology, Chemistry, Physics, and Earth/Space. Additionally, the pathway will also help students' develop an understanding of the planning, managing, and providing of therapeutic services, health information, and support services for the Health field.

Are you interested in...	Can you...	Do you enjoy...
Radiology Information Systems Conservation Sports/Fitness Health care Medicine and Science Environment Pharmaceuticals Food Production Medical Research	Use computers and technology Work with science and math equations Collect and analyze data from experiments Work in a lab or hospital Use a scientific theory to solve real world problems Work around plants and animals Pay attention to details Be patient and persistent	Thinking in diverse ways Diagnosing and caring for sick animals Creating conclusions from a database Working with numbers and equations Working on a team Science Labs in class Reading about cutting-edge research

What exactly do Science and Health majors go to school to study?

The majority of a science major's early coursework revolves around the student understanding and utilizing the scientific method of testing theories by reproducing experiments. Students work hard to enhance their critical thinking and mathematical skills as well. As students progress through school, their coursework shifts to original research and the development of new theories. Some colleges even allow some students to work directly with professors on research projects.

Health and Medical Science majors seem to follow two avenues. Some students work towards pre-professional majors that will lead to graduate/professional schools. This then leads to careers such as a dentist or various other types of doctors. The other students take courses in the medical science majors that lead to professions in areas such as nursing, diagnostics, rehabilitation, pharmaceuticals, medical assistants, and administration.

A list of some possible Science and Health majors currently offered at the postsecondary level.

Astronomy	Animal/Plant Genetics	Athletic Training	Dentistry
Biochemistry	Archeology	Audiology	Dietetics
Biomedical Sciences	Gerontology	Chiropractic	E.M.T.
Human/Medical Genetics	Marine Technology	Medical Transcription	Genetic Counseling
BioPsychology	Neuroscience	Nurse Anesthetist	Optometry
Oceanography	Optics/Optical Sciences	Nursing	Pathology

A list of some possible Science and Health majors currently offered at the postsecondary level con't.

Paleontology	Mortuary Science	Occupational Therapy	Pharmacy
Pharmacology	Food Science	Physical Therapy	Phlebotomy
Pharmacy Technician	Respiratory Care Therapy	Hematology	Veterinary Medicine
Home Health Care	Public Health	Radiological Technology	Sonography/Ultrasound

Entry (On-the-Job-Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
Animal Caretaker	Certified Nursing Assistant	Agronomist
Breeder	Dental Lab Technician	Astronomer
Data Entry	Dental Hygienist	Athletic Trainer
Dialysis Technician	Diagnostic Medical Sonographer	Chemist
EEG Technician	EEG Technician	Chiropractor
Extension Service Worker	Emergency Medical Tech	Dietician
Farm Manager	Fish & Game Worker	Geneticist
Food Conservation Worker	Forest Conservationist	Geographer
Groundskeeper	GPS Technician	Geologist
Hazardous Waste Technician	Licensed Practical Nurse	Marine Biologist
Home Health Aide	Medical Lab Technician	Medical Examiner
Hospital Worker	Nanotechnician	Nutritionist
Nursery Worker	Optician	Occupational Therapist
Patient Care Technician	Pharmacy Assistant	Oceanographer
Physical Therapy Aide	Personal Trainer	Pharmacist
Wildlife Reserve Worker	Radiological Technician	Physician
Zoo Caretaker	Respiratory Therapist	Podiatrist
	Sound Engineer	Registered Nurse
	Veterinary Technician	Soil Conservationist
		Statistician
		Toxicologist
		Zoologist

SCIENCE AND HEALTH PATHWAY COURSE OF STUDY

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

9th	10 th	11 th	12th
Computer Applications	Computer Applications	Computer Applications	Computer Applications
Child Development	Advanced Computer Applications	Advanced Computer Applications	Advanced Computer Applications
Intro to Robotics	Child Development	Child Development	Child Development
	Intro to Robotics	Intro to Robotics	Intro to Robotics
Electronics	Advanced Robotics	Advanced Robotics	Advanced Robotics
Forestry 1	Electronics	Electronics	Electronics
STEM 1	Forestry 1, 2	Forestry 1, 2	Forestry 1, 2
	STEM 1, 2	STEM 1, 2	STEM 1, 2
		AP Statistics	AP Statistics
Exploratory CTC			Calculus
			AP Calculus
	Healthcare Technology 1	Healthcare Technology 1, 2	Healthcare Technology 2, 3
		Principles of Technology	Principles of Technology
		Intro to Chemistry	Intro to Chemistry
		Chemistry 1, 2	Chemistry 1, 2
		Biology 2	Biology 2
		AP Chemistry	AP Chemistry
		Earth Science	Earth Science
		Ecology	Ecology
		Cellular/Molecular Biology	Cellular/Molecular Biology
		Anatomy and Physiology	Anatomy and Physiology
		Physics 1, 2	Physics 1, 2
		World of Healthcare	World of Healthcare
Spanish 1, 2	Spanish 1, 2, 3	Personal Fitness	Personal Fitness
		Spanish 1, 2, 3, 4	Spanish 1, 2, 3, 4, 5

The following course is considered under this pathway but must be scheduled through the Career and Technical Pathway: Health Care Tech Level 1 and 2

CORRY AREA CAREER & TECHNICAL CENTER

CAREER AND TECHNICAL COURSE OF STUDY

This four-year plan of study should serve as a guide for your academic core requirements and electives. All plans should meet CAHS graduation requirements.

Suggested Electives Please Note: Before selecting any elective, be sure all prerequisites have been met.

9th	10 th	11 th	12 th
Exploratory CTC - Early Childhood Education - Cosmetology - Healthcare Technology Intro to Welding Technology Intro to Machine Tool Tech Intro to Automotive Tech Intro to Building Property Maintenance	Welding Technology 1 Machine Tool Technology 1 Automotive Technology 1 Building Property Maintenance 1 Healthcare Technology 1 Cosmetology 1 Early Childhood Education 1	Real Life 101 Welding Technology 1, 2 Machine Tool Technology 1, 2 Automotive Technology 1, 2 Building Property Maintenance 1, 2 Healthcare Technology 1, 2 Cosmetology 1, 2 Early Childhood Education 1, 2 Diversified Occupations	Real Life 101 Welding Technology 2, 3 Machine Tool Tech 2, 3 Automotive Tech 2, 3 Building Property Maintenance 2, 3 Healthcare Technology 2, 3 Cosmetology 2, 3 Early Childhood Education 2, 3 Diversified Occupations



Myths and the Real Facts about Career and Education Planning

Students often get confused about fact and fiction when it comes to career and educational planning. The following are some of the myths students should consider when exploring careers for their future.

Myth 1: There is only one job that is right for me.

No individual is one-dimensional. The reality is there are a number of different occupations available in the workforce that are “right” for each individual. Every individual has different sets of interests, skills, and aptitudes that can be applied to multiple occupations. That’s a good thing, because individuals entering the workforce can expect to change occupations at least five to six times during their adult career.

Myth 2: There is a particular set of job responsibilities for every occupation.

The reality is that people may have the same exact job title but their job responsibilities may be very different. The variations in job duties are perpetuated by each individual’s interests and skills, as well as the needs of the employers.

Myth 3: Attaining good grades in high school guarantees acceptance into a good college or university.

A good transcript certainly will help contribute to a student’s admission into a good postsecondary school, but it does not guarantee anything. Colleges or universities admission representatives take a number of factors into consideration before making a decision on a student’s status. Standardized tests, letters of recommendation, essays, and interviews also play a large role in the admission representative’s decision.

Myth 4: A bachelor’s degree (4-years) guarantees a good paying job.

When an individual is dealing with the labor market, nothing is guaranteed! Many of the current jobs available require skills that can be obtained by attending a community college or technical school. There are many graduates from 2 and 4-year schools who are working in occupations for which they are actually overqualified. Individuals must also face the reality that they must go where the jobs are located to utilize their degrees and experience.

Myth 5: Community colleges and technical schools are reserved for individuals that can’t afford or are not intelligent enough to attend a university/college.

Many students who attend community colleges/technical schools are simply looking for a two-year degree that will train them to compete for occupations in their area of interest. Many of these individuals don’t want to spend time and money taking courses that are not required for the field of work in which they want to be employed.

The idea that community college/technical students aren’t intelligent enough to gain admission to a college or university simply is not true. Some high school graduates and adults use the community college as a stepping stone towards gaining admission to a college but also use it as a career exploration tool by taking courses in different fields of interest before investing a large amount of time and money into furthering their education

Skills and Character Traits Most Desired by an Employer

Skills

- **Analyzing/Researching Skills**
- **Being Flexible and Making Adjustments**
- **Communicating Skills: Listening, Speaking, Writing**
- **Being Computer and Technologically Literate**
- **Being Creative**
- **Showing Leadership Ability**
- **Multi-Cultural Awareness**
- **Organizational Skills**
- **Able to Problem-Solve**
- **Ability to work and get along with others on a team**

Character Traits

- **Being Dedicated**
- **Being Dependable**
- **Acting with Integrity**
- **Using Energy and Passion**
- **Being Self-Motivated**
- **Acting Confident**
- **Using a Positive Attitude**
- **Acting Professional**
- **Being Responsible**
- **Applying Work Ethic**
- **Being Open to Learning**

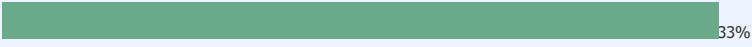



Most individuals have these skills and traits to some degree. As you read the lists, identify the skills or traits on the list that closely correlate with your strengths. You can use these strengths to improve your resume or talk more introspectively with an employer about your skills and traits.

Additionally, read the lists and identify those skills or traits in which you perceive a weakness in yourself. Individuals may read and research, participate in training or seek a mentor to improve in areas where there are deficiencies.

For more information about career pathways and resources, please see your school counselor in the guidance office.

OCCUPATION	GROWTH RATE, 2020-30	2020 MEDIAN PAY
Motion picture projectionists	70%	\$27,490 per year
Wind turbine service technicians	68%	\$56,230 per year
Ushers, lobby attendants, and ticket takers	62%	\$25,110 per year
Nurse practitioners	52%	\$111,680 per year
Solar photovoltaic installers	52%	\$46,470 per year
Cooks, restaurant	49%	\$28,800 per year
Agents and business managers of artists, performers, and athletes	46%	\$75,420 per year
Costume attendants	44%	\$42,910 per year
Exercise trainers and group fitness instructors	39%	\$40,510 per year
Model makers, wood	39%	\$64,050 per year
Athletes and sports competitors	38%	\$50,850 per year
Makeup artists, theatrical and performance	37%	\$106,920 per year
Occupational therapy assistants	36%	\$62,940 per year
Statisticians	35%	\$92,270 per year
Entertainment attendants and related workers, all other	35%	\$27,230 per year
Physical therapist assistants	35%	\$59,770 per year
Animal caretakers	34%	\$26,080 per year
Miscellaneous entertainers and performers,	34%	\$15.70 per hour

OCCUPATION	GROWTH RATE, 2020-30	2020 MEDIAN PAY
sports and related workers		
Information security analysts		\$103,590 per year
Film and video editors		\$67,250 per year