

LEWISBURG AREA HIGH SCHOOL

Curriculum Guide

2011-2012

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Mrs. Vicki S. Fennell	Mr. Ronald Hess
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ANNUAL ANNOUNCEMENT REGARDING NON-DISCRIMINATION PRACTICES AND POLICIES

- The Lewisburg Area School District's programs are open and available to all students. The district does not discriminate or prohibit students from participation because of race, color, national origin, religion, sex, handicap, or political affiliations.
- The school district's hiring practices are also non-discriminatory. The school district is an equal opportunity employer. In the activities related to employee recruitment and screening, hiring, promotion, demotion, transfer and furlough, the non-discrimination policy stated above extends to include age and veteran status.
- Inquiries or complaints concerning possible discrimination are to be directed to Mrs. Cathy Moser, who serves as the Title IX and Section 504 officer for the school district. She will also provide information regarding services, activities and facilities which are accessible and usable by handicapped persons. Please call 523-3220, Ext. 3255 for additional information.
- Publication of this announcement is in accordance with state and federal laws including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitative Act of 1973 and Title VI of the Civil Rights Act.

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DISCLAIMER: Neither this Curriculum Guide nor any part of it should be construed as a contract itself. This Guide is not intended to be comprehensive and is advisory to only help students, parents, and faculty of Lewisburg Area High School. The school district reserves the right to make changes or exceptions to statements in the Curriculum Guide.

PROGRAM OF STUDIES

This booklet has been prepared for the use of students and their parents in deciding which subjects are best suited to the students' goals, interests, aptitudes, and abilities.

VISION STATEMENT

The Lewisburg Area School District is a learning community that prepares every child individually to meet the challenges of today and tomorrow.

MISSION STATEMENT

The Lewisburg Area School District will provide all students with a safe, respectful, and challenging learning environment that is student-centered, personalized, data-guided, and supported through appropriate technologies and shared leadership. The district, in partnership with the greater community, will ensure an education that will enhance the viability of our region.

ACADEMIC PROGRAM

Each course within the Academic Curriculum is tailored to provide for the needs and abilities of each student. The curriculum is designed to prepare students for an appropriate post secondary experience. Different school situations demand different aptitudes and interests. To assure the greatest possible school success, students should assess their own aptitudes and future plans before selecting the specific courses they wish to pursue. The course descriptions contained in this booklet will be of immediate value and should prove beneficial in the long-range planning that students must do to achieve their desired goals.

Students' choices in high school may often affect their chances for success in future years of education and/or employment. For this reason, students are encouraged to select their courses with the greatest of care. This important educational matter should be discussed with parents. In the event that more information is needed concerning course selection, college admissions and requirements, or employment demands, students and parents should arrange to consult with a counselor. The high school principal reserves the right to place students in courses to enhance their overall program of studies.

SUN AREA TECHNICAL INSTITUTE PROGRAM

SUN Area Technical Institute Courses are designed to prepare students for work in a specific technical field immediately after graduation or for further training in post-graduate education. Students electing this program may attend the Technical School full time in the twelfth grade or earlier with the principal's permission. A cooperative education program in which students gain "on the job" experience is an integral component of the SUN Area Technical Institute program.

COOPERATIVE AGRICULTURAL EDUCATION PROGRAM

Students who have been approved for enrollment in The Cooperative Agricultural Education Program will attend Mifflinburg Area High School. Students in the program will follow the Vocational-Agriculture curriculum, must complete the Graduation Requirements for Mifflinburg High School and will receive a diploma from Mifflinburg upon graduation. Students generally begin this program in grade nine or ten and must be approved for enrollment by the Board of Directors of each school district. Students interested in this program must contact a high school counselor to begin the application process.

COURSE SELECTION & REGISTRATION PROCEDURE

The steps outlined below should be of assistance to students in proceeding through the course selection and registration process:

Early February 2011: Students will receive the Curriculum Guide and Course Registration Form.

Late February 2011: Students will complete the following:

1. Work with Advisors and Counselors to select courses for 2011-2012.
2. Make an appointment with his/her current School Counselor to discuss course selections if there are questions.
3. Select "Alternate" courses for your electives. Please choose carefully as you may be scheduled into these courses if the other courses are full.
4. Complete the Course Registration Form, have a parent/guardian sign the form, and return the completed form to the Guidance Office.

STUDENT SCHEDULE CHANGE PROCEDURE

The selection of an appropriate schedule is an important consideration that deserves the careful attention of students and parents/guardians. Students should read the Curriculum Guide, consider carefully the courses that are available, and review the high school graduation requirements when planning a schedule. The Master Schedule for the school is based upon student requests and therefore it may not be able to honor all schedule change requests. Please review the following schedule change guidelines:

- Students requesting a schedule change should submit the Schedule Change Request Form by June 30, 2011. This gives sufficient time to readjust the master schedule to accommodate changes in class sizes. Schedule changes requested after this date will be handled on a case-by-case basis.
- Schedule changes will not be made for convenience purposes, or for a teacher change.
- Students should expect to receive summer assignments for AP classes and other advanced classes. Requests to drop these classes because the student has not completed the summer assignment will not be honored.
- After the midpoint of the first marking period, schedule changes will require a parent conference with an administrator who will determine final approval. Any changes in the student schedule will result in a W/P (Withdraw Passing) or a W/F (Withdraw Failing) grade being recorded on their permanent record. W/F will affect Honor Roll for the marking period in which the change was made, a W/P or W/F will not affect grade point average.
- Any course change between the midpoint of the first marking period and the 45th day (end of first marking period) will require the student's marking period current grade to transfer to the new course.
- After completing 45 days of a course (the first marking period), NO schedule changes will be made for the course. No student will be permitted to add or drop a yearlong course after the first 45 days of a semester.

COUNSELING AND GUIDANCE SERVICES

For purposes of scheduling, college/career counseling, and record keeping, students are assigned a counselor as follows:

Students whose last name begins with A-K – Mr. Hess

Students whose last name begins with L-Z – Mrs. Fennell

For all other counseling services, students may make an appointment with either counselor. Below is a general outline of the counselors' work with the students.

Orientation - 9th grade and upper class transfer students

Individual Counseling

- ✓ Personal concerns
- ✓ Course selection and registration
- ✓ Schedule adjustments
- ✓ Academic problems as identified by unsatisfactory progress notices, report cards and teacher referrals
- ✓ Progress toward meeting graduation requirements
- ✓ Post-high school plans
- ✓ Test results and implications

College and Post-Secondary School Counseling

- ✓ Group and individual meetings concerning college selection, application process, required testing, financial aid, etc.
- ✓ Sessions with visiting college admission counselors
- ✓ Writing recommendations and submitting transcripts
- ✓ Scholarship announcements and selection

Technical and Career Counseling

- ✓ Group and individual meetings with students interested in attending the SUN Area Technical Institute
- ✓ Presentations by counselors from SUN Area Technical Institute
- ✓ Meetings with seniors attending the SUN Area Technical Institute
- ✓ Visitations at SUN Area Technical Institute
- ✓ Aptitude and interest tests
- ✓ Career and occupational information
- ✓ Assistance with work-study program at the SUN Area Technical Institute

Testing

- ✓ Ninth Grade: Terra Nova Achievement Test
- ✓ Tenth Grade: Preliminary Scholastic Aptitude Test; Terra Nova Achievement Test
- ✓ Eleventh Grade: Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; Registration for SAT's; ACT's; Pennsylvania System of School Assessment (PSSA)
- ✓ Twelfth Grade: Registration for SAT's and ACT's; PSSA Re-test, as needed
- ✓ Interest inventories are available upon request
- ✓ Keystone Exams: End of Course exams in Algebra I, Algebra II, Geometry, English Composition (9), English Literature (10), Biology,

GRADUATION REQUIREMENTS

- I. *Requirements through the 2013-2014 school year.* Each school district, including a charter school, shall specify requirements for graduation in the strategic plan under § 4.13 (relating to strategic plans). Requirements through the 2013-2014 school year must include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards and a demonstration of proficiency in Reading, Writing and Mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding
- II. *Requirements beginning in the 2014-2015 school year*
- a. *General.* Beginning in the 2014-2015 school year, each school district and AVTS (including charter schools), shall specify requirements for high school graduation in the strategic plan under § 4.13 that, at minimum, include:
 - i. Course completion and grades.
 - ii. Completion of a culminating project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, completion of a college application or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups of students.
 - iii. Demonstration of proficiency as determined by the school district or AVTS (including charter schools), in each of the State academic standards not assessed by a State assessment under § 4.51 (relating to State assessment system).
 - iv. Demonstration of proficiency or above in each of the following State academic standards: Reading, Writing and Mathematics (Appendix A); Science and Technology and Environment and Ecology (Appendix B), as determined through any one or a combination of the following:
 - (A) Successful completion of secondary level coursework in English Composition, Literature, Algebra I and Biology in which a Keystone Exam serves as the course final exam. A student's Keystone Exam score shall count as one-third of the final course grade. A school district or AVTS (including a charter school) may, at its discretion, elect to have the Keystone Exam count for more than one-third of the course grade. A school district or AVTS (including a charter school), at its discretion, may allow students who score at the advanced level on a particular Keystone Exam prior to taking the course to be granted course credit for the course without having to complete the course.
 - (B) Locally approved and administered, independently validated assessments shall be independently and objectively validated once every 6 years in conjunction with submission of the school district's strategic plan, as provided in § 4.13. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(e) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards.
 - Alignment with the following State academic standards: Reading, Writing (Literature and Composition); Mathematics (Algebra I), Science and Technology and Environment and Ecology (Biology).
 - Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (e), regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).
 - Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district or AVTS (including a charter school) and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid for the balance of the strategic plan period until either a new or mid-point update to the strategic plan is due to the Department.
 - The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the local assessment validation advisory committee as provided in § 4.52(g).
 - School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district or AVTS (including a charter school) uses a local assessment that has not been independently validated, the Secretary will direct the district to discontinue its use until the local assessment is approved through independent validation by an approved entity.
 - (C) Advanced placement or international baccalaureate exams that include academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam. Successful completion of an advanced placement course and test may be used for one or more of the courses required for graduation without the student being required to take the related Keystone Exam. Successful completion of an international baccalaureate program and tests may be used for one or more of the courses required for graduation without the student being required to take the related Keystone Exam or local assessment.
- III. *Requirements beginning in the 2016-2017 school year.* Effective with the 2016-2017 school year, History and Civics and Government are added to the academic standards listed in subsection (b)(1)(iv) regarding requirements beginning in the 2014-2015 school year.

Requirements listed in subsection (b)(1)(iv)(A) must include a determination of proficiency in both English Composition and Literature; two of three Mathematics (Algebra I, Geometry, Algebra II), one of two Sciences (Biology or Chemistry), and one of three Social Studies (American History, Civics and Government or World History).

Strategic plan. Each school district, including a charter school, shall describe in its strategic plan under § 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsections (a) and (b).

Special education students. Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet the requirements of this chapter.

Demonstration of proficiency. For purposes of this section, students shall be deemed proficient in the State-assessed standards whenever they demonstrate proficiency through any of the options in subsection (b)(1)(iv), regardless of the student's grade level or age.

Supplemental instruction. Beginning in the 2011-2012 school year, a student who does not demonstrate proficiency in any of the ten courses or locally validated assessments specified in subsections (b) and (c) shall be offered supplemental instructional support by the student's school entity. The supplemental instructional support must assist the student to attain proficiency in the State academic standards

Transition. To effect successful transition between requirements outlined in subsections (a) and (b) regarding requirements through the 2013-2014 school year and requirements beginning in the 2014-2015 school year, students who will graduate in the 2014-2015 school year or thereafter, who successfully complete courses with academic content assessed under subsection (b) or (c), regarding requirements beginning in the 2014-2015 school year, and requirements beginning in the 2016-2017 school year, for which Keystone Exams or local validated assessments were not available at the time the course was completed, shall be deemed proficient for purposes of this section.

Graduation Project: In accordance with Section 4.24 of the PA Code students in Pennsylvania are required to complete a project prior to graduation. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. All students in the Lewisburg Area School District are required to complete a Graduation Project that will be composed of a written document summarizing their experience / research and an oral presentation that includes a visual component. Graduation Projects may include Career Exploration, Community Service or an Extension of Academic Learning. A minimum of twenty hours must be invested into the project. The project is worth .25 credits and graded P/F with an F recorded as 50%. Students choosing to complete a Career Exploration or Community Service Project must complete the requirement by the Thursday in November set aside for Parent/Teacher Conferences or a 50% will appear on their official records. Records for Seniors are updated at the end of each semester.

Lewisburg Area High School requires a total of 27.0 credits for graduation as outlined below:

AREA	CREDITS
English	4.0
Social Studies	4.0 (American History and Civics/American Govt.)
Science	4.0
Math	4.0
Physical Education	2.0 (.5 credit each in Grade 9-12)
Arts and/or Humanities	2.0 (See definition below)
Health	0.5 (11th grade)
Electives	6.5
Completion of Graduation Project	0.0 (See Description Below)
Total Credits	27.0

Arts and Humanities – Courses in art, music, English, foreign languages, family and consumer science, business, and social studies.

Exceptions: SUN Area Technical Institute students shall be permitted to graduate with the following adjustments to the requirements: 3.0 credits of Science, 3.0 credits of Social Studies, 3.5 credits of English, 3.0 credits of Math. It is assumed that students attending SUN ATI will acquire the equivalent math, social studies, science and English credit through their course of study at SUN ATI however a student might be required to complete an additional math course at SUN ATI. All other graduation requirements will be as stated.

GRADE LEVEL SCHEDULING REQUIREMENTS

In order to become proficient in the state standards, Lewisburg Area High School requires students to follow the following sequence of courses:

Grade 9

1. English 9 or Honors English 9 (1.0)
2. Citizenship (.5) and Economics (.5)
3. Earth and Environmental Science (1.0)
4. Algebra I, Algebra II or Geometry (1.0)
5. Physical Education (.5)
6. 9th Grade Career Rotation (.5)
7. Electives (2.0)

Grade 10

1. English 10 or Honors English 10 (1.0)
2. World History (1.0) or AP European History
3. Honors Biology or Biology (1.0)
4. Algebra II, Geometry or Adv. Math / Trig.(1.0)
5. Physical Education (.5)
6. Driver Education (.5)
7. Electives (2.0)

Grade 11

1. English 11 or Honors English 11(1.0)
2. American History, or AP US History (1.0)
3. Geometry, Algebra II, Adv. Math Trig., Pre Calc., Calculus, or AP Calculus (1.0)
4. Honors Chemistry, Chemistry, or Physical Sci. (1.0)
5. Physical Education (.5)
6. Health Education (.5)
7. Electives (2.0)

Grade 12

1. English: Writing I or Practical Writing and One English Semester Elective (1.0) or AP English
2. Social Studies Electives (1.0)
3. Adv. Math/Trig., Pre Calc., Basic Statistics, AP Statistics, or AP Calculus,
4. AP Physics, Physics, AP Biology, AP Chemistry, or Environmental Studies (1.0)
5. Physical Education (.5)
6. Electives (2.5)
7. Successful completion of Graduation Project

OR

ATTEND SUN ATI

1. SUN Tech Program (6.0)
2. SUN Tech PE (0.5)
3. Practical Writing (0.5)
4. SUN Tech Math (1.0) - if necessary
5. Successful completion of Graduation Project

Students must complete a minimum of 7.0 credits and can take a maximum of 8.0 credits each year.

AP courses are limited to 11th and 12th grade students except for AP European History for 10th Grade students.

It is recommended for students to complete at least three years of a foreign language.

Students may want to take more than one credit of a core subject within an academic year to enable them to schedule more advanced classes throughout their career. (See Course Acceleration on the next page.)

Course Weighting:

AP course grades are multiplied by a factor of 1.12 providing the student earns the equivalent grade of C or higher. Honors classes are weighted by a factor of 1.06 providing the student earns the equivalent grade of C or higher.

SPECIAL COURSE OPPORTUNITIES

BUCKNELL UNIVERSITY COURSE #295

Students who have demonstrated superior academic aptitude and achievement may have the opportunity to enroll in courses at Bucknell University. This program is open to eligible juniors and seniors who are in the top 20% of their graduating class. Lewisburg Area High School's cooperative agreement with Bucknell University allows students to enroll in courses tuition-free each semester; students may matriculate in day or evening classes during regular semesters. Students are limited to one course per semester or summer term. Typically,

students may not take a course at Bucknell that is offered at Lewisburg Area High School if they have not taken it first at LAHS. Students must have completed one semester at Lewisburg Area High School before enrolling in a course at Bucknell. Students may not take a course at Bucknell which has a time conflict with Lewisburg classes.

Any student interested in this special program should seek further details from his/her school counselor. Final course approval will be granted by the principal. All registration must be initiated through the High School Guidance Office. Lewisburg Area High School students with

alternative tuition plans who desire to schedule courses during the Lewisburg Area High School day will also fall under the general guidelines of this policy.

Grade Guidelines: Students who enroll in Bucknell or other college courses should understand these guidelines relative to the grade earned in each course: (1) The grade earned in the course will not appear on the high school report card, nor will it be counted in the GPA. (2) The course and grade earned will be listed on the student's official transcript.

SENIOR SERVICE COURSE #298

This program is for seniors who wish to practice or refine skills or to learn new skills through work or study. Each participant will choose a sponsor (a teacher or a community leader) who will act as a consultant, and to whom the student will be responsible. All participants will meet once per marking period with the Guidance Staff. Eligible students must have an 89% overall GPA in order to participate in this program. In addition, the student's academic and attendance records will be reviewed prior to approval in the program. Senior Service is usually limited to one semester.

INDEPENDENT STUDY COURSE

The purpose of an Independent Study course is to provide students the ability to enhance their education when no other option is available. Students can not participate in more than one Independent Study course in the same semester.

All Independent Study courses must be initiated through a faculty member, who in turn will seek administrative approval before the study can begin.

Students' indication of interest in an Independent Study course does not automatically guarantee that one will be available to them. Staff willingness and availability as well as other factors of consideration will affect the final decision to permit Independent Study. It will not be possible to alter faculty schedules to accommodate Independent Study courses.

Credit will be determined by the instructor under a Pass/Fail format. No Independent Study course can be substituted for a graduation requirement. Current Independent Study courses are listed in the Curriculum Guide.

Students who take Independent Study courses need to remember that they will be responsible for completing the required work under the direction of the faculty member but may not receive direct instruction. Independent Study courses will be approved only in the instruction areas that are currently listed in our approved curriculum guide. For further information, please refer to School Board Policy #118.

COURSE ACCELERATION

A student may request to accelerate in select courses within the curriculum which are appropriate to their level of competency. All requests for course acceleration must be made via submission of the Course Acceleration Request Form obtained from the Guidance Office. Requests must be submitted prior to May 1st and final approval will be made by the principal. Depending upon the type of acceleration, credit might be given for the course on a Pass/Fail basis. Interested students should see School Board Policy #215 or their Guidance Counselor for more information.

ADVANCEMENT BY EXAMINATION

A student may request to advance in sequential courses by demonstrating competency or mastery of a course. All requests for advancement by examination must be made in writing, and approved by the principal prior to taking the course final. No credit will be awarded for this option.

DUAL ENROLLMENT

Lewisburg Area High School participates in a program at Bloomsburg University which allows students to take college courses at reduced tuition rates. The Advance College Experience (ACE) Program at Bloomsburg University allows qualified high school juniors and seniors to take one or more college courses. Students may be able to save up to 75% on tuition in Bloomsburg's ACE Program. More information about the program can be found at www.bloomu.edu/ace.

Students interested in pursuing this dual enrollment option should meet with his/her school counselor for more information. All requests for dual enrollment are subject to the final approval of the principal.

LEARNING SUPPORT PROGRAM

STUDY HALL SUPPORT

This course is designed for students enrolled in the Learning Support Program. The course is designed to identify and remediate academic and emotional needs while providing instruction in organizational, study, and test-taking skills. Students are instructed in various study and organizational skills while identifying their academic and behavioral strengths and needs. Special attention is given to individualized goals and coping skills necessary to succeed in the regular classroom environment. Students will also explore various career and college options.

RESOURCE COURSES

These courses are designed for students enrolled in the Learning Support, Life Skills, or Emotional Support Programs who, despite adaptations and support, have experienced difficulties in regular education classrooms. Students who have been identified for these courses are provided specialized instruction in Mathematics, Science, English, Social Studies and/or other

subjects, depending on individual needs and abilities. Instruction is provided by a regular and/or resource teacher in small group and individualized settings. Students who have reached the age of 16 may participate in the Occupational Training Work Experience Program. Students enrolled in this program are placed in various job situations throughout the community. They are supervised by the employer and a school-work training coordinator. The school counselors and resource teacher coordinate registration of students for resource courses.

TRANSITION LAB

The Transition Lab Program targets a particular population of students and exposes them to real world situations during the educational process. This transition process is focused on developing self-advocacy skills in order to change from one set of supports (school, parents) to another (supported employment, rehabilitation services, SSI, etc.). Students will gain knowledge of finances, personal ownership, social awareness, community involvement, household responsibilities, safety rules and time management. Finally, the Transition Lab Program provides students with the opportunity to become more independent and develop leadership abilities that will enable them to actively give back to the community.

GIFTED PROGRAM

The Gifted Program offers several opportunities exclusively for students who are identified as gifted with a Gifted Individualized Educational Plan (GIEP). These opportunities provide a means for students to reach their academic potential, and to broaden their experience in subject areas beyond what is offered through differentiated instruction within the high school curriculum.

ENROLLMENT – Students in the Gifted Program are encouraged to take academically challenging courses through the Honors and AP courses offered within the curriculum. These students may also wish to investigate other opportunities that are available through the acceleration policy described on page 8 of this guide.

ENRICHMENT - A student may choose to complete an independent research project with a member of the high school faculty as his/her mentor. A planned course of study must be completed by the student and teacher and submitted to the high school gifted coordinator, which will become part of the GIEP. Credit will be awarded on a pass/fail basis. Students may not earn more than one credit per year for independent enrichment studies.

THE ADVANCED PLACEMENT PROGRAM FOR COLLEGE CREDIT

The Advanced Placement Program is a cooperative educational venture between the College Board and Lewisburg Area High School. It is based on the fact that many young people can complete college-level studies while in high school. Like other programs of the College Board, this program is national in scope. Advanced Placement courses are designed to be the equivalent of freshman level college courses, and as such require more individual work than many other courses. Students who take Advanced Placement courses generally do so with the idea that they will take an Advanced Placement examination offered by the Educational Testing Service.

Advanced placement examinations are offered throughout the world each May. No examination in any subject area is longer than three hours. They cost about \$85.00 each and are administered in participating schools. All the examinations contain either an essay or problem-solving section; most of them also contain a section consisting of objective questions. The tests are scored by readers and are assigned grades: 5 - Extremely Well Qualified; 4 - Well Qualified; 3 - Qualified; 2 - Possibly Qualified; 1 - No Recommendation.

Many colleges grant credit and advanced standing automatically for qualifying work on the examinations; some grant advanced standing or credit only; others are still establishing their policies. It is the candidate's responsibility to apply for proper placement and credit at college registration. Courses that are available at Lewisburg Area High School that could help prepare the student to take these exams are:

AP Literature and Composition
 AP United States History
 AP Government and Politics
 AP Economics
 AP Biology

AP Chemistry
 AP Physics
 AP Calculus
 AP Studio Art Breadth
 AP Studio Art Concentration

AP European History
 AP Music Theory
 AP Statistics

Interested students should refer to the appropriate departmental section in this booklet for course numbers and descriptions. For students to be admitted to Advanced Placement courses they must be juniors or seniors (except for AP European History) AP Courses are weighted by a 1.12 multiplier.

LEWISBURG AREA HIGH SCHOOL

Distance Learning Opportunities through APEX Learning

Through APEX Learning, students who reside in the Lewisburg Area School District are able to participate in distance learning opportunities through an on-line educational experience. Students wishing to participate in APEX courses will develop their proposed schedule in consultation with their school counselor. Since some states are now requiring all students to complete at least one on-line course prior to graduation, Lewisburg Area High School students might want to take advantage of this opportunity. A complete listing of on-line courses available through APEX Learning can be found at <http://www.apexlearning.com>.

Of particular note are the following AP courses that are not offered at Lewisburg Area High School but are available through on-line learning:

- AP Psychology1
- AP English Language and Composition

In the past, students have used APEX courses to provide flexibility in their schedule so they could attend SUNATI or take advantage of other educational experiences. Other students who were unable to attend Lewisburg Area High School due to extended illness or other physical limitations were able to use APEX to meet their educational needs.

Students who participate in the APEX program may receive a Lewisburg Area High School Diploma providing they meet all LAHS graduation requirements. Approval to complete the graduation requirements by taking APEX courses will be determined by the principal.

ART

The Visual Arts program at Lewisburg Area High School offers all students an equal opportunity to study the visual arts through a balanced and comprehensive program of instruction. Each art course is designed to engage students in five areas of study: the exploration of personal insights and feelings through the creation of art forms, art processes, art criticism, aesthetic theory and art history. All students will make connections between visual culture and other disciplines. Emphasis is on art production that reflects the individuality of the creator. All students will identify, examine, and incorporate alternative ways of looking at art. As an integral part of our educational program, the following art courses engage all students who are interested in the visual arts.

ELEMENTS OF ART **#712**
 Grades 9, 10, 11, and 12 (1 Semester, .5 Credit)

Emphasis is on the art elements and principles of design using various materials. Course activities include studies in drawing emphasizing line, shape, texture, composition, proportion, perspective, color mixing and terminology; painting emphasizing color, space, and form; typography; art from other cultures; art history; aesthetics; and art criticism.

PRINCIPLES OF DESIGN **#704**
 Grades 9, 10, 11, and 12 (1 Semester, .5 Credit)

Emphasis is on the principles of design, further exploration and development of drawing emphasizing composition and proportion, art criticism, creative thinking, problem solving, art history, and aesthetics. Assignments will include exploration in drawing, painting, sculpture, graphic design, and ceramics. All students will develop an art vocabulary, and improve technical skills and craftsmanship.

THE WORLD IN 2D **#700**
 Grades 9, 10, 11, and 12 (1 Semester, .5 Credit)

Emphasis is on design and expression in two dimensional Art, including drawing, painting, printmaking and other flat media. Art history, the human figure, originality, craftsmanship, aesthetics, art criticism, and self-evaluation will be a part of the creative process. All students will explore various materials, tools, and techniques, develop an art vocabulary and demonstrate individualized creative expression. The study of historical and cultural styles will be used and incorporated into individualized projects.

CAREERS IN ART **#727**
 Grades 10, 11, and 12 (1 Semester, .5 Credit)

Students will explore advertising, graphic design, composition, typography, illustration, animation, film/video-making, printmaking, computer generated art, and architecture. All students will explore a variety of Visual Art professions and careers, use an art vocabulary, and study historical and cultural styles.

OBJECT MAKERS **#728**
 Grades 9, 10, 11, and 12 (1 Semester, .5 Credit)

All students will explore crafts as a profession and/or hobby, explore art elements and design principles and discuss and build upon ancient, ethnic, and contemporary crafts to create meaningful objects combining form and function. Media includes ceramics, textile design (painting, silk-screen, batik, tie-dye, weaving, basketry, and beadwork) paper and other diverse individual crafts of student choice.

DESIGN IN 3D **#729**
 Grades 9, 10, 11, and 12 (1 Semester, .5 Credit)

Emphasis is on exploration of three-dimensional construction, both additive and subtractive. Materials may include wood, plaster, clay, paper maché, cardboard, found objects and paper. All students will explore the principles of design, art history, and aesthetics.

INDEPENDENT STUDY IN STUDIO ART **#730**
 Grade 12 Only (1 Semester, .5 Credit)

Prerequisites: Course #704 and #712, Two semesters of any advanced art course and/or written approval by the art teacher within Independent Study guidelines.

Emphasis is on exploration in a specific art area. The student and teacher will work together to design all projects. Students must demonstrate an ability to work independently. All students must be self-directed. Students will utilize, in-depth, the art elements through the principles of design, creative expression, originality, craftsmanship, aesthetic perception, art heritage, criticism, assessment and aesthetics.

Students will only be scheduled for Independent Study in Art if there are no other options for Art within their schedule and if the period in which they wish to take Independent Study in Art is not already filled with other students.

AP STUDIO ART BREADTH

Grades 11-12

#735

(1 Year, 1 Credit)

Prerequisites: Courses #704 and #712, and/or written approval by art teacher.

AP Studio Art - Breadth is an advanced elective art course to build a firm foundation in the Visual Arts, through intensive study, following the AP guidelines. Emphasis is on mastery of those skills to complete an art portfolio. The student and teacher will design all projects within the portfolio in accordance with the AP Breadth guidelines. Students must demonstrate the ability to work independently and be self-directed; students will also explore the design principles in-depth, creative expression, originality, craftsmanship, aesthetic perception, art heritage, criticism, assessment and aesthetics.

AP STUDIO ART CONCENTRATION

Grade 12

#731

(1 Year, 1 Credit)

Prerequisites: Courses #704 and #712, Two semesters of any advanced art courses, and/or written approval by art teacher.

AP Studio Art - Concentration is the most advanced elective art course with focused intensive study, following the AP guidelines. Emphasis is on mastery of those skills to complete an art portfolio. The student and teacher will design all projects within the portfolio in accordance with the AP Concentration guidelines. Students must demonstrate the ability to work independently and be self-directed; students will also explore the design principles in-depth, creative expression, originality, craftsmanship, aesthetic perception, art heritage, criticism, assessment and aesthetic values focusing on their own artistic production. Work includes projects, a journal, homework assignments, worksheets, critiques, a photo file, thumbnail sketches, sketchbooks, exercises, establishment of a slide portfolio, final, and requirements established by AP guidelines.

BUSINESS & TECHNOLOGY

**ENTREPRENEURSHIP AND SMALL BUSINESS
MANAGEMENT #802**
Grades 10-12 (1 Semester, .5 Credit)

In this course, students will learn the step-by-step process of owning and managing a business. Students will analyze and develop a business plan and learn the skills, attitudes, and guidelines that it takes to get an entrepreneurial venture off to a good start. This course is recommended for students who are interested in managing a business or who plan to own and operate their own business.

APPLIED LAW #828
Grades 9 - 12 (1 Semester, .5 Credit)

This course is designed to acquaint the student with the basic principles of law that apply to everyday life. Students are introduced to different types of laws and how they are created and discuss the differences between criminal, civil, procedural, and substantive law. Students learn how to recognize and create legally enforceable contracts by the introduction of the six elements of a contract: offer and acceptance, genuine agreement, consideration, capacity, legality of contracts, and written contracts under the Statute of Frauds. Students discuss the preparation and usefulness of wills and the distribution of estates, types of leases, and employment law. This course is open to any student and is recommended to all students planning on a business or legal career, or who plan to own and operate their own business.

WORD AND INFORMATION PROCESSING #835
Grades 9-12 (1 Semester, .5 Credit)

In this course, students will use the four programs in Microsoft Office—Word, Excel, Access, and PowerPoint to create word processing documents, spreadsheets, databases, and slide presentations. Students will use the Internet, digital cameras, and scanners as tools for gathering information. Graphics, video, and sound will be used to enhance projects created using the Office programs. Throughout the course, keyboarding software programs will be utilized to help students further develop their existing skills.

ACCOUNTING I #841
Grades 10, 11, and 12 (1 Year, 1 Credit)

In this course, students will become familiar with generally-accepted accounting principles and procedures, double-entry accounting, the use of journals and ledgers, adjusting and closing entries, preparation of financial statements and completion of the accounting cycle for both service and merchandising businesses. First year accounting provides the theory and skills necessary to keep financial records both manually and with the use of computers. This course provides a basic accounting knowledge for students planning to enter college and pursue a career in a business-related field, students desiring entry-level employment, and students who plan to own and operate their own business.

ACCOUNTING II #844
Grades 11, and 12 (1 Year, 1 Credit)

Prerequisites: Passing grade in Accounting 1.

Advanced accounting is offered to students who have satisfactorily completed the beginning course. It provides the student with additional skills in applying the principles learned in the first year. In this course, students will study and analyze departmentalized and corporate accounting procedures. Students will solve accounting problems both manually and with the use of computers.

PHOTO-JOURNALISM #850
Grades 11-12 (1 Year, 1 Credit)

Photojournalism focuses on the dual aspects of photojournalism: writing and photography. Students will use their developing journalistic talents to produce the school yearbook, *Oneida*. Students will learn the writing style that is used among journalists. They will also learn the basic use of cameras and how to shoot a picture that “tells a story.” Students will learn and apply the basics of good layout and design using current technology. They should expect to spend substantial time outside of class covering the events of the high school, taking pictures and interviewing people. Additionally, students will learn aspects of running a small business and will participate in selling and advertising campaigns. Other projects may include newspaper publishing and video production.

WEB PAGE DESIGN #475
Grades 9-12 (1 Semester, .5 Credit)

This course is designed to familiarize the student with HTML, the native language of the Web. Once students are familiar with source code, they will begin a study of editing software including Dreamweaver. Students will learn the essential elements of effective web site development and design. Students will complete various assignments that stress organized web site design. Students will learn the fundamental operation of Flash to create animations. Projects will incorporate the use of digital cameras. Students will also use Photoshop to edit images. Students will explore how computer games are created through the use of Gamemaker.

INDEPENDENT STUDY IN COMPUTER SCIENCE #482
Grades 10-12 (1 Semester, .5 Credit)

Prior instructor approval is required to take this course. Students who exhibit a strong desire to pursue a particular study on an independent basis are encouraged to enroll. However, students must discuss their plans with the instructor and receive approval of the project prior to registering for the course. Note: only a small number of independent projects will be scheduled each semester.

COMPUTER PROGRAMMING #485
Grades 10-12 (1 Semester, .5 Credit)

Prerequisite: Web Page Design

This course introduces students to computer programming at the beginning level, but students will be encouraged to explore beyond the elementary level. A structured approach to programming will be employed using C/C++. Topics include computer hardware and operating systems; problem-solving techniques; object-oriented program design; program coding, testing, and implementation; and documentation issues and techniques. Students will create computer programs to perform a specific function. Students will also use a 3D program called Alice. Alice is an innovative 3D programming environment that makes it possible to create an animation for telling a story, playing an interactive game, or a video to share on the web.

TECHNOLOGY EXPLORATION #900
Grades 9-12 (1 Semester, .5 Credit)

This course will allow students to explore all the technology modules that are part of the Technology Education program, including CAD, robotics, web page design, video editing, manufacturing and communications. Students will learn the safe and proper use of a variety of tools and materials. Students will learn to use data analysis software and will extend their word processing, research, and document preparation skills. Students will use both PC and Macintosh computers.

ENERGY, POWER, AND TRANSPORTATION #901
Grades 9-12 (1 Semester, .5 Credit)

This course is designed to help students understand how common energy, power, and transportation systems affect the environment, the economy, and society. Students will explore topics including electricity, electronics, pneumatics, hydraulics, mechanisms, and robotics. A variety of energy and transportation systems will be analyzed. This course is designed to take the mystery out of how things work. Science and mathematical concepts will be applied as students experience how technological products and systems function. Small engine, automotive and alternative energy vehicles will be explored.

INDEPENDENT STUDY IN TECHNOLOGY EDUCATION #907
Grades 10-12 (1 Semester, .5 Credit)

Prior instructor approval is required to take this course. Tenth through twelfth grade students having completed a minimum of two semester courses of Technology Education may choose an independent study. A specific technology area of concentration may be elected which emphasizes the application of technology to solve problems encountered in real life situations. The technology education instructor and the student will determine the scope of the project, instructional time spent, and evaluation procedures.

COMPUTER AIDED DRAFTING AND DESIGN I #911
Grades 9-12 (1 Semester, .5 Credit)

Students learn to use AutoDesk Inventor, a 3-D solid modeling software package. After a computer hardware/software orientation, students learn to read and create several types of engineering technical drawings. Students will design 3-D objects using CADD software and then may create that object using a Computer Numerical Control (CNC) machine. Students will design both individual components and larger assembly drawings consisting of numerous individual parts. Students will explore Architectural Drawing concepts. Students will design building structures using AutoDesk Architectural software.

COMPUTER AIDED DRAFTING AND DESIGN II #913
Grades 9-12 (1 Semester, .5 Credit)

Prerequisites: CADD I.

In this course, the versatility and power of AutoCAD is explored in greater detail than in CADD I. Projects extend the students' knowledge of design applications, 3-D, and advanced architectural and engineering problems. The interests and aptitudes of students help determine the focus, direction, depth of coverage, and number of topics covered.

COMMUNICATION SYSTEMS / VIDEO PRODUCTION #919
Grades 9-12 (1 Semester, .5 Credit)

In this course, students will explore basic systems of communications such as: radio, television, telephone, cellular communication, satellite communications, and video programs. Students work in small groups to write, produce, record, and edit video programs using computers and digital cameras. Video composition, production planning, camera operation and lighting will be emphasized through hands-on activities. Students will design web pages and explore new and emerging communications and satellite technologies.

NINTH GRADE CAREER ROTATIONS #905
Grade 9 (.5 Credit)

The purpose of this course is to provide freshmen with an overview of the broad range of curricular areas found at the high school while meeting many of the career standards. A team of teachers will guide students through an introduction to a variety of elective course offerings in Art, Music, Technology, Business, Family Consumer Science, and Health with a particular emphasis on the career opportunities available in each field. Students will participate in aptitude inventories designed to identify their individual strengths and related career options. Guidance Counselors will use the materials provided by College Board and PHEAA to help students develop goals for their individual learning plans.

ENGLISH

The Lewisburg Area School District's Language Arts Program integrates various forms of communication, including reading, writing, listening, speaking, and vocabulary development. The program is literature-based, and throughout their high school careers, students will be exposed to masterpieces of world literature, British literature, and American literature. This progressive and carefully coordinated program teaches students how to understand and interpret printed materials. Since language processes are not isolated but rather integrated, the program fosters the idea that the entire communication process should be utilized and developed in all subject areas.

ENGLISH 9

Grade 9

#101

(1 Year, 1 Credit)

Description: This course helps students develop the following skills: reading various literary genres with comprehension; developing sound critical responses to reading; writing paragraph and multi-paragraph compositions with attention to Pennsylvania writing standards; creative writing; collaborating effectively with peers; giving oral presentations; and integrating technology into projects and presentations. Students develop reading, writing, speaking, and listening skills that enable them to be successful in post-high school academic pursuits and endeavors. Students engage in individual and group learning activities, classroom discussions, collaborative projects, oral presentations, and peer writing, review, and editing. Students will demonstrate proficiency in this course by scoring at the advanced or proficient level on the English Composition Keystone Exam. Other assessments include homework assignments, individual and group projects, oral presentations, quizzes, tests, and writing assignments.

HONORS ENGLISH 9

Grade 9

#102

(1 Year, 1 Credit)

Utilizing a variety of world literature pieces, this course will focus on close reading of text for understanding and analysis purposes. Students will build their skill in analyzing, interpreting and evaluating the authors' use of techniques in fiction and non-fiction classical and contemporary works. They will study the impact of cultures and writers on literature and will build their skill in identifying and using literary devices through textual analysis. The course will focus on skills that aid students in interpreting the literal and figurative meanings of words as well as their origins. Students will continue vocabulary acquisition through the use of the English department's vocabulary program, which focuses on words that appear on the SAT test. Students will write beyond the five-paragraph format and begin using parallel structure. They will learn to write literary criticisms and research papers while being introduced to MLA format. Students will build communication skills during class discussions of material by learning how to respond in a scholarly manner and will be able to support their position with textual responses in both large and small group situations. Students will also make associations between history, the arts, and literature. Through the use of various mediums of art, students will connect to the texts on both an intellectual and mimetic level. Students will demonstrate mastery of the content material by scoring proficient or advanced on the English Composition Keystone Exam.

ENGLISH 10

Grade 10

#107

(1 Year, 1 Credit)

In this course students will develop reading, writing, listening, and speaking skills. Students will develop reading skills by reading poetry, fiction, nonfiction, and drama. They will apply critical thinking skills to texts, analyzing and interpreting literature, evaluating relationships, drawing inferences, analyzing the effective use of literary elements. Students will expand and enrich their vocabulary through direct vocabulary study and through the examination of the relationship of new words to other words in context. Students will develop writing skills with a systematic grammar study and by writing essays, poems, and short stories. Students will develop speaking and listening skills through presentations, class discussions, and small group discussions. Students will develop these skills through the in-depth study of British literature and its historical context. Students will engage in collaborative learning experiences, group and individual projects, and classroom discussions. Assessments will include daily reading assignments and homework, reading quizzes, grammar quizzes, vocabulary tests, unit exams, essays, participation in classroom discussions, presentations, and projects. Students will demonstrate mastery of course material by scoring advanced or proficient on the English Literature Keystone Exam.

HONORS ENGLISH 10

Grade 10

#108

(1 Year, 1 Credit)

This course offers an intensive look at Shakespeare's comedies and tragedies. Students in this course will build upon skills learned in the ninth grade English courses. Students will apply the appropriate strategies to analyze, interpret, and evaluate Shakespeare's techniques in terms of his substance and style of his plays. The course will focus on skills that aid students in interpreting the literal and figurative meanings of words as well as their origins. Students will focus on skill building in drawing references and conclusions using textual supports that allow them to draw inferences about Shakespeare's assumptions and beliefs about a variety of subjects. Students will continue to build upon the skill of analysis of literary elements such as characterization, setting, plot, themes, etc. The vocabulary series used in the course is a continuation of the program used in the department to build SAT words. Students will continue to build on the skill of parallel writing. They will write literary criticism papers using MLA Format and primary and secondary sources. Students will respond in writing to in-class essay prompts that will allow for guided writing. Students will build communication skills during class discussions of material by learning how to respond in a scholarly manner and will be able to support their position with textual responses in both large and small group situations. Students will also make associations

between history, the arts, and literature. Through the use of various mediums of art, students will connect to the texts on both an intellectual and mimetic level. Students will demonstrate mastery of the course material by scoring advanced or proficient on the English Literature Keystone Exam.

ENGLISH 11 #113
Grade 11 (1 Year, 1 Credit)

In this course students will develop reading, writing, listening, and speaking skills. Specifically they will develop reading skills by reading fiction, nonfiction, drama, and poetry with understanding and by applying critical thinking skills to texts by making inferences, drawing conclusions, making comparisons, and analyzing. Students will develop and enrich their vocabulary through direct vocabulary study and by using word recognition skills to understand new words in context. Students will develop writing skills with a systematic grammar study and by writing essays with particular attention given to the timed writing of informative and persuasive essays. Students will develop speaking and listening skills through presentations, class discussions, and leadership roles in small group discussions. Students will develop these skills through the in-depth study of American literature and its historical context. Students will engage in collaborative learning experiences, group and individual projects, and classroom discussions. Assessments will be based on daily reading assignments and homework, reading quizzes, grammar quizzes, vocabulary tests, unit exams, essays, participation in classroom discussions, presentations, and projects.

HONORS ENGLISH 11 #114
Grade 11 (1 Year, 1 Credit)

This course continues building upon the prior English courses with the primary utilization of American Literature. Students will be able to distinguish between the different periods of American Literature and discuss elements of writing that determine the different styles of writing during specific time periods. Students will be exposed to forms of satire and build the skills to not only understand the purpose of the satire but also be able to write satire of their own. Students will write essays using parallel writing where appropriate. They will write literary criticism papers using MLA Format and primary and secondary sources and learn skills on how to write literary criticisms from the perspective of a specific literary criticism style such as: Marxism, Existentialism, Feminism, Psycho-Analytical, Reader Response, etc. Students will continue to respond in writing to in-class essay prompts and be introduced to AP style prompts. Students will write literary criticisms using MLA Format and primary and secondary sources. The course will also incorporate PSSA writing and college application essay writing. Various artistic mediums will be used to enhance the literature and provide connections between history, literature, music, art, theatre, writing, and thinking. Students will continue vocabulary acquisition through the use of the English departments vocabulary program, which focuses on words that appear on the SAT test. Students will build communication skills during class discussions of material by learning how to respond in a scholarly manner and will be able to support their position with textual responses in both large and small group situations. Through the use of various mediums of art, students will connect to the texts on both an intellectual and mimetic level. By the course's end,

students will have the skills to create a multi-genre multi-media project that will display their knowledge of genres and writing techniques.

THEATRE ARTS #138
Grades 9-12 (1 Semester, .5 Credit)

Theatre is a course designed for students who want to participate in a dramatic art form. Students will learn specific skills that are needed in the performance of drama such as: blocking, characterization, and physical movement as a means of achieving personal expression. Students will learn the skills of technical theatre that include lighting, sound, and the stage area. Additionally students will be working on the skills of listening critically and responding to their peers in both large and small group settings. They will demonstrate the skills of audience awareness by using appropriate volume and clarity in class rehearsals and performances. Students will analyze scripts through appropriate strategies to determine the playwright's techniques, style, assumptions, and beliefs about a subject. The students will further enhance their skills of analysis by drawing conclusions through the use of literary elements to further understand a variety of genres, and to evaluate the texts. In all written work, students will use the appropriate conventions of language as well as correct sentence formation and grammar.

SPEECH #157
Grades 9-12 (1 Semester, .5 Credit)

Students will develop skills for effective communication. They will learn the difference between the following types of speeches: informative, persuasive, debate, dramatic oral interpretation of prose and poetry, they will be giving during the duration of the course: Students will learn to plan, prepare, use visual aids, and work in groups to target and present to an audience. Students will have multiple opportunities to perform each type of speech in class.

WRITING I #173
Grade 12 (1 Semester, .5 Credit)

Description: In this course students will develop writing skills by reading, analyzing, and writing about poetry, fiction, and nonfiction. Students will write complex informational and persuasive pieces. They will apply critical thinking skills to texts, analyzing and interpreting literature, evaluating and analyzing the effective use of literary elements. Students will expand and enrich their vocabulary through direct vocabulary study and through the examination of the relationship of new words to other words in context and classroom discussions. Assessments will include essays, daily reading assignments and homework, reading and vocabulary quizzes, grammar exercises, and a research paper.

**LATER TWENTIETH-CENTURY
AMERICAN LITERATURE** #126
Grade 12 (1 Semester, .5 Credit)

This course of study will utilize Later 20th Century American Literature to provide students with the skills to evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject. Students will be able to analyze the effectiveness of literary elements used by authors in various genres and apply these elements to their own creative works. Students will write with an understanding of style using a variety of sentence structures and descriptive word choices, as well as create tone and voice through the use of precise language. Students will listen critically and respond to others in small and large group situations.

MYTHOLOGY AND LEGENDS #144
Grades 9-12 (1 Semester, .5 Credit)

This course of study will provide students with the skills to identify and explain stated or implied main ideas and relevant supporting details from various mythology and legends texts from cultures around the world. Additionally, students will make inferences and draw conclusions based on information from texts, and compare, describe, analyze, and evaluate the connections between texts. Students will use media and technology resources for research, information, analysis, problem solving, and decision making in content learning.

PRACTICAL WRITING #170
Grade 12 (1 Semester, .5 Credit)

This course of study will provide students with the skills to write complex informational pieces, culminating in a research paper, with a clear focus, identifying topic, task, and audience.

Students will learn to gather, organize, and determine validity and reliability of information while writing fully developed paragraphs that have details and information specific to the topic and relevant to the focus. Additionally, students will be able to establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. Students will practice using appropriate conventions of language when writing, as well as study and understand new vocabulary.

AP ENGLISH LITERATURE AND COMPOSITION #187
Grade 12 (1 Year, 1 Credit)

AP English Literature and Composition is designed for students who want an intensive and comprehensive course in literature and writing. The course's primary objective is to develop abstract and critical thinking through the analysis, synthesis, and inference in literature taken from a variety of time periods and genres. The curriculum is approved by the College Board and designed to prepare students for the national exam. Students will be expected to analyze literature on an in-depth basis, taking various socio-economic, political, and cultural ideas as well as the author's message and commentary into their assertions. Students will write in MLA format and will learn how to use primary and secondary sources in creating a scholarly paper. Students read a variety of plays, novellas, novels, essays, poetry, and reflect and respond to literature and writing as a powerful and creative media through which to express ideas. Students will be expected to analyze and discuss day-to-day reading assignments, develop skills to write successful in-class timed essays and monthly literary criticisms. Students will build communication skills during class discussions of material by learning how to respond in a scholarly manner and will be able to support their position with textual responses in both large and small group situations. Students will connect to the texts on both an intellectual and mimetic level.

FAMILY AND CONSUMER SCIENCES

Our goal is to manage with reason and creativity the challenges across the lifespan of living and working in a global society.

WE RECOGNIZE THE:

- Family unit, as defined by function and not relationship, as the single most important source of nurturing and informal learning across the life span.
- Role of the student as an active learner.
- Value of applying basic knowledge: reading, writing, and computation within one's life.
- Need for critical thinking skills to address the issues of our complex information-based, global community.
- Needs of the family unit to address continuing concerns in the areas of:

Consumer and Resource Management
Individual, Child, and Family Development
Nutrition and Food
Textiles and Clothing

All of the foods courses are designed to teach students food preparation techniques along with nutrition information needed as a vital life skill or for occupation in the food industry.

BAKING AND PASTRY (Level 1) **#870**
Grades 9-12 (1 Semester, .5 Credit)

Baking and Pastry is a basic baking class. Culinary skills will be taught in Quick breads, Yeast breads, Cookies, and Pie/ Pastry Units. In each unit students will learn how to modify recipes to meet individual dietary needs while lowering fats, sugar, sodium, and calories. Measurement, equipment, and sanitation will also be taught. Labs are designed to apply information learned in class.

GOURMET **#891**
Grades 9-12 (1 Semester, .5 Credit)

Students will have the opportunity to become more creative with food. Chocolate techniques such as chocolate rose leaves, 3-D chocolate butterflies, candy making, ganache, and modeling chocolate are a few of the skills studied. Students will also learn pulled sugar art, cake decorating, frozen dessert preparation, and work with a variety of fondants. Students will combine techniques learned to design and create an edible work of art.

CULINARY ARTS (Level 2) **#892**
Grades 9-12 (1 Semester, .5 Credit)

Prerequisites: Baking and Pastries

In Culinary Arts, students will study and prepare food from cultural cuisines such as Italian, Mexican, French, and Chinese. Cultural food prep techniques using woks, pasta machines, food processors, pizzelle irons, and other equipment will also be studied. Students will learn sanitation, food purchasing information, and recipe adaptations (changing recipes to serve various dietary needs such as vegetarianism, lower cholesterol, and sodium reduction). Food budgeting strategies for young adult living will also be covered.

FIBER ARTS/ (Clothing and Crafts) **#871**
Grades: 9-12 (1 Semester, .5 Credit)

Learn to sew and create your own clothes, purses, and accessories. Students will also have the opportunity to learn how to knit a scarf and create needlecrafts such as cross stitch, and embroidery. Since creating an article of clothing is personal and is created to suit a student's individual style, students are required to supply their own materials for main projects.

CHILD DEVELOPMENT/PARENTING **#884**
Grades: 9-12 (1 Semester, .5 Credit)

This semester course is designed to help students understand the normal growth and development patterns of children from the prenatal stage to kindergarten. Students will learn to develop effective parenting skills through a positive approach. The attitudes and knowledge developed help students become better parents and will lead others to rewarding careers in child care. Students will develop and carry out a variety of activities for children using information learned. Child safety, books, toys, and developmental activities will also be studied.

FOREIGN LANGUAGE

The Foreign Language Department recommends that students begin their language study in the middle school or in ninth grade. Many students will continue to study a foreign language throughout their entire high school careers for four years. Students also have the option of studying two foreign languages. However, it is recommended that the study of at least one foreign language be pursued for a minimum of three years.

By studying a foreign language, students will learn more about the culture, art and literature of those countries that speak the language. Learning a foreign language is helpful when traveling and makes it easier to order a meal, to rent a room, to read street signs, to follow directions, to go shopping and to talk with people. Also, learning a foreign language helps the student better understand his/her own language. Finally, because of our ever increasing international business interests and development of better communication systems, students who study a foreign language will have an advantage for employment or for entering almost any profession. Some careers that may need expertise in a foreign language include: social services, legal profession, bilingual secretarial work, law enforcement and communication industry.

FRENCH I **#600**
 Grades 9-12 (1 Year, 1 Credit)

This introductory course in French is designed to help students communicate in the French language and to acquaint them with various aspects of French culture. Students will begin to develop their listening, speaking, reading, and writing skills in French. Among the cultural topics covered is the geography of France. Students will be evaluated based on their class participation, tests/quizzes, homework, and projects.

FRENCH II **#605**
 Grades 9-12 (1 Year, 1 Credit)

In this course, students will continue to develop their listening, speaking, reading, and writing skills in French. They will again be exposed to various aspects of French culture. Assessment will be based on the student's class participation, tests/quiz scores, homework, and projects.

FRENCH III **#610**
 Grades 10-12 (1 Year, 1 Credit)

In this course, listening, and speaking skills continue to be refined, while reading and writing skills are more strongly emphasized. The study of complex grammar and various verb tenses gains emphasis. Class participation, tests, quizzes, homework, and projects remain the major forms of assessment.

FRENCH IV **#615**
 Grades 11-12 (1 Year, 1 Credit)

This course is an elaboration and refinement of the skills previously acquired. The study of grammar continues to be important. As in previous French courses, the student will gain knowledge of and an appreciation for the unique contributions of France to world history and culture. The major assessments are the same as in previous French courses.

FRENCH V **#620**
 Grades 11-12 (1 Year, 1 Credit)

In this course writing, speaking, reading and listening skills are constantly refined and practiced. A majority of the course will be devoted to the study of various French literary works and aspects of French culture. It is recommended that students have a final grade of 83% or higher in French IV to enroll in this course. Although the course is not designed to prepare students to take the Advanced Placement Examination, they may choose to do so. Materials will be provided for students to study independently for this exam.

GERMAN I **#625**
 Grades 9-12 (1 Year, 1 Credit)

Communication is the function of all language. To that end, the basic skills of listening, reading, speaking and writing German will be taught. Students will be introduced to culture and geography of German speaking countries. A good grasp of English grammar is desirable and a willingness to participate orally in class.

GERMAN II **#630**
 Grades 10-12 (1 Year, 1 Credit)

The skills of listening, reading, speaking and writing German will continue to be developed in various formats. The study of German culture is expanded.

GERMAN III **#635**
 Grades 11-12 (1 Year, 1 Credit)

The skills of listening, reading, speaking and writing German will continue to be the focus of this course. The course will build on what was taught in German 1 and 2 with the goal of higher proficiency in all four skills.

GERMAN IV

Grades 12

#640

(1 Year, 1 Credit)

The skills of listening, reading, speaking and writing German are taught with the goal of a higher degree of proficiency. More advanced grammar concepts will be studied. Students' knowledge of culture and history is developed through the readings of Grimm's Fairy Tales and other short selections. Modern German culture is also examined.

SPANISH I

Grades 9-12

#665

(1 Year, 1 Credit)

Communication is the function of all languages. For this reason, students are strongly encouraged to participate actively and orally in class in a variety of activities. Students will also practice reading and writing skills using a variety of formats including essays, skits, and presentations.

SPANISH II

Grades 9-12

#670

(1 Year, 1 Credit)

Students will continue to study vocabulary and grammar. Students will also practice writing, reading, and speaking skills using a variety of formats including essays, conversations, skits, and presentations.

SPANISH III

Grades 10-12

#675

(1 Year, 1 Credit)

Students will refine and add fine detail to the grammatical aspects studied in Spanish I and II as well as expand their

grammatical studies and vocabulary. Students will practice these skills using a variety of formats including essays, conversations, skits, and presentations.

SPANISH IV

Grades 11-12

#680

(1 Year, 1 Credit)

Students will continue to refine the skills previously acquired. The class will be conducted largely in Spanish. The study of grammar continues to be important. Students' knowledge of culture and history is developed through the reading of legends and adapted versions of Hispanic literature. Students are expected to discuss and write about the literature read in class.

SPANISH V

Grades 11-12

#685

(1 Year, 1 Credit)

The course is designed to refine the four skills of listening, speaking, reading and writing. Students are expected to speak only Spanish in class. The study of advanced grammar continues to be important. Daily speaking and spontaneous descriptions of situations will enhance student oral skills. Reading skills and vocabulary development will continue to improve through the reading of contemporary and classical literature and articles from Spanish speaking periodicals and newspapers. A general review of writing techniques and mechanics will be covered.

MATHEMATICS

It is the goal of the mathematics department to provide for all students the problem solving skills necessary for success beyond high school. In addition, each course is written to the state standards to ensure proficiency on the state standards. The courses are arranged sequentially to help assure student success. Due to the sequential nature of Mathematics, taking two math courses simultaneously is very difficult. By completing a request for Acceleration, students could take Algebra II and Geometry concurrently.

ALGEBRA I **#410**
 Grades 9 – 11 (1 Year, 1 Credit)

Algebra I is designed to build strong problem solving skills through linear and quadratic functions. Multiple methods of representing these functions such as verbal descriptions, equations, tables, and graphs will be taught. Modeling real-world situations using functions in order to solve problems arising from those situations is also covered. Skills are learned individually as well as collaboratively. Topics covered include expressions, equations, functions, properties of real numbers, solving, graphing and writing linear and quadratic equations and functions, graphing linear inequalities, exponents and exponential functions, operations with polynomials, factoring, radicals and geometry connections, rational equations and functions, and probability with data analysis. Students will demonstrate mastery of course material by scoring proficient or advanced on the Algebra I Keystone Exam.

GEOMETRY **#427**
 Grades 9-12 (1 Year, 1 Credit)

Prerequisites: Algebra B or Algebra I

Geometry topics include, but are not limited to, points, lines, and planes; segments and angles; parallel and perpendicular lines; triangle relationships; congruent triangles; special quadrilaterals; similarity of plane figures; areas of plane figures; surface area and volume of solids; right triangle trigonometry; and circles. Students will demonstrate mastery of Geometry by scoring advanced or proficient on the Geometry Keystone Exam.

ALGEBRA II **#435**
 Grades 9-12 (1 Year, 1 Credit)

Prerequisites: Algebra B or Algebra I

Algebra II topics include equations and inequalities; linear equations and functions; linear systems and matrices; quadratic functions and factoring; polynomials and polynomial functions; rational exponents and radical functions; and exponential and logarithmic functions. Students will demonstrate mastery of course material by scoring proficient or advanced on the Algebra II Keystone Exam.

TRIGONOMETRY/ADVANCED MATH **#450**
 Grades 11, 12 (1 Year, 1 Credit)

Prerequisites: Successful completion of Algebra II and Geometry.

Description: Topics covered in this course include exponential and logarithmic functions; rational functions; counting methods and probability involving permutations and combinations; data analysis and statistics; arithmetic and geometric sequence and

series; trigonometric ratios; functions; graphs; identities; and equations.

PRE-CALCULUS **#464**
 Grades 11, 12 (1 Year, 1 Credit)

Prerequisites: Trigonometry/Advanced Math

Pre-calculus is an advanced form of secondary algebra and trigonometry. Topics covered include equations and inequalities, polynomial, rational, exponential, and logarithmic functions and their graphs. The conics and trigonometry as well as sequences, series, and probability will be discussed.

BASIC STATISTICS **#444**
 Grade 12 (1 Year, 1 Credit)

Prerequisites: Algebra II

The course content of Basic Statistics includes, but is not limited to probability, data collection, data display methods, data interpretation, descriptive and inferential statistics, statistical measures of centrality and spread, binomial and normal distributions, hypothesis testing, sample size, and confidence intervals.

AP STATISTICS **#445**
 Grade 12 (1 Year, 1 Credit)

Prerequisite: Algebra II

Recommended: Trigonometry/Advanced Math

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- 1 . Exploring Data: Describing patterns and departures from patterns
- 2 . Sampling and Experimentation: Planning and conducting a study
- 3 . Anticipating Patterns: Exploring random phenomena using probability and simulation
- 4 . Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course

AP CALCULUS AB**#470**

Grades 11, 12

(1 Year, 1 Credit)

Prerequisites: Trigonometry/Advanced Math with teacher recommendation or Pre-Calculus.

Description: The course content of Advanced Placement Calculus incorporates guidelines recommended by the College

Board for Calculus AB including: functions, limits and continuity, derivatives and applications, the definite integral and applications, methods and application of integration, and transcendental functions. Students are encouraged to take advantage of the opportunity to receive college credit or advanced standing by sitting for the Advanced Placement Calculus AB Exam. Students are also encouraged to use graphing calculators.

MUSIC

Observing any student's development through music is like watching the entire evolution of mankind being recreated. As a student enrolled

in the music program at Lewisburg Area High School, he/she will experience science, math, foreign language, history, physical education and most of all, art. The music program at Lewisburg Area High School will prepare students in the following areas: 1) the art of reading and interpreting music notation, 2) performing music independently and with others, 3) music analysis and creativity, 4) evaluation of music using critical thinking skills, 5) knowledge of music history and cultural diversity, 6) participation in the cultural/musical life of the community in local and regional music opportunities. At Lewisburg, the music student will participate in large group performing organizations, small ensembles and labs. Courses are also available in music theory. All exit outcomes in the Lewisburg Area High School Department of Music meet and challenge the National Standards for Music Education.

HIGH SCHOOL**SYMPHONIC BAND/MARCHING BAND****#740**

Grades 9-12

(1 Year, .5 Credit)

Prerequisites: Prior instruction on at least one band instrument, ability to demonstrate certain aptitudes on that instrument, knowledge of musical rudiments, and audition by the director. String bass players from the chamber orchestra may be asked to join the band for credit, but must be in good standing as a bassist in the orchestra and be invited by the director.

The Band is a performing group open to all students in grades 9-12 who play a wind or percussion instrument. Band encompasses both marching band and concert band; the two are a single course. During the late summer and fall, the band functions as the marching band. Advance preparation for this is accomplished through practicing for a week in August at required band camp. This band camp is part of the program and is graded. In addition, the band performs the pre-game or half time show at all football games. The band also participates in pep rallies, school assemblies, community events, and local community parades as well as neighboring community parades as the season and the director determines. During the remainder of the year, the group functions as the Symphonic Band presenting several concerts during the school year, in particular, one during the winter holiday season, and one during the spring term. Community performances may also be scheduled. Performance literature is drawn from all periods and encompasses every type and style within the competency levels of high school musicians. Susquehanna Valley Band, PMEA District, Regional, State Band Festivals, and local Honor Band Festivals provide an opportunity to showcase our highly talented students in their pursuit of excellence. An important part of the instrumental music program is a number of small ensembles when talent and schedule permit. Membership in small ensembles is by invitation of the band director. Ensembles included in a given year are determined by availability of students and instrumentation. Examples of groups that may exist are jazz/rock ensemble, clarinet quartets, brass ensemble,

woodwind and brass quintets, flute choir and percussion ensemble.

HIGH SCHOOL ORCHESTRA**#750**

Grades 9-12

(1 Year, .5 Credit)

Prerequisites: Prior instruction on at least one stringed instrument, ability to demonstrate certain aptitudes on that instrument, a knowledge of musical rudiments, and audition by the director.

Orchestra is a performing group open to all students in grades 9-12 who play an orchestral stringed instrument. *Wind and percussion students belonging to the band may be requested to join the class for credit by invitation of the director only.* String bass players may be asked to join the symphonic band for credit as well, but must be in good standing as a bassist in the chamber orchestra and be invited by the director. The group will present several concerts during the school year, one during the winter holiday season, and two during the spring term. Community performances may also be scheduled. Students will be responsible for learning their music. PMEA District, Regional, and State Music Festivals provide an opportunity to showcase our highly talented students in their pursuit of excellence.

You must receive permission to join the orchestra as a wind or percussion student prior to scheduling this course. This will ensure proper instrumentation and balance, which is critical to an orchestra.

CONCERT CHOIR

Grades 9-12

#760

(1 Year, .5 Credit)

The Concert Choir is a performing organization which may be made up of two choirs. Many of the students who sing in the choir each year have had no previous musical experience. An ability to read music is not a required skill. Through membership in the group, that skill will be taught to each student. All styles of choral literature will be explored in reading situations and in preparation for performances. The Choir performs major concerts each year. Prominent conductors also work with the concert choir in clinic situations. Occasionally, a Men's Choir or Women's Choir will be an adjunct of this choir. All students who are enrolled in Concert Choir are responsible for the preparation and the adjudication of musical materials. Subject areas will include posture, breath control, attack tone, resonance, diction, range, intonation and vocal interpretation as involved in correct singing processes. PMEA District, Regional, and State Choir Festivals provide an opportunity to showcase our highly talented students (beginning in 10th grade) in their pursuit of excellence.

CHAMBER CHOIR

Grades 9-12

#762

(1 Year, .5 Credit)

Prerequisites: A high degree of vocal proficiency, knowledge of the rudiments of music. *Admission to the group is by audition or invitation of the director.* Also, students must be a member in good standing of the Concert Choir in order to be considered for admission to the Chamber Choir.

The Chamber Choir is a small, select group of students with an arrangement of vocal balance designed to obtain a high degree of independence and performance. This course is designed to teach students the technical music skills of their respective instrument/voice and musicianship/sight-reading skills involved in the large and small group performance of the art. An investigation of all styles of music will be realized. PMEA District, Regional and State Choir Festivals provide an opportunity to showcase our highly talented students in their pursuit of excellence. Chamber Choir is open to students in grades 9-12.

MUSIC THEORY I

Grades 10-12

#770

(1 Semester, .5 Credit)

Prerequisites: Active enrollment in a performing ensemble

Music Theory I is a beginning course in the fundamentals of music. Students interested in enrolling in the course should have some musical background playing an instrument or singing. The course will deal with key signatures, musical notation, triads and two or four part writing. An important aspect of the course is the improvement of musicianship through

the recognition by sound of tonal and rhythmic patterns.

Theory I is the first level of a three level sequence of courses.

MUSIC THEORY II

Grades 10-12

#775

(1 Semester, .5 Credit)

Prerequisite: Music Theory I

Music Theory II is a sequential, elective course for students who have completed Music Theory I. Sight reading will be continued from the previous semester in addition to more advanced harmonic and rhythmic dictation. Written theory will also explore chord inversions and chromatic harmony. Students completing this course and Music Theory I are eligible to take the College Board Advanced Placement Exam for college credit.

AP MUSIC THEORY

Grades 11-12

#776

(1 Year, 1 Credit)

Prerequisite: Music Theory II

AP Music Theory is a sequential elective for students who have completed Music Theory II. The course will explore all harmonic tools of the twentieth century through compositions done by students and presented in a classroom lab situation. Students will also be introduced to listening techniques and basic style analysis. Because of the emphasis placed on compositions and their live performance for the class, a significant amount of time will have to be spent outside the class on composition. Students completing this course and Music Theory I and Music Theory II, are eligible to take the College Board Advanced Placement Exam.

SCIENCE

The Science Department is committed to providing students with opportunities to explore the world around them. All of the courses emphasize learning science content and processes through various hands-on activities. Students are expected to use critical thinking skills and modern technology as they apply scientific principles to solve challenging problems. A special emphasis is placed on issues linking science, technology and society as we prepare our students to act as responsible members of a local and global community.

Although the Science Department recommends the following sequence of courses, students may choose to accelerate in Science in Grade 10, 11 or 12 in order to take more of the advanced offerings in Science.

EARTH AND ENVIRONMENTAL SCIENCE #505
Grade 9 (1 Year, 1 Credit)

Earth and Environmental Science is a laboratory course which investigates Geology, Astronomy and Meteorology. Many physical science and mathematical applications are used as students explore answers to questions about their surroundings. Students are asked to examine the economic impacts of environmental decisions.

HONORS BIOLOGY #508
Grade 10 (1 Year, 1 Credit)

This course offers an investigation of living things at the cellular and molecular (chemical) levels. The topics will be covered in more detail and at a faster pace than in the tenth-grade Biology course. Highly motivated students with a strong interest in science and science related careers, such as medicine and engineering, should enroll. Students will demonstrate mastery of the course material by scoring advanced or proficient on the Biology Keystone Exam.

A teacher recommendation is required to be enrolled in Honors Biology.

BIOLOGY #510
Grade 10 (1 Year, 1 Credit)

This course offers an investigation of living things at the molecular, cellular and organism levels. An emphasis will be placed on the structures and processes necessary for all organisms to maintain life. Class activities and discussions will demonstrate the relevancy of Biology to our personal well-being and that of the planet.

This course is designed for students who intend to continue their education at a four-year college but do not intend to major in science. The course is appropriate for those planning careers in nursing and medical technology. Students will demonstrate mastery of course material by scoring advanced or proficient on the Biology Keystone Exam.

PHYSICAL SCIENCE #550
Grade 11, (Grade 12 with recommendation) (1 Year, 1 Credit)

Prerequisite: Algebra I; Not available to students who have successfully completed Chemistry.

Physical Science, an introduction to physics and chemistry, encourages students to investigate the physical world around them through various laboratory and applied activities. Students will be exposed to concepts regarding the composition,

structure, properties and the interaction of matter, as well as motion, forces, momentum, and energy.

HONORS CHEMISTRY #575
Grade 11 (1 Year, 1 Credit)

Prerequisites: Enrollment in or completion of Algebra II; Biology teacher's recommendation

Students will investigate the composition, structure, and properties of matter and how substances interact, transform, and change. To prepare for college-level chemistry courses, a high concentration of content will be covered. Students will be required to complete some sections of the course independently with teacher guidance. To be successful in this course a student must have a superior ability for independent learning, a desire to achieve to high levels, and intellectual curiosity not motivated by grades alone.

CHEMISTRY #580
Grades 11, 12 (1 Year, 1 Credit)

Prerequisites: Enrollment in or completion of Algebra II or teacher recommendation

Students will study key concepts regarding the composition, structure, and properties of matter and how substances interact, transform, and change. Through classroom demonstrations, laboratory activities, and discussions, students will learn about the chemical make-up of the world and applications of chemistry. This course will serve as preparation for college chemistry for non-science majors.

ADVANCED PLACEMENT PHYSICS #584
Grade 12 (1 Year, 1 Credit)

Prerequisites: Chemistry, Pre-Calculus, or concurrent Pre-Calculus

Logic and mathematics are used to describe the physical world. Topics include Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The content of this course focuses on material for the AP Physics B exam.

PHYSICS

Grade 12

#590

(1 Year, 1 Credit)

Prerequisites: Chemistry, Adv. Math/Trig. or Teacher Approval if currently enrolled in Adv. Math/Trig.

Physics is the final part of the high school science sequence and students will find it an interesting and useful part of their education. Topics include measurement of time and space, motion, forces, momentum, energy, and an introduction to sound, light, and nuclear physics.

ENVIRONMENTAL STUDIES

Grade 12

#594

(1 Year, 1 Credit)

Prerequisites: Biology and Chemistry or Physical Science

Students can expect a considerable amount of reading, writing and class participation for this course. We will be studying populations, ecology, biodiversity, natural resources, conservation and other topics related to the environment. This course will place an emphasis on the interconnectedness of life at the ecosystem level. We will explore current environmental issues, such as invasive species, endangered species, human overpopulation, land use, climate change, nonrenewable/renewable resources, pollution, and waste management.

ADVANCED PLACEMENT BIOLOGY

Grade 12

#545

(1 Year, 1 Credit)

Prerequisites: Recommendation of biology and chemistry teacher.

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Some AP students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors.

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

This is a very intensive course. It will expand on certain topics introduced in previous biology courses and introduce new topics as well. Students must expect summer and holiday assignments and they must recognize that there is a need to devote significant time to the course above and beyond scheduled class time. A high level of interest in science, self-discipline and self-motivation are required for success.

ADVANCED PLACEMENT CHEMISTRY

Grade 12

#555

(1 Year, 1 Credit)

Prerequisites: Completion of Algebra II and Chemistry (preferably Honors Chem), and recommendation of Chemistry teacher. Students taking this course must sign a contract provided by the Chemistry teacher, and complete an extensive summer assignment in order to complete all course material within the allotted time.

The advanced work in chemistry should not displace any other part of the student's science curriculum. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year and should be taken after the successful completion of an initial course in high school chemistry. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Students will probably need to spend at least five to ten hours a week studying outside of class.

SOCIAL STUDIES

Students are required to earn at least four social studies credits for graduation. To meet the social studies minimum requirements, students must complete the following credits:

- Grade 9: Citizenship & Economics
- Grade 10: World History
- Grade 11: American History or AP U.S. History
- Grade 12: One credit of Social Studies electives

The Social Studies curriculum has been designed to not only help students understand the influence historic events and various cultures have had on the world as they know it, but also to help students to become actively involved in the world around them. Through the use of technology, collaborative activities, and research oriented individual projects, students are encouraged to think and act as global citizens.

Due to the broad scope of ideas and information included in the curriculum, students are given opportunities to gain knowledge that will aid them in a wide variety of careers including social services, management, and legal fields.

AMERICAN CITIZENSHIP AS ACTION #204
 Grade 9 (1 Semester, .5 Credit)

American Citizenship is designed to provide students with an understanding of the American political system, and the skills necessary to exercise their citizenship in a socially responsible manner, while attempting to foster positive attitudes about the role of the citizen in American democracy. The role and functions of national, state and local governments as they relate to the student/citizen’s need for participation in government will be studied. Included will be the Constitution, Bill of Rights, political parties and elections, and the overall functioning of government at all levels and branches. Emphasis will be on the practical applications and skills of the citizen in society and his/her relationship with government.

ECONOMICS #205
 Grade 9 (1 Semester, .5 Credit)

Economics will describe the role that basic economics plays in understanding and improving the quality of everyday choice making. Economics plays a vital role in society, and that role will be examined through the choices made in the marketplace and the voting booth, especially regarding trade and exchange. The relationships between nations, as well as the everyday political affairs within the U.S. will be examined in an economic context.

WORLD HISTORY #219
 Grade 10 (1 Year, 1 Credit)

This course is designed to provide a meaningful realization of the vast contributions made by different cultures in the advancement of civilization. This course will deal with the history of the world from the end of the Middle Ages through Modernity. Major historical eras and events in European, Asian, Latin American, African, and Middle Eastern countries will be covered. The course will have a thematic approach designed to parallel chronological sequences by country, cause and effect relationships, and the influence of the past in present society with emphasis on relationships to American history. Themes include: Religion, Geography, War & Conflict, Arts/Architecture, Science & Technology, Economics, Politics/Government, World Order, Demographics and Social Trends.

AMERICAN HISTORY #200
 Grade 11 (1 Year, 1 Credit)

This course is designed to present American history and culture from 1865 to the present. American History is a general survey course which includes such topics as reconstruction, westward and imperialist expansion, military conflicts and their resolutions, civil rights, the presidencies, business, labor, immigration and minority’s conflicts and accomplishments.

GLOBAL MEDIA STUDIES #230
 Grades 11,12 (1 Semester, .5 Credit)

This course is designed to take a critical look at the nature and role of media in the contemporary world. Global Media Studies examines television, radio, newspapers, magazines, and the internet. The roles of advertising, stereotyping and propaganda will be explored by viewing DVD’s and videos in all aspects of media. Ownership and control of media will also be discussed.

INTRODUCTION TO PSYCHOLOGY #245
 Grades 11,12 (1 Semester, .5 Credit)

This course is designed to encourage students to question who they are, how they relate to others and to study the everyday behavior of people. This is an introductory course that will study basic theories and principles underlying behavior and experience. Students will be given the opportunity to explore a variety of topics ranging from altered states of consciousness to the aging process.

INTRODUCTION TO SOCIOLOGY #254
 Grades 11,12 (1 Semester, .5 Credit)

This course is designed to have students realize the dynamics of their relationships to other people and to different groups in our society; to understand the nature of culture and the structure of society. The student will examine major areas of sociology in a dynamic blend of concept, theory and application. Major content areas include society and culture, social organization, social institutions, collective behavior, adolescence, and social problems. Content areas will contain source material and case studies to involve students in the practice as well as the content of this discipline.

AP EUROPEAN HISTORY**#292**

Grades 10

(1 Year, 1.0; Credit)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, students would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

ADVANCED PLACEMENT ECONOMICS**#281**

Grades 11, 12

(1 Year, 1 Credit)

An understanding of economics is important to your everyday life. Economics helps you make more informed decisions as a consumer, worker, and citizen. Economics is divided into two major types of theory. Microeconomics is concerned with individual producing or consuming units and generally involves individual decisions. Macroeconomics is concerned with the economy as a whole and generally examines social economic decisions. This course prepares students for the Advanced Placement examination. Although not required, completion of the AP Exam is highly recommended.

ADVANCED PLACEMENT U.S. HISTORY**#293**

Grades 11, 12

(1 Year, 1 Credit)

To give students an in-depth course in American History in preparation for the Advanced Placement United States History Test. In addition, college bound students with a strong interest in United States History should benefit from the design and requirements of the course. The course will focus on the intellectual, cultural, social, economic, and political history of the United States. Students should obtain a detailed knowledge of United States History through the use of text and supplemental readings, and individual research and writings.

ADVANCED PLACEMENT GOVERNMENT & POLITICS**#290**

Grade 12

(1 Year, 1 Credit)

This class is designed as an elective for those students who are college bound and want the challenge of a course that is designed to be a freshman level college course. During the month of May the students have the opportunity to take a test offered by the Educational Testing Service. If students score well on the test, they may receive some college credit. The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions,

groups, beliefs, and ideas that constitute United States' political reality. The basic content areas will include: 1) Constitutional Underpinnings of United States Government, 2) Political Beliefs and Behaviors, 3) Political Parties, Interest Groups, and Mass Media, 4) Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal, 5) Public, and 6) Civil Rights and Civil Liberties.

THE COMPARATIVE WORLD**#285**

Grades 11, 12

(1 Semester, .5 Credit)

The course is designed to improve geography skills and provide students with an analytical view of how geography has impacted historical events and issues in the contemporary world. This course is designed to introduce the student to the comparative geography, history, economics, politics, and culture of the contemporary world since 1945. In this course, you will learn modern geography and some of the important political, economic, social, intellectual, cultural and religious changes that have shaped the development of recent world civilization. Through the study of geography, students will understand the forces at work in the development of the contemporary world. Students will also gain a broader understanding of the world's regions and the influence those regions had and have on the people, history, and culture of the world we live in today.

WELLNESS

Wellness is the most important part of the physical, emotional, and social development of all human beings. Wellness includes physical education, health education, driver education, and health services. Career opportunities will be explored in all wellness courses. It is the goal of the Wellness Department to allow students to develop appropriate lifelong knowledge, attitudes and behaviors. Through a variety of classroom and gymnasium activities, students will become proficient in the national/state standards established for these subjects.

PHYSICAL EDUCATION

Grade 9 #300 (1 Year, .5 Credit)
Grade 10 #302 (1 Year, .5 Credit)

Ninth and tenth grade students are offered opportunities to participate in flag football, team handball, gymnastics, aerobic conditioning, physical fitness testing, hockey, basketball, volleyball, softball, core training, and organized activities that include the use of cardio watches. Students will have the opportunity to assess personal strengths and weaknesses to allow them to select activities most appropriate to their personal goals. Through active participation, opportunity is given to the students to develop desirable attitudes of sportsmanship, cooperation, responsibility, appreciation of the skill of others, and an understanding of the strategies employed while playing a particular sport.

PHYSICAL EDUCATION #304
Grades 11-12 (1 Year, .5 Credit)

Eleventh and twelfth grade students are given opportunities to participate in badminton, pickleball, lacrosse, soccer, weight training, volleyball, ping pong, aerobic conditioning, ultimate frisbee,, and organized activities that included the use of cardio watches. Students will be encouraged to design, monitor and participate in personal fitness programs in accordance with principles of training and conditioning that will aid them in achieving their goals. Through active participation, opportunity is given to the students to develop desirable attitudes of sportsmanship, cooperation, responsibility, appreciation of the skill of others, and an understanding of the strategies employed while playing a particular sport.

WEIGHT TRAINING FOR ATHLETES #310
Grades: 10, 11 (1 Year, .5 Credit)

Note: Physical Education elective in place of regular Physical Education credit

This course is designed to provide a student athlete an opportunity to increase muscular strength and endurance during the school day. Individualized programs will be developed for each athlete, that will include basic core lifts and sport specific lifts and exercises. Students will be responsible for maintaining and tracking records of their individual workouts. Through active participation, opportunity is given to students to improve muscular strength and endurance to enhance their athletic performance and to assist in preventing injury.

DRIVER EDUCATION THEORY-- PENNSYLVANIA DRIVER ENHANCEMENT PROGRAM #307
Grade 10 (1 Year, .5 Credit)

This course is designed to increase and develop the attitude of potential drivers before they get behind the wheel of a car. Through knowledge and the proper attitude, potential drivers can be influenced to use sound judgment when they start to drive. This course recognizes that driving is a life changing experience. This course teaches good, sound driving practices, characteristics of a good driver, and responsibilities to one's self and society. The Pennsylvania Driver Enhancement Program and the new Pennsylvania expectations strive to make each and every student a productive low-risk driver.

Optional: **Behind the Wheel Driving** - The Lewisburg Area School District recognizes the fact that the biggest threat to our teenagers' lives is death in an automobile. This course (at a cost of \$25.00) is a state-approved behind the wheel course that teaches good visual habits, defensive driving techniques, and various driving maneuvers. Successful completion of this course, along with the classroom theory course, qualifies students for additional benefits. Insurance deductions and, if qualified, an early regular license are two of the benefits besides learning proper driving techniques. The instructor will provide additional information about Behind the Wheel driving.

HEALTH EDUCATION #330
Grade 11 (1 Year, .5 Credit)

Health Education is an introductory course that covers a variety of current teenage health-related topics including stress and suicide, nutrition, drug education, human sexuality/AIDS, and first aid/CPR. Through a variety of classroom activities, students will have the opportunity to learn about, discuss appropriate health behaviors and incorporate them into their lifestyle.

SPORTS AND FITNESS #334
Grade 12 (1 Year, .5 Credit)

Prerequisites: Health Education

Through classroom work and practical application in the gymnasium, students will be able to make informed decisions regarding their personal fitness and sports participation. Through discussion and assignments students will also investigate the role of sports in American society. Possible topics include weight training, diet, the effects of drugs, mental aspects of sports, training techniques, injuries, and the benefits/risks of participation in athletics.

HUMAN ANATOMY/PHYSIOLOGY #346
 Grade 12 (1 Year, .5 Credit)

Human Anatomy and Physiology is the study of the human body, its structures and functions. Topics to be discussed include the various body systems, physiological and psychological interactions, modern medicine and the human body of the future.

Prerequisites: Health Education

SUN AREA TECHNICAL INSTITUTE PROGRAM

SUN Area Technology Institute (SUNATI) courses are designed to prepare students for future employment and/or education beyond high school. All SUNATI programs are tech prep certified leading to higher education choices at over 45 Pennsylvania post secondary schools. Students electing this program may attend the technical school full-time in the twelfth grade or earlier with the permission of the high school principal. Students will follow the SUNATI school calendar. Students attending SUNATI remain students at Lewisburg Area High School, and they may participate in all athletic programs, assemblies and graduation activities. SUNATI is an extension and a vital part of Lewisburg Area High School.

Students who plan to attend the SUN Area Technical Institute during their senior year should complete the following credits by the end of their junior year:

- English: English 9, 10, 11 (Practical Writing will be completed during senior year)
- Social Studies: 3.0 credits
- Mathematics: 3.0 credits
- Science: 3.0 credits
- Health: 0.5 credit
- Physical Education: 1.5 credits (.5 to be completed during senior year)

Note: Students attending SUNATI during their senior year need 3.0 credits each of Math, Science and Social Studies, 3.5 credits of English, a Graduation Project and successful completion of a course of study from SUNATI for graduation.

Sun Tech to Lewisburg Grading conversion

Lewisburg	A 100-92	B 91-83	C 82-74	D 73-65	F 64-
Sun Tech	5 100-94	4 93-86	3 85-78	2 77-70	1 69-

example: 94 at SUN ATI = 92 at Lewisburg

Students registering for SUNATI should complete an Application Form available in the Guidance Office. On the LAHS Course registration form, students should register for

1. **SUNATI PROGRAM #999**
 This program is worth 6.0 credits
2. **SUNATI PHYSICAL EDUCATION #306**
 All contract physical education students are required to fulfill the time requirements set forth by their individual elected activities. The activities may include jogging, walking, tennis, volleyball, roller skating, varsity sports, dance, exercises, weight training and bowling. This is a requirement for graduation.
3. **PRACTICAL WRITING #170**
 Practical Writing is a one-semester course designed for occupational, technical, or vocational students. This is a requirement for graduation.
4. **SUNATI MATH #997**

SUN TECH MATHEMATICS PROGRAM

The programs at SUN Area Technical Institute require that every student have proficiency in basic math including addition, subtraction, multiplication, division, usage of decimals, usage of fractions and percentages. Every student takes a diagnostic test at the beginning of the school year. If students do not pass this test they must take a remedial math course in order to graduate from SUNATI.

We also offer Math courses to those students who need Math credits in order to graduate or to those students who are furthering their education and want to keep their math skills sharp. The courses offered are Integrated Math (used for PSSA remediation also), Pre-Algebra, Algebra 1, Algebra 2, Geometry, Trigonometry, and Calculus. Our goal is to have students prepared for post high school employment, trade school, two-year and/or four-year college programs.

Integrated math covers basic math skills as well as probability and statistical measure. It also covers selected topics in Algebra, Geometry and Trigonometry.

Pre-Algebra covers topics such as solving equations, inequalities, factors, fractions, exponents, ratios, proportions, percents, graphing, area, volume and right triangles.

Algebra 1 includes working with real numbers, solving equations and inequalities, polynomials, factoring, fractions, exponents, and graphing and working with functions.

Algebra 2 expands on all concepts in Algebra 1 and also includes linear functions and equations, rational expressions, irrational and complex numbers and solving quadratics.

Geometry topics include, angle relationships, congruent and similar triangles and polygons, circles and constructions, coordinate geometry and areas and volumes of polygons, quadrilaterals and circles.

Trigonometry covers all of the trigonometric functions (including graphing), application of trigonometric identities, solving triangles, inverse functions and equations, and polar coordinates.

Calculus topics include functions, graphs, limits, differentiation, exponential and logarithmic functions and integration.

SUN AREA TECHNICAL INSTITUTE PROGRAM OFFERINGS

Program descriptions are provided by the SUN Area Technical Institute

ADVANCED PRECISION MACHINING

Prerequisites: Knowledge in the following areas are to the student's advantage, but not all areas are required: Computers, Algebra, Geometry, Physical Science, Industrial Arts, Metals, Mechanical Drawing, Computer Aided Drafting (CAD), principals of technology, welding.

Skills: Good hand-eye coordination, attention to detail and an ability to do accurate work are desirable.

Purpose: To develop the skills necessary to operate computerized (CNC) and manual machinery. Design, modify and produce components using the latest Mastercam and Autocad computer programs. Learn to set up and operate computer controlled (CNC) and manual machinery to mill, turn, grind, and saw materials. Plastic injection molding, blueprint reading, heat treatment and measuring techniques are also covered. Students attain national certification through NIMS (National Institute of Metalworking Skills).

Description: A machinist doesn't think of metal as something hard and unchangeable. They can make anything they want, or replace nearly any part that's ever been made. Students setup and operate machine tools to fabricate and repair parts and components. A machine tool is a power driven machine capable of holding both the piece of material and the cutting tool. A machinist performs cuts on the work to bring it to the desired dimensions and form. Metal blocks are transformed into intricate parts such as sprockets, gears, pistons, tools, wheels, and molds. These parts are then assembled into cars, bikes or machines, which mass produce every conceivable manufactured good. Machinists are the foundation of all industries. Virtually every manufacturing or construction job has roots in machining. Machinists are the only skilled workers capable of reproducing the actual tool they are using! Students in Advanced Precision

Machining can go directly to work through the school's Co-Op program. This allows students to receive on the job training while in school, and get paid for it. Advanced Precision Machining students have one of the highest job placement rates in the school. Machining is an excellent beginning to a career in engineering. Students who prefer to continue their education can do so at the Pennsylvania College of Technology, Thaddeus Stevens School of Technology and the Harrisburg Area Community College. Qualified students may obtain up to 15 college credits in advanced placement resulting in substantial savings in the total cost of their college education.

Requirements: Individual and group projects, quizzes, and tests

ADVANCED WOOD PRODUCTS MANUFACTURING

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are NOT required. Algebra, General Science, Geometry, Industrial Arts, Mechanical Drawing, Woodworking, Basic Math, Business Math, Computers, Trade Math, Trigonometry, General Typing.

Skills: Ability to follow instructions, hand/eye coordination, problem solving abilities, technical thinking, must be able to work with and relate to others in a team situation.

Purpose: Prepares students to earn gainful employment in one of the areas many woodworking/manufacturing industries. Students may further their education at such institutions as Penn Tech, Thaddeus Stevens College of Technology, Williamson College and others throughout the state. In many cases students can articulate credits earned toward an advanced degree and in some cases, qualify for a completely free two-year education.

Description: Advanced Wood Products Manufacturing students are educated and trained to be quality machine operators, production workers and technicians. In our geographic area, wood products manufacturing remains one of the top career fields. Students study industrial product planning and automated manufacturing methods. Students learn traditional machining and production methods, as well as state-of-the-art CNC routing and boring. Students are instructed in basic CNC Programming, Computer- Aided Design and program storage and retrieval. Instruction is given on materials, layout, print reading, construction methods, plastic lamination, shaping, sanding, finishing, cost estimating, jointery, plant safety, and worker safety. In addition, students receive instruction in Welding, Precision Machining and Drafting/CAD Technology because all of these programs are part of the Manufacturing Cluster at SUN Tech.

Requirements: Individual projects, team projects, homework, quizzes, technical reports and community service projects. Cross training within the Manufacturing Cluster.

ADVERTISING ART & DESIGN

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Illustration, Photography, Fine Arts, General Science, Industrial Arts, Mechanical Drafting, Basic Math, Computer, General Typing, Publication Design, Graphic Design, Adobe software (in-Design, Illustrator, Photoshop, Dreamweaver and Flash).

Skills: Communication, hand/eye coordination, creativity and artistic ability, follow and apply instructions, and problem solving skills.

Purpose: Students successfully completing this program would be prepared to work in the Advertising Art and Design field, open their own free lance business or go into higher education.

Description: The course is designed to prepare the student for entry into college or the advertising art and design field with a hands-on-type of working atmosphere which resembles, as closely as possible, working conditions found in industry. The students' task list places an emphasis on developing good work habits and executing precise, clean, well-designed portfolio samples needed for prospective college or employment interviews. The Advertising Art and Design competency-based curriculum offers instruction in art principles and skills in the various art and graphic design media. The student will attain a working knowledge of color and design, typography and layout, illustration techniques and preparation of work for production. Students are required to master page layout, illustration, photo manipulation and web design software on the computer. An artist or designer must take constructive criticism and be able to work with others as well as alone. Keeping up with current trends and art styles is a must. Artistic appreciation, creativity, verbal sales ability, and plenty of self-discipline are needed.

Formal training and a high school education are required before the student becomes a qualified advertising artist. Continuing education at the college level will ensure a broader range of employment opportunities, as well as double the salary. Whether students have had extensive or limited art training, they will start by learning basic skills and build on that foundation.

Students completing training may find employment in graphic design, visual communications, advertising layout, computer graphics, desktop publishing, web page design, illustration and photography. Other opportunities are available to graduates in the fields of publishing, multi-media and television. A well-prepared student may work his or her way up from an entry-level artist to the advertising director of a large firm. The number of opportunities for employment and advancement are expected to be good for the next five to ten years. A moderate increase in the overall number of art positions is anticipated in the years ahead.

Requirements: Projects, team learning, independent learning, quizzes, and tests.

AUTO TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but not all are required. Bookkeeping, General Science, Mechanical Drawing, Basic Math, English, Communication Arts, Geometry, Business Math, Physics, Computer Science

Skills: In the Automotive Technology course at SUN Tech, students are given the opportunity to obtain the necessary skills and competencies to maintain, diagnose and repair the advanced systems on modern automobiles. Students use common hand tools as well as power tools such as impact wrenches, grinders, drills, tire machines and automotive lifts. Students will also be using state-of-the-art equipment such as electronic engine analyzers, oscilloscopes, scan tools and internet-based information systems.

Purpose: To prepare students to obtain an entry-level position in an automotive dealership or independent service facility. Also, prepares students who wish to pursue an associate or bachelor's degree in automotive technology.

Description: The Automotive Technology program will consist of daily theory lessons as well as hands-on shop activities. Both follow NATEF guidelines and expose students to most of the operating systems on modern automobiles. Students will have the opportunity to obtain a PA State Inspection License, Air Conditioning Certification, SP/2 safety certification, advance status for ASE tests and possibly advanced placement at post-secondary institutions.

Requirements: Homework, tests, select live work and structured shop projects.

CARPENTRY

Prerequisites: Knowledge in the following areas would be to the student's advantage but all areas are NOT required: Bookkeeping, General Science, Geometry, Industrial Arts, Mechanical Drawing, Woodworking, General Math, Business Math, Trade Math, Physics, Communication.

Skills: Manual dexterity, hand-eye coordination, the ability to follow instructions, work as a team member and independently at times, practice time management, and perform problem solving skills.

Purpose: To prepare students for either a job entry level position in the construction field or an Associate/Bachelors degree in the building construction field. Students will have the opportunity to earn college credits while completing the Carpentry curriculum.

Description: SUN TECH carpentry students will learn all aspects of residential and light commercial construction through classroom theory and practical shop instructions. Areas covered, but not limited to are: construction safety, framing, siding, roofing, interior wall finish, and trim. Most years students will be involved with building projects outside the school. Emphasis is placed on developing the skills the student will need for any future endeavors.

Requirements: Students must possess the desire to learn with a strong work ethic.

COLLISION REPAIR TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are NOT required. Basic Math, Trade Math, Bookkeeping, General Science, Physics, Industrial Arts, Metal Working, Mechanical Drawing, Computer Skills.

Skills: Hand-eye coordination, ability to interpret and reconstruct shapes and patterns, critical thinking skills, adaptability to change, a working knowledge of measurement in both standard and metric-linear and liquids.

Purpose: To prepare students as entry-level technicians in the field of collision repair or to continue education required for attainment of an associate degree.

Description: The Collision Repair Technology course at SUN Tech is the first in the Commonwealth of Pennsylvania to be evaluated by the "National Automotive Technicians Education Foundation, Inc." (NATEF) and certified by the "National Institute for Automotive Service Excellence" (ASE). Students will have instruction in State-of-the-Art I-CAR certified repair techniques in the following areas: Non-structural analysis and damaging repair, painting and refinishing, plastics and adhesives, structural, analytic and damage repair. The course includes theoretical study and practical application in all areas related to the collision repair industry including major and minor collision repair, MIG welding, base-clear and tri-coat refinishing, color matching and blending, SMC and urethane plastic repair, glass service, and supplement restraint systems. Students are evaluated on practical hands-on application skills and through ASE type-written examinations. Some graduates of the course will be eligible for one year service credit toward applying for ASE certification in any or all of the four specialized technical areas within the trade. Related areas of employment are: insurance adjuster, automotive refinish, parts and sales, assembly line refinishing. Students will learn employability/TQM transferable skills and take program studies in related career cluster or technology related programs. Example: Diesel Technology and Auto Technology on how Collision Repair Technology students work together with other career fields. This will give students

experience in related career fields and future job choices, if they are needed.

Requirements: Written Tests, Practical Tests, Homework, Cross Cluster Projects (team learning), and Individual Projects

Adv. Placement: Through the "PC Now" program, Collision Repair Technology students have the opportunity to dual enroll, meaning the student will apply and be a registered Pennsylvania College of Technology student while they attend SUN Tech and actually earn **college credits**. This is not mandatory, but an option to the students, which can save them \$\$\$\$ in college tuition and expenses. Students also have the opportunity to receive advanced placement with Penn College. A student who successfully completes the Collision Repair program can be given credit for up to four courses at Penn College which can be a savings of over \$4,000.00 on college tuition.

COSMETOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Biology, Chemistry, Communications, General Science, and Basic Math.

Skills: Communication, hand-eye coordination, form and artistry, apply instructions, adaptability and problem solving.

Purpose: Prepares students for the Pennsylvania Cosmetology State Board Exam as well as on the job application of hair, skin and nail services as they apply to salon work. Students successfully completing this program would be prepared to work in a salon, or further their education in principles of business management, teaching or specialized career training.

Description: The Cosmetology course at SUN Tech includes theoretical studies and the application of all aspects of hair, skin and nail care. Students are trained in the theoretical areas of anatomy/physiology, decontamination, safety and management. Eighty percent of all course activities are hands-on-applications including the operation of a clinical/salon area where students work on clients just as they would in a licensed salon. The topics and skills covered include hairstyling, hair cutting, hair coloring and lightening, permanent waving, hair straightening, braiding, skin care, massage, makeup, hair removal, nail care, artificial nails, nail art, ethnic hair care, male hair cutting and styling and product knowledge.

In order to acquire the 1250 hours of supervised instruction required for the PA State Board of Cosmetology licensing examination, students attend a 300 hour summer program at SUN Tech immediately prior to their year at SUN Tech.

Requirements: Individual and team projects, written evaluations, professional development activities, salon visitations and related homework.

DENTAL HEALTH TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the students' advantage, but all areas are not required: Algebra, Geometry, Chemistry, General Science, Computer, General Arts and Communications.

Skills: Communication, ability to follow and apply instructions, adaptability, problem-solving, tactile sensitivity, time management and team building skills.

Purpose: Introduction to dental related terminology and procedures utilized in the dental health profession. The Dental Health Technology Program prepares students for the world of work as a dental assistant. It also prepares students to take the Pennsylvania Radiology Registration examination through DANB. The program also prepares students for emergency situations and health-related experiences. Students can obtain CPR/AED and First Aid Certification. Students utilize recommendations from the OSHA and CDC guidelines for dental professions. Students must participate in clinical rotations.

Description: The Course encourages skills and attitudes consistent with the professional dental practice. The course integrates lectures, demonstrations and hands-on activities plus practical clinical experience in a dental practice attached to the classroom. There is also participate in clinical rotations through state clinics and private specialty practices. This allows the student to practice learned skills, apply knowledge, solve problems, and practice time management. It also allows the student to apply psychology, communication skills, people skills, self-discipline, team building skills, and work effectively with diverse populations. The student will gain a better understanding of business, industry, and community needs. The student can use this course as a stepping stone for higher education such as a dentist or dental hygienist.

Requirements: Current Immunizations and uniforms required for clinical. Practical, tests, quizzes, homework, reports.

DIESEL & TRUCK TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are NOT required. Bookkeeping, General Science, Mechanical Drawing, Basic Math, Business Math, Trade Math, Physics, Electronics and Computers.

Skills: In the Diesel & Truck Technology course at SUN Tech, students are given the opportunity to learn the necessary skills and competencies to locate problems, make adjustments or repairs, prevent breakdowns and keep up with the technology of modern diesel equipment. Students work with power tools such as pneumatic wrenches and common hand tools. They also work with state-of-the-art equipment, computer aided instruction and information systems.

Purpose: To prepare students as entry-level technicians in the field of diesel repair or to continue education required for attainment of an associate degree.

Description: The Diesel and Truck Technology course at SUN Tech prepares students for higher education or employment in the field of truck and bus repair or maintaining diesel engines and other related equipment used to power ships, trains, electric generators and construction machinery. A working knowledge of the trade is taught through theory and practice, disassembly of gasoline and diesel engines, clutches, transmissions, differentials, brakes (hydraulic and air brakes), electrical systems and electronic trouble shooting. Those trained in diesel technology can secure employment as technicians working on

trucks, buses, agricultural and construction equipment. Graduates will be given the Pennsylvania Vehicle Safety Inspection Mechanics examination and prepare to take the Automotive Service Excellence (ASE) tests. Students can receive credit in the Pennsylvania College of Technology's Diesel program or its Service and Operations of Heavy Equipment program.

The Diesel & Truck Technology course, along with trade experience after graduation, will help prepare students for ASE certification.

Requirements: Projects, team learning, quizzes, tests, homework

DRAFTING CAD TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Algebra, Geometry, Basic Math, Electrical, Metalworking, Basic Mechanical Drawing, Woodworking, General Science and Residential Construction, Basic Architectural Drawing.

Skills: Problem solving, ability to apply theory to practical applications, good visualization skills.

Purpose: To prepare students with the knowledge and skills to create drawings used in industry standard software package to enroll in higher education to pursue specialized drafting careers or start an entry level job in Drafting and Design.

Description: The Drafting Program at SUN Tech involves instruction in basic drafting techniques using CAD, which include: geometric construction, orthographic projection and production drawings. These skills are developed through the practice of translating ideas and calculations into working plans from which the designed object can be constructed or produced. The Internet is used to research new products, sizes and technical specifications. Students will make application of skills learned by selecting the best procedures to create quality drawings using a CAD system (Computer Aided Drafting) to create drawings as used in industry. Industry standard hardware and software, AUTOCAD, will be used to provide a working environment for all students. Students can obtain entry level CAD position or they can apply for advanced placement to reduce tuition costs at Penn College of Technology and other colleges. Students will receive some training on programming and using a CNC Mill Machine, and will see how CNC applies to a manufacturing environment. Students are also exposed to rapid prototype technology by which a design could be drawn and designed in the morning and the student can leave at the end of the day with a finished part. Advanced students will also have the opportunity to work with parametric CAD programs such as Autodesk's Inventor and Revit and Microsofts Office programs. Students are able to obtain up to 9 college credits (Mechanical) or 3 college credits (Architectural) thru Penn College of Technology's PCNOW program. Student must meet appropriate entrance requirements.

Requirements: Individual and team projects, procedural reasoning and tests.

ELECTRICAL SYSTEMS TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Industrial Math, Algebra, General Science, Physics, Mechanical Drawing, Computer Basics.

Skills: Good hand-eye coordination, ability to work with tools, manual dexterity, problem solving skills, ability to follow instructions, communication skills, basic mathematical skills.

Purpose: Students are prepared for entry level positions in the Electrical Industry as Residential Wireman, Electrician's Assistant, Maintenance Assistant, Telecom Cabling Assistant, or a variety of positions related to providing electrical products and services. Students are also prepared to go on to enter higher education with advanced placement at many institutions of higher learning.

Description: Learning is accomplished through a combination of classroom instruction and practical, hands-on assignments. Projects, both within and outside of the school, give students hands-on experience in a safe, supervised environment. Students design and build electrical systems to meet the requirements of the National Electrical Code and OSHA. Emphasis is placed on developing skills used in residential, commercial, and industrial installation, design and repair. Local methods, materials and requirements are taught, therefore making successful graduates highly employable.

Requirements: Hands-on tasks, written assignments, classroom instruction, team learning, written and practical quizzes, project assignments, final exam, homework.

ELECTRONICS TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Algebra, General Science, Geometry, Industrial Arts, Electrical, Basic Math, trigonometry, Physics, Chemistry, Keyboarding.

Skills: Strong math skills, communication skills, analytical thinking skills, problem solving, ability to work with small components.

Purpose: Prepare students for further education or employment in the field of Electronics Technology. Students successfully completing this program will be prepared to enter the workforce as entry level technicians enter Penn College's Electronics Technology curriculum with 15 credits or enter Luzern Area Community College with 9 credits towards their Sustainable Energy Degree.

Description: The Electronics Technology course at SUN Tech teaches students the basic laws of electricity and applications of electronic circuitry through study and laboratory experimentation. Students learn the fundamentals of analog and digital electronics as well as proper use of test equipment for both technologies. Throughout the analog section of study the student will learn basic nano-fabrication processes that are used to manufacture integrated circuits (computer chips), as well as testing techniques for the technology.

SUN Area Technical Institute's curriculum subject matter is identical to the Penn College of Technology's first semester of

electronics courses. ~~Copied~~ Entering the SUN electronics program the student can be "dual enrolled", meaning the student will apply and be a registered Penn College of Technology student while they attend SUN. The student will do course work at SUN Area Technical Institute, but will work on campus with the instructors at the Pennsylvania College of Technology. Various lab work and tests will be administered on the college campus by the Penn College faculty. After one year of course work at SUN Tech, the student will receive 15 Penn College credits, and will accumulate a GPA for the courses he/she has taken. There is a \$20.00/credit cost to the student for the college credits, and no cost for books and student supplies. SUN Tech also articulates electronic and sustainable energy curriculum credits to Luzern Area Community College (local campus in Shamokin, PA)

During the school year several hours per day are committed to other areas of study such as PC construction and configuration. After these computers are built the class will move into the networking portion of the computer work. The networking section of study will involve all networking hardware and software for Windows protocols (TCP/IP and NetBUEI). Upon completion of the computer construction/networking section of study a student may opt to take the A+ certification exam.

Students will also build and design basic robots using various robotics kits. SUN Tech enters the annual robotics competition held at Penn College in the spring of the year. Students entering this competition in 2008 and in 2009 won \$1000 scholarships. The student will also receive training in C-Tech copper cabling and fiber optics curriculum (network cabling). Certification tests are also administered at no cost to the student.

Requirements: Homework, quizzes, tests, lab reports, notebooks, hands- on evaluation and oral presentations.

Course No. ____

FOOD SERVICE

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are NOT required. Bookkeeping, General Science, Basic Math, Business Math, Computer, General Typing.

Skills: Communication/interpersonal skills, hand/eye coordination, ability to follow and apply instructions, adaptability and problem solving.

Purpose: The Food Production, Management and Services course at SUN Tech-prepares students for higher education or employment in the Food and Hospitality Industry. Instruction and specialized learning experiences include hands on running of a restaurant with various specials, and catered events. Theory, laboratory and work experiences related to menu planning, food selection and preparation, serving, cost control, inventory, safety, sanitation, use and care of commercial equipment are some of the skills taught to assist students in their career development. Students can receive credits toward an Associate or Bachelor Degree in the Food and Hospitality Programs at Pennsylvania College of Technology and other various institutions of higher learning.

Requirements: Test, homework, quizzes, team learning.

HEALTH PROFESSIONALS & RELATED SCIENCES

Prerequisites: Knowledge in the following areas would be to the student's advantage, but are not required: Algebra, Basic Math, Business Math, Bookkeeping, Biology, Chemistry, General Science, Keyboarding and Communications.

Skills: Communication/interpersonal skills, ability to follow and apply instructions. Ability to work as a team member, organizational, critical thinking and problem solving skills, positive attitude and willingness to learn are essential for persons pursuing a career in the Health field.

Purpose: To assist students who are interested in pursuing a career in the health field to make the right career choice, whether it be to enter the work force at entry level or to pursue a college education on the professional level. Assist students to further develop critical thinking skills. Provide fundamental knowledge in understanding the body in health and disease. Prepare students with basic medical terminology, medical abbreviations and critical skills to be able to communicate effectively in the health care setting. Provide relevant knowledge of current infection control and safety guidelines as practiced in the health care community. Provide students an opportunity to successfully complete a state approved Nurse Aide Course. Provide students an avenue to develop and demonstrate leadership and team building skills.

Description: The Health Professions & Related Sciences program at SUN Tech helps students learn the theory and practical skills required of a student preparing for a career in the health field. Students learn the duties of a health care giver, and have the opportunity to perform skills learned as they deliver quality patient care while on clinical affiliation at local long term care facilities, and community hospitals. Students learn the importance of commitment to other members of the health care team. Preparation is primarily in a simulated work environment combined with clinical application. Core subjects to be covered: Health Care Delivery Systems, Current Health and Medical Ethical Issues, Career Exploration, Leadership, Anatomy and Physiology in health and disease, Medical Abbreviations, Medical Terminology, Infection Control and Safety, Basic Nursing, Medical Assistant and Receptionist Skills, Human Growth and Development, First Aid, CPR, Physical Therapy Techniques and Employability Skills. As a part of the Leadership Unit, students are requested to become a member of the Health Occupations Students of America Student organization. Students wishing to complete the Nurse Aide Course will be required to satisfactorily complete the theoretical and clinical aspects as approved by the Commonwealth of Pennsylvania through facilitated independent study. Students who plan to attend college to pursue a medical/health related career and are unable to attend the entire school day or year, may attend for medical terminology or anatomy and physiology. After taking a placement test, students will have the opportunity to enroll in the "Intro to Allied Health" course given by HACC while attending the Health Profession and Related Sciences Course at SUN Tech. Students enrolled in this course will receive three college credits through HACC. Students completing the HPRS Course will have first priority admission into the CSIU LPN Center.

Requirements: Act 14 Criminal History Record Check (prior to the first day of class), Immunizations, TB tests, Physical Exam, uniforms, and notebooks.

HVAC & PLUMBING TECHNOLOGY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Basic Math, Trade Math, Algebra, General Science, Chemistry, Communications, Industrial Arts, Electrical, Mechanical Drawing, and/or Woodworking.

Skills: Manual dexterity, hand-eye coordination, the ability to follow instructions, work as a team member, practice time management, work independently, make informed decisions, adapt to change, and problem solving skills.

Purpose: The primary goals of the HVAC & Plumbing Technology program at SUN Tech is to provide students with a practical hands-on learning environment, which will introduce them to the real world of work in the HVAC & Plumbing fields. Upon completion of this course, it is expected the student should be able to obtain either entry-level employment in the trade or earn advanced placement credits toward furthering his/her education at many institutions of higher learning.

Description: HVAC & Plumbing Technology students at SUN Tech learn through classroom instruction and practical shop assignments. They learn basic system design as well as the installation and servicing of modern HVAC & Plumbing systems through practice in the laboratory or at an actual job site. Emphasis is placed on developing student skills used in residential and commercial installation and repair jobs. Additional training within this trade area is available through cross training experiences. They include either a 30-hour hands-on through engineering level HVAC & Plumbing electives, and/or cluster exploratory programs. Please contact SUN Tech Guidance Office for further details.

Requirements: A successful student must have a desire to learn. He/she will learn through actively participating in all of the following: individual and team projects, professional development activities, written and practical evaluations, and related in and out of class assignment.

INFORMATION TECHNOLOGY

Prerequisites: Knowledge in the following areas are highly recommended: Keyboarding, Algebra 1, Business Math, Business English, General Science, Technical Writing, and the Microsoft Office Suite.

Skills: Verbal communication, keyboarding, reading comprehension, logical reasoning, and ability to follow directions, problem solving, and technical writing.

Purpose: To prepare students for entry-level employment in a computer related field as a Computer Support Specialist, Network and Computer Systems Administrator, or Network Systems and Data Communications Analyst, and to prepare students for post-secondary education in computer science by providing in-depth training and hands-on experience in computer building and repair and computer networking design and maintenance.

Course Description: The Information Technology Program at SUN Tech involves learning in five major areas: NET+ Computer Networking, A+ Computer Maintenance & Repair,

Windows 2003 Server, Introduction to Web Page Development and C-TECH copper and Fiber optic cabling. Through the “Penn College Now” program, students have the opportunity to dual enroll at SUN and Penn College and actually take **6 college credits** at SUN Tech. This is not mandatory, but an option to the students; which can save them over **\$2600.00** in college tuition and expenses. Students can also participate in the Bloomsburg University 2+2+2 “Computer Forensics” curriculum where they will be introduced to computer forensics and earn Advanced Placement credits. Students will perform many lab activities and special projects including wireless networking and wireless antenna design and testing. Students will have the opportunity to learn about computer networking through the Net+ curriculum where they will learn to install and configure network equipment such as Hubs, Switches, Routers, and Network Interface Cards. They will learn how to install and properly terminate network cabling in both copper and fiber optic systems through the C-TECH program. Students will also learn the fundamentals of installation, configuration, and administration of Windows 2003 Server as well as A+ Computer Maintenance and Computer Repair skills through the building of laptop and desktop computers.

MASONRY

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Basic Math, Trade Math, Bookkeeping, General Science, Mechanical Drawing, Geometry

Skills: Manual dexterity, good physical condition, hand-eye coordination, creativity, communication/interpersonal skills, ability to follow and apply instructions and demonstrate a high level of problem solving skills in working with various shop projects.

Purpose: Students successfully completing this course will be prepared to work for masonry contractors, work independently or enroll in higher education.

Description: The Masonry course at SUN Tech prepares the student for higher education or employment. Students will learn the use of basic masonry hand tools in applied application and theory format. Various power tools will be introduced. Electric and gas powered masonry saws will be utilized for precision cutting of masonry units. Students will learn operation of mechanical mortar mixer, power trowel, power screed, and other power equipment as required. Block and brick masonry, concrete, stone, and tile masonry will be covered. Stucco and waterproofing are also covered. Students will learn to layout and estimate projects, through theory and practical experience. Graduates will be prepared for advance placement through an articulation agreement with Pennsylvania College of Technology and up to 12 college credits are available depending on the level of competency achieved. Additional training within this trade area is available through cross training experiences. 30 hours, hands-on through entry-level cluster exploratory programs are now offered. The Right To Know Law is also covered.

Requirements: Projects, team learning, quizzes, tests, homework. Live work.

POLICE, CORRECTIONS & SECURITY SCIENCES

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Computer Skills, Psychology, Basic Math, Biology, General Science, General Typing, and Advanced English. (Any student who has been convicted of a felony criminal offense will not be eligible to participate in the Police and Security Science Program).

Skills: Communication (written/verbal), hand/eye coordination, follow and apply instructions, problem solving skills, physical fitness.

Purpose: Students successfully completing this program would be prepared to work in the law enforcement, corrections, telecommunications and security fields after furthering their education or military training.

Description: This program offers the entry-level skills and knowledge required for employment in the Police, Corrections and Security Science professions such as police officer, security officer, correctional officer, dispatcher, store security and military police. These skills are acquired through a combination of classroom training and hands-on experience. The program content consists of instruction in -criminal justice, corrections, crime scene, emergency medical, telecommunications and law enforcement skills. Due to the required additional training and education beyond high school, this program will require excellent written and communication skills, emphasizing high academic standards.

Upon successful completion, the student will have certificates in Telecommunicator I, Hazardous Materials Recognition and Identification, CPR, First Responder, IS-100, IS-200, IS-700 and Weapons of Mass Destruction Awareness.

Requirements: Projects, team learning, quizzes, tests, homework.

WELDING

Prerequisites: Knowledge in the following areas would be to the student's advantage, but all areas are not required: Math, General Science, Electrical, Metal Working and Mechanical Drafting.

Skills: Good eyesight, manual dexterity, hand-eye coordination, the ability to follow instructions, work as a team member, work independently, and practice time management.

Purpose: To provide students with a practical learning environment that will introduce them to college approved courses and the real world of work in the field of welding. Upon completion of the course, the student should be able to obtain entry-level employment, or continue their training by applying earned credits to The Pennsylvania College of Technology.

Description: The SUN Tech Welding Program provides students with the hands-on training and theoretical background required for an entry-level position in the field of welding. Students interested in furthering their education can earn up to 8 Penn College Now credits, and advanced placement credits while attending SUN Tech. Students may also choose to participate in Co-op and earn pay while being trained. The Welding program prepares graduates to work as combination welders, production welders, arc welders, or fitters. Students will design and fabricate projects. They learn to test and inspect

welds using all processes, including magnetic particle and ultra sound testing. Upon completion of the program, students will have gained skills in oxyfuel cutting and welding, oxyfuel brazing, plasma arc cutting, shielded metal arc welding, gas metal arc welding, flux cored arc welding, CNC plasma cutting, programming, and submerged arc welding. Processes are used manually, semi-automatically and automatically. Knowledge of mechanical properties and effects of heat on steel, aluminum, cast iron, stainless steel and other metals is increased. In

addition, welder qualification tests according to AWS, ASME, API and other agencies codes may be administered.

Requirements: A student must have a desire to learn. He/she will learn through actively participating in all of the following: individual and team projects, professional development activities, written and practical evaluations, total quality curriculum, and related in and out of class assignments.

LEWISBURG AREA HIGH SCHOOL FACULTY

Peggy Albright.....	Special Education
Mark Berger.....	Technology Education
Steven Bieber.....	Special Education
Jennifer Boyer-Swatala.....	Social Studies
Virginia Bower.....	English
Faith Bringer.....	Special Education
Kevin Britton.....	Social Studies
Jessica Clark.....	English
Jonathan Clark.....	Mathematics
Michael Creeger.....	Social Studies
Donna DeCerchio.....	German
Kim Early.....	Reading
Colleen Egan.....	Special Education
Peter Ellis.....	Health/Physical Education
Christy Emigh.....	Art
Michael Espinosa.....	English
Joseph Faust.....	Mathematics
William Fennell.....	English/French
Sarah Friedberg.....	Spanish
Angela Gockley.....	Science
Jean Gold.....	English
Diane Hackenberg.....	English
Justin Hill.....	Instrumental Music
Helen Hower.....	Instrumental Music
Nanette Jarrett.....	Family and Consumer Science
Timothy Jarrett.....	Driver Education
David Jennings.....	Choral Music
Wayne Latchford.....	Science
Jeremy Lauver.....	Science
Mary Maneval.....	School Nurse
Valerie Mike.....	Spanish
Laurie Miller.....	Librarian
Joel Myers.....	Business Education
Roberta Pickering.....	English
Susan Rapp.....	Social Studies
Kenda Roth.....	Physical Education
Cynthia Shaffer.....	Art
Kindell Snyder.....	Mathematics
Brandi Spotts.....	Science
Kate Styer.....	Mathematics
Mark Sundberg.....	Social Studies
Mark Temple.....	Social Studies
Todd Tilford.....	Mathematics
John Vaji.....	Physical Education
Van Wagner.....	Science
Melissa Yankowski.....	Spanish

