

***Riverview***  
***Program Of***  
***Studies***  
**2016-2017**



**RIVERVIEW  
JUNIOR-SENIOR HIGH SCHOOL**

**100 HULTON ROAD  
OAKMONT, PA 15139  
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# **RIVERVIEW**

# **Program of**

# **Studies**

**Ms. Tiffany Nix, Principal**  
**Mr. Eric Hewitt, Assistant Principal**

**Mrs. Roberta Gross, Guidance Counselor**  
**Mr. Nicholas Kinek, Guidance Counselor**  
**Mrs. Tara Jo Morascyzk, Guidance Counselor**

# **RIVERVIEW HIGH SCHOOL STUDENT SCHEDULING PROCESS**

- **Program of Studies – distributed and reviewed by grade level.**
- **Electives are reviewed with students by current year teachers.**
- **Students are encouraged to review Program of Studies with parents.**
- **Course Selection Sheets are distributed to teachers and core subject recommendations are made.**
- **Course Selection Sheets are given to students and they meet with counselors and select courses.**
- **Course Selection Sheets are sent home for parent review and signature.**
- **Students will enter courses into scheduling software.**
- **Schedules will be distributed by the last day of school or sooner.**
- **Opportunities will be given to change and review schedules.**

## **SCHEDULING**

Use the suggested Program of Studies, along with teacher and counselor recommendations to complete your schedule for the next school year. Keep in mind at all times:

1. It is strongly recommended that students schedule a minimum of 37 periods, but not more than 40 periods per week. This class load would maintain a proper pace to graduate on time.
2. Every effort should be made to schedule the courses that you need to graduate on time. While some changes to your schedule may be necessary, they should be limited to schedule conflicts and should be made in consultation with a parent, guidance counselor or principal.
3. If a student drops a semester course after the first three (3) weeks of school, the final grade for the semester course dropped will be a 55% (failing grade) and will remain on the permanent record.
4. If a student drops a yearlong course after the first six (6) weeks of school, the final grade for the course dropped will be a 55% (failing grade) and will remain on the permanent record. Any student who desires to drop a course due to inability to do the work, should have his/her teacher verify this fact and then have the teacher request a schedule change prior to the sixth week of school. This six-week period also pertains to classes at Forbes Road.
5. Any class/course with less than 10 students will be eliminated from the schedule. In the event that an unusual circumstance presents itself and the circumstance impacts graduation requirements or unique student needs that cannot be met if a class/course is not held, the principal has the authority to petition the superintendent for an exception to this rule. The clause excludes AP courses and Special Education courses.

**RIVERVIEW JUNIOR-SENIOR HIGH SCHOOL  
PROGRAM OF STUDIES  
Grades 9-12**

**GRADUATION REQUIREMENTS FOR THE GRADUATING CLASSES OF 2017:**

Twenty-six and one-half (26.5) units of credit in grades 9,10, 11, and 12 and all Pennsylvania Department of Education (PDE) requirements in regard to Keystone Exam testing and achievement are required of all students and must include the following:

- A. English - 4.5 units of credit. One and a half units in grade 9, and one full unit in each of grades 10, 11, and 12.
- B. Social Studies - 4 units of credit. One full unit in each of grades 9, 10, 11 and 12.
- C. Mathematics - 4 units of credit in grades 9-12
- D. Science – 4.5 units of credit. One and a half units in grade 9 and one full unit in grades 10, 11, and 12
- E. Physical Education - One and six tenths units of credit in grades 9-12.
- F. Health - Six tenths unit of credit in grades 10-12.
- G. Arts/Humanities/Electives – 6.8 units of credit in grades 9-12.
- H. Senior transition project – one-half unit of credit cumulative – grades 9-12.

**SUMMARY:**

|                              |             |
|------------------------------|-------------|
| 1. English                   | 4.5 Credits |
| 2. Social Studies            | 4.0 Credits |
| 3. Mathematics               | 4.0 Credits |
| 4. Science                   | 4.5 Credits |
| 5. Physical Education        | 1.6 Credits |
| 6. Health                    | .6 Credits  |
| 7. Arts/Humanities/Electives | 6.8 Credits |
| 8. Senior Transition Project | .5 Credits  |

\*26.5 Units of Credit

Students must schedule a sufficient course load each year in grades 9-12 in consultation with a parent, guidance counselor and principal so as to have earned 26.5 credits, the minimum graduation requirement at Riverview Junior-Senior High School. These requirements were established by the Board of School Directors of the Riverview School District.

## **GRADUATION REQUIREMENTS FOR THE GRADUATING CLASSES OF 2018:**

Twenty-six and one-half (26.5) units of credit in grades 9,10, 11, and 12 and all Pennsylvania Department of Education (PDE) requirements in regard to Keystone Exam testing and achievement are required of all students and must include the following:

- A. English - 4.5 units of credit. One and a half units in grade 9, and one full unit in each of grades 10, 11, and 12.
- B. Social Studies - 4 units of credit. One full unit in each of grades 9, 10, 11 and 12.
- C. Mathematics - 4 units of credit in grades 9-12
- D. Science – 4.5 units of credit. One and a half units in grade 9 and one full unit in grades 10, 11, and 12
- E. Physical Education - One and six tenths units of credit in grades 9-12.
- F. Health - Six tenths unit of credit in grades 10-12.
- G. Business-1.0 credit of Personal Finance to be taken in grades 10, 11, or 12
- H. Arts/Humanities/Electives – 5.8 units of credit in grades 9-12.
- I. Senior transition project – one-half unit of credit cumulative – grades 9-12.

### **SUMMARY:**

|                              |                   |
|------------------------------|-------------------|
| 1. English                   | 4.5 Credits       |
| 2. Social Studies            | 4.0 Credits       |
| 3. Mathematics               | 4.0 Credits       |
| 4. Science                   | 4.5 Credits       |
| 5. Physical Education        | 1.6 Credits       |
| 6. Health                    | .6 Credits        |
| 7. Personal Finance          | 1.0 Credits       |
| 8. Arts/Humanities/Electives | 5.8 Credits       |
| 9. Senior Transition Project | <u>.5 Credits</u> |

\*26.5 Units of Credit

## **GRADUATION REQUIREMENTS FOR THE GRADUATING CLASSES OF 2019 and beyond:**

Twenty-six and one-half (26.5) units of credit in grades 9,10, 11, and 12 and all Pennsylvania Department of Education (PDE) requirements in regard to Keystone Exam testing and achievement are required of all students and must include the following:

- A. English - 4.0 units of credit. One unit in grade 9, 10, 11, and 12.
- B. Social Studies - 4 units of credit. One full unit in each of grades 9, 10, 11 and 12.
- C. Mathematics - 4 units of credit in grades 9-12
- D. Science – 4.0 unit of credit. One unit in grade 9-12
- E. Physical Education - One and six tenths units of credit in grades 9-12.
- F. Health - Six tenths unit of credit in grades 10-12.
- G. Business-1.0 credit of Personal Finance to be taken in grades 10, 11, or 12
- H. Arts/Humanities/Electives – 6.8 units of credit in grades 9-12.
- I. Senior transition project – one-half unit of credit cumulative – grades 9-12.

### **SUMMARY:**

|                              |                   |
|------------------------------|-------------------|
| 1. English                   | 4.0 Credits       |
| 2. Social Studies            | 4.0 Credits       |
| 3. Mathematics               | 4.0 Credits       |
| 4. Science                   | 4.0 Credits       |
| 5. Physical Education        | 1.6 Credits       |
| 6. Health                    | .6 Credits        |
| 7. Personal Finance          | 1.0 Credits       |
| 8. Arts/Humanities/Electives | 6.8 Credits       |
| 9. Senior Transition Project | <u>.5 Credits</u> |

\*26.5 Units of Credit

Students must schedule a sufficient course load each year in grades 9-12 in consultation with a parent, guidance counselor and principal so as to have earned 26.5 credits, the minimum graduation requirement at Riverview Junior-Senior High School. These requirements were established by the Board of School Directors of the Riverview School District.

### **Promotion Procedure**

Students who fail required subjects must attend summer school or repeat the course the following academic year.

## **PROMOTION POLICY for GRADES 7-12**

Students must earn a total of 5.0 credits for each grade seven and eight in order to be promoted to the next grade level homeroom. In grades 9-11, each student is required to pass a total of 6.5 credits for each grade level to be promoted. The additional .5 credit needed to reach the required 26.5 credits to graduate will be earned upon completion of the Senior Transition Project. Students will receive senior status only when they can schedule the required credits for graduation. Even if a student is promoted, all required subjects that are failed in grades 7 through 12 must be repeated.

## HOW TO CALCULATE GPA FOR CLASS OF 2018 AND BEYOND

Grade point averages will be reported by percentage and GPA calculation based on a 4.0 scale. AP Classes will be weighted at 5.0, Honors Classes will be weighted at 4.5, and Non-Weighted Classes will carry a weight of 4.0. Use the same formula as above to calculate the non-weighted GPA with the exception of adjustment for weighted courses.

### SAMPLE STUDENT FOR A GPA CALCULATION WITHOUT ANY WEIGHTED CLASSES (CLASS OF 2018 and Beyond)

| Course     | Percentage   | Weighted GPA* | Non-Weighted GPA* |
|------------|--------------|---------------|-------------------|
| English    | 89           | 3.4           | 3.4               |
| Ecology    | 80           | 2.5           | 2.5               |
| History    | 90           | 3.5           | 3.5               |
| Statistics | 88           | 3.3           | 3.3               |
| French     | 95           | 4.0           | 4.0               |
| Band       | 100          | 4.0           | 4.0               |
|            | <b>90.33</b> | <b>3.45</b>   | <b>3.45</b>       |

### SAMPLE STUDENT FOR A GPA CALCULATION WITH HONORS CLASSES (CLASS OF 2018 and Beyond)

| Course         | Percentage   | Weighted GPA* | Non-Weighted GPA* |
|----------------|--------------|---------------|-------------------|
| Honors English | 89           | 3.9           | 3.4               |
| Ecology        | 80           | 2.5           | 2.5               |
| Honors History | 90           | 4.0           | 3.5               |
| Statistics     | 88           | 3.3           | 3.3               |
| French         | 95           | 4.0           | 4.0               |
| Band           | 100          | 4.0           | 4.0               |
|                | <b>90.33</b> | <b>3.62</b>   | <b>3.45</b>       |

### SAMPLE STUDENT FOR A GPA CALCULATION WITH AP CLASSES (CLASS OF 2018 and Beyond)

| Course     | Percentage   | Weighted GPA* | Non-Weighted GPA* |
|------------|--------------|---------------|-------------------|
| AP English | 89           | 4.4           | 3.4               |
| Ecology    | 80           | 2.5           | 2.5               |
| AP History | 90           | 4.5           | 3.5               |
| Statistics | 88           | 3.3           | 3.3               |
| French     | 95           | 4.0           | 4.0               |
| Band       | 100          | 4.0           | 4.0               |
|            | <b>90.33</b> | <b>3.78</b>   | <b>3.45</b>       |

\*Percent to 4.0 scale is converted using the GPA Princeton Review Conversion Chart.



## WEIGHTED COURSES

All courses with an asterisk (\*) will be weighted for percentage grade average calculations.  
The bonus formula being used for weighted courses for the year is:

**Grade 9-10:** AP classes will be weighted 5.0 on a 4.0 scale. Honors classes will be weighted 4.5 on a 4.0 Scale.

**Grades 11-12:** ALL weighted classes will be given an added 1.5% for each class in each nine weeks. At the end of the year, each weighted class will have an additional .555 added to the transcript.

### HOW TO CALCULATE GPA FOR CLASS OF 2016-2017

#### SAMPLE STUDENT FOR A GPA CALCULATION (CLASS OF 2016 AND 2017)

| Course         | Credits    | % earned     | Weighted %   | GPA          |
|----------------|------------|--------------|--------------|--------------|
| Social Studies | 1.0        | 80%          | 80           |              |
| Math           | 1.0        | 85%          | 85           |              |
| Band           | 1.0        | 100%         | 100          |              |
| PE             | .4         | 100%         | 40           |              |
| Spanish        | 1.0        | 95%          | 95           |              |
| Biology        | 1.4        | 90%          | 126          |              |
| Honors English | 1.0        | 89%          | 90.5         |              |
|                | <b>6.8</b> | <b>615.0</b> | <b>616.5</b> | <b>90.66</b> |

## **Guidance Counseling Department Classroom Lessons**

- Grade 7 21<sup>st</sup> Century Learning, Life Skills Curriculum, PRIDE Lessons, Résumé building (review of extra-curricular activities, hobbies and interests), Career Cruising- Learning Styles Inventory
- Grade 8 21<sup>st</sup> Century Learning, Life Skills Curriculum, PRIDE Lessons, Career Cruising-Career Matchmaker, Transition Programming to High School
- Grade 9 Goal Setting, Keystone State Assessment Preparation, Scheduling Process, NCAA presentation, Forbes Road CTC Presentation, PRIDE Lessons, Career Cruising- Career Matchmaker, and Mentoring Lessons
- Grade 10 Mentoring Lessons-Career Matchmaker, PRIDE Lessons, Goal Setting, NCAA presentation, Forbes Road CTC Hands on Tour, PSAT preparation, SAT/ACT preparation, Keystone State Assessment preparation, Scheduling Process
- Grade 11 Mentoring Lessons-Career Matchmaker, PRIDE Lessons, Post-secondary planning, PSAT preparation, SAT/ACT preparation, Résumé Building, Transcript Reviews, and Scheduling Process
- Grade 12 College Admissions/Application Process/Financial Aid, SAT/ACT preparation, Post-secondary planning, timeline and informative lessons, Scholarship Application processing

**COURSES FOR GRADES 7 AND 8**

**SEVENTH GRADE  
PROGRAM OF STUDIES**

**REQUIRED SUBJECTS**

**ENGLISH  
READING  
MATHEMATICS  
WORLD CULTURAL GEOGRAPHY  
SCIENCE 7  
ROTATIONS\*  
STEM and Language ENRICHMENT  
Character Development and Education**

**ELECTIVE SUBJECTS**

**BAND  
ORCHESTRA  
CHORUS**

**\*ROTATIONS INCLUDE**

**HEALTH / PHYSICAL EDUCATION  
COMPUTER LITERACY 7  
ROBOTICS  
TECHNICAL EDUCATION**

**EIGHTH GRADE  
PROGRAM OF STUDIES**

**REQUIRED SUBJECTS**

**ENGLISH  
READING  
MATHEMATICS  
ANCIENT WORLD HISTORY  
SCIENCE 8  
ROTATIONS\*  
STEM and Language ENRICHMENT  
SKILL BUILDING AND APPLICATION**

**ELECTIVE SUBJECTS**

**BAND  
ORCHESTRA  
CHORUS**

**\*ROTATIONS INCLUDE**

**PHYSICAL EDUCATION  
PA HISTORICAL RESEARCH 7  
CONSUMER SKILLS 8  
ART 8**

**\*\*\*Spanish and French may be available upon  
request\*\*\***

## 7<sup>TH</sup> GRADE SPECIALS/ROTATIONS

**Title:** Character Development and Education

**Credit Value:** Pass/Fail

Periods per Week: 2

**Length of Course:** 1 year

**Open To Grades:** 7

**Prerequisite:** None

**Description:** Through an integrated cross-curricular approach, this course is designed to teach students the essential skills they need in preparation for becoming successfully employed in a 21<sup>st</sup> century global economy. Instruction and on-hands learning activities will include students experiences with goal setting, time management, study skills, metacognitive strategies, organizational skills, building relationships, making transitions, building self-concepts, and a team junior high webpage as a culminating activity. The seventh grade course is also meant to serve as a follow-up to the 2014-2015 Grade 6 to Grade 7 transition program. Students will attend clubs, English, foreign language, and STEM periods on days when they do not have this class.

**Title:** HEALTH 7

**Credit Value:** .25

Periods per Week: up to 5

**Length of Course:** 22.5 days

**Open to Grade:** 7

**Prerequisite:** None

**Description:** This course has been designed to introduce 7<sup>th</sup> grade students to a wide variety of health topics including: Nutrition, Self-esteem, Emotions, Human Anatomy, Human Physiology, Human Development, Responsibility, Decision Making, Exercise, Diseases, Alcohol, Tobacco and Drug use.

**Method of Evaluation:** Over the course of the 9-week class, students will have a wide range of assignments including: writing activities, worksheets, research reports, oral presentations, role playing activities, vocabulary and review questions. All of their assignments and papers should be kept in a Health folder that will be collected to make sure their work is satisfactory and that they are keeping it up-to-date.

In addition to these varied assignments, students will be graded on written test scores, and class discussion participation/behavior.

While some of the topics may be of a mature and sensitive nature, we feel it is very important to cover a wide variety of health topics in order to give our students a solid foundation on which to make decisions that will affect their future health and wellness.

**Title:** PHYSICAL EDUCATION 7 BOYS/GIRLS

**Credit Value:** .25

Periods per Week: 5

**Length of Course:** 22.5 days

**Open to Grade:** 7

**Title: COMPUTER LITERACY**

Credit Value: .25  
Length of Course: 45 days  
Open to Grade: 7

Periods per Week: up to 5

**Prerequisite:** Required of 7<sup>th</sup> grade students

**Description:** This computer skills course is designed to introduce and reinforce basic computer and keyboarding skills, uses, and knowledge using Micro Pace Pro, Microsoft Word, PowerPoint, Excel, and Publisher. Students will be able to demonstrate introductory proficiency in each utility. In addition, the students will be taught the proper use of the Internet and Digital Citizenship.

**Method of Evaluation:** Timed writings, assignments, and oral presentation

**Title: INTRODUCTION TO ROBOTICS**

Credit Value: .25  
Length of Course: 45 days  
Open to Grade: 7

Periods per Week: up to 5

**Prerequisite:** Required of 7th grade students.

**Description:** This course features a technologically-enhanced curriculum developed by Carnegie Mellon University in which students are involved in the following; on-line learning tools; and problem solving, construction, and programming using electronics, Legos, and an NXT mindstorm robot. Students will develop a background in programming using robotC to control and teach the robot using various inputs and outputs. Students will review the NXT interface, robotC syntax which include various program codes: motor synchronizations, target distances, PID speed controls, if/else statement, etc. They will apply this knowledge to concrete and meaningful challenges by developing and constructing devices.

**Title: STEAM ACROSS THE CURRICULUM 7**

Credit Value: 0  
Length of Course: 1 year  
Open to Grade: 7

Periods per Week: 2

**Prerequisite:** None.

**Description:** Students will explore the themes of a STEAM (Science, Technology, Engineering, Arts, and Math) curriculum in a 4-nine week rotation. Students will explore engineering concepts building bridge models, video production creating documentaries, basic circuitry and game design with Makey Makey Invention kits, and robotics designing animated cultural displays.

**Method of Evaluation:** A Pass/Fail course, students are evaluated based on class work, participation, teamwork, and assessments.

## 8<sup>TH</sup> GRADE SPECIALS/ROTATIONS

**Title: SKILL BUILDING AND APPLICATION**

Credit Value: Pass/Fail  
Length of Course: 1 year  
Open To Grades: 8

Periods per Week: 2

**Prerequisite:** None

**Description:** Through an integrated curricular project involving reading, writing, listening, speaking, research, analysis of data, mathematics, collaboration, and creativity, this course is designed to teach students the essential skills they need in preparation for becoming successfully employed in a 21st Century global economy. As part of the course, students will utilize the Life Skills Training program, in which students will be interacting with the topics of drug abuse and violence, making decisions, media influence, coping with anxiety and anger, communication and social skills, assertiveness and resolving conflicts, and resisting peer pressure. In addition to the Life Skills Training, students will receive instruction through hands-on learning activities which will include, but are not limited to, students' experiences with goal setting, time management, study skills, metacognitive strategies, organizational skills, building relationships, making transitions, building self-concepts, personal finances, budgeting, and a team created written play as a culminating activity.

**Title: PHYSICAL EDUCATION 8 BOYS/GIRLS**

Credit Value: .25  
Length of Course: 45 days  
Open to Grade: 8

Periods per Week: 5

**Title: PENNSYLVANIA HISTORICAL RESEARCH SKILLS**

Credit Value: .25  
Length of Course: 45 days  
Open to Grade: 8

Periods per Week: up to 5

**Prerequisite :** Required

**Description:** This course will focus on the methods used to create a well-designed student based research project. Students will create a final project in a style of their choosing; for example historical paper, web design, exhibit, performance or documentary. Using the guidelines provided by the National History Day program, students will choose a topic related to Pennsylvania history, research the topic, and create their project following the 45-day time frame. They will also be introduced to the difference between primary and secondary sources, the note card takers method, creating an outline, as well as learning on how to create a works cited page.

**Method of Evaluation:** Final project based assessment. Students will be evaluated though out the nine weeks on the progress they are making on their project.

**Title: ART 8**

Credit Value: .25  
Length of Course: 45 days  
Open to Grade: 8

Periods per Week: 5

**Prerequisite:** Required of all 8th grade students.

**Description:** This will be an exploratory program in basic art/craft skills, such as: drawing, painting, and sculpture. Three dimensional work may include paper, plaster, clay, and/or metal.

**Method of Evaluation:** Completion of project with emphasis on quality, attendance, class participation, and periodic quizzes.

**Title: CONSUMER SKILLS 8**

Credit Value: .25  
Length of Course: 22.5 days  
Open to Grade: 8

Periods per Week: up to 5

**Prerequisite:** Required of all 8<sup>th</sup> grade students.

**Description:** This course is a continuation of the 7th grade program. The 7th and 8th grade program is designed to familiarize students with the foods and clothing areas of Family and Consumer Sciences and to prepare students to continue the study of these areas according to their interest. The study of clothing includes a simple project. Following directions and working with fabric are emphasized with the student project. In the foods unit, topics of study include: kitchen safety and sanitation, healthy food choices, kitchen utensils and equipment, understanding and interpreting recipes and food preparation.

**Method of Evaluation:** Students will be evaluated in the form of written tests, quizzes, laboratory performance, daily lab work, and successful completion of a sewing project. This course is a prerequisite for Food Science and Kitchen Skills.

**Title: STEAM ACROSS THE CURRICULUM 8**

Credit Value: 0  
Length of Course: 1 year  
Open to Grade: 8

Periods per Week: 2

**Prerequisite:** None

**Description:** Students will expand on what they learned in Steam Across the Curriculum 7. Based on interests from the 7<sup>th</sup> grade class students will research and design their own STEAM related project and work with their teacher to complete it.

**Method of Evaluation:** A Pass/Fail course, students are evaluated based on the research, design, and completion of their chosen topic.

**RIVERVIEW JUNIOR-SENIOR HIGH SCHOOL  
CURRICULUM**

**FORBES ROAD CAREER AND TECHNOLOGY CENTER:**

Students may attend Forbes Road, located in Industrial Park, Monroeville, during their sophomore, junior and senior years. These students will attend on a half-time basis and will earn three (3) credits. These students will take their required subjects for graduation at Riverview. Transportation is provided by the home school district.

The technical school curriculum has been planned to provide a scientific background for carefully selected students who are interested in the application of mathematics and science to business, industry, and research.

The vocational school curriculum provides a background for obtaining a specific trade, getting into a vocational-technical school, and for helping to prepare the student for direct entry into the work world.

Students must apply to Forbes Road through the high school guidance department.



## ENGLISH DEPARTMENT

### **Title: READING 7**

Periods per week: 5

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 7

**Description:** The Reading 7 course is designed to help students make the academic transition from elementary school to the Jr./Sr. High School. This course focuses on building skills that will help students to be successful in all of their academic classes and prepare them for future success in high school courses and beyond. This is a skills-based curriculum where students will learn strategies to comprehend and to analyze a variety of texts, including nonfiction texts, academic texts, visual texts and fiction texts. Students will apply their skills to readings for other content area classes and to their own independent reading. This course will focus on transitional reading skills, such as fluency and comprehension, and critical reading strategies, such as analysis and identification of text structure. These skills will help students as they transition to higher-level, more independent readings at the Jr./Sr. High School. This course is for students enrolled in the English 7 class.

**Method of Evaluation:** Evaluation is based on reading assignments, homework, quizzes, tests, authentic assessments, written responses, and presentations.

### **Title: READING 7 HONORS**

Periods per week: 5

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 7

**Description:** The Reading 7 Honors course is designed to help students make the academic transition from elementary school to the Jr./Sr. High School. This course focuses on building skills that will help students to be successful in all of their academic classes and prepare them for future success in high school courses and beyond. This is a skills-based curriculum where students will learn strategies to comprehend and to analyze a variety of texts, including nonfiction texts, academic texts, visual texts and fiction texts. Students will apply their skills to readings for other content area classes and to their own independent reading. This course will focus on transitional reading skills, such as fluency and comprehension, and critical reading strategies, such as analysis and identification of text structure. It also will extend skills to critical thinking, application and analysis of texts. These skills will help students as they transition to higher-level, more independent readings at the Jr./Sr. High School. This course is for students enrolled in the English 7 Honors class.

**Method of Evaluation:** Evaluation is based on reading assignments, homework, quizzes, tests, authentic assessments, written responses, Socratic seminars, and presentations.

### **Title: ENGLISH 7**

Periods per Week: 5

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 7

**Description:** Seventh grade Language Arts has four areas of focus: reading, writing, speaking, and listening. The reading course is designed to teach students various reading strategies to apply in all aspects of their learning; in conjunction with this course, the English class is designed to focus heavily upon writing, language, vocabulary, and speaking/listening skills. Writing in seventh grade is designed to provide students with the skills necessary to respond to literature, compose letters and essays, develop the use of proper grammar and mechanics, learn the skills necessary to complete research reports, and utilize the writing process. Through daily and long-term assignments, students build and expand their understanding of writing

as a process that includes prewriting, drafting, revising, editing, and publishing. Instruction in the structure and styling of sentences, paragraphs, and essays is emphasized. Students learn to plan before writing, showing awareness of purpose, audience, content, and form. Students will enhance vocabulary by participating in a consistent vocabulary program that focuses heavily on spelling, part of speech, and usage of words, affixes, and roots that are introduced on a bimonthly basis. Finally, speaking and listening skills are developed during the course of the year as students learn and practice strategies for giving formal oral presentations and for contributing to informal speaking and listening situations such as class discussion.

**Method of Evaluation:** Evaluation is based on written compositions, reading assignments, homework, quizzes, tests, authentic assessments, and presentations.

**Title: ENGLISH 7 HONORS**

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 7

Periods per Week: 5

The completion of a summer reading assignment will be required. Any student who does not complete the assignment by the required deadline will receive a zero for the assignment but will remain enrolled in the course.

**"Admittance to Honors is open to all students but the following criteria will be considered:** Recent PSSA reading and writing scores, 4Sight reading assessments, Lexile reading level, previous Language Arts grade averages, and teacher recommendations."

**Description:** Students will participate in a program of studies similar to that of the English 7 course, but the number of literature selections and written assignments, as well as the depth of the discussions, will be commensurate with the ability of the accelerated student. In regards to vocabulary activities, students will be expected to learn word origins and must also differentiate origins of various vocabulary roots and terms. Additional written assignments will be generated from literary works and related class discussion.

**Method of Evaluation:** Evaluation is based on written compositions, reading assignments, homework, quizzes, tests, authentic assessments, and presentations.

**Title: READING 8**

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 8

Periods per week: 5

**Description:** The Reading 8 course is designed to help students make the academic transition from junior high to high school. This course builds on the foundations learned in Reading 7. This class will continue to emphasize building skills that will help students to be successful in all of their academic classes. This is a skills-based curriculum where students will apply reading strategies to demonstrate comprehension and analysis abilities. A variety of texts, including nonfiction texts, academic texts, visual texts and fiction texts will be utilized. Students will apply their skills to readings for other content area classes and to their own independent reading. Students will sharpen transitional reading skills, such as fluency and comprehension, and critical reading strategies, such as analysis and identification of text structure. These skills will help students as they transition to higher-level, more independent readings at the Jr./Sr. High School. This course is for students enrolled in the English 8 class.

**Method of Evaluation:** Evaluation is based on reading assignments, homework, quizzes, tests, authentic assessments, written responses, and presentations.

**Title: READING 8 HONORS**

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 8

Periods per week: 5

**Description:** The Reading 8 course is designed to help students make the academic transition from junior high to high school. This course builds on the foundations learned in Reading 7 Honors. This class will continue to emphasize building skills that will help students to be successful in all of their academic classes. This is a skills-based curriculum where students will apply reading strategies to demonstrate comprehension and analysis abilities. A variety of texts, including nonfiction texts, academic texts, visual texts and fiction texts will be utilized. Students will apply their skills to readings for other content area classes and to their own independent reading. Students will sharpen transitional reading skills, such as fluency and comprehension, and critical reading strategies, such as analysis and identification of text structure. It also will extend skills to critical thinking, application and analysis of texts. These skills will help students as they transition to higher-level, more independent readings at the Jr./Sr. High School. This course is for students enrolled in the English 8 Honors class.

**Method of Evaluation:** Evaluation is based on reading assignments, homework, quizzes, tests, authentic assessments, written responses, and presentations.

**Title: ENGLISH 8**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 8

Periods per Week: 5

**Prerequisites:** Students must successfully complete English 7.

**Description:** This course builds skills learned in English 7 and has four areas of focus: reading, writing, speaking, and listening. Students read and respond to various texts, including poetry, essays, short stories, and novels. Students will extend and apply the strategies learned in Reading 8. A focus rests on critical reading and shared responses through class discussion. Students will write in different areas such as persuasion, exposition, narration, and poetry. Students will continue to enhance vocabulary by participating in a consistent vocabulary program that focuses heavily on spelling, part of speech, and usage of words, affixes, and roots that are introduced on a bimonthly basis. Additionally, students complete a research based assignment and give multiple oral presentations. The use of proper grammar usage and vocabulary development is another key component of the eighth grade year.

**Method of Evaluation:** Evaluation is based on written compositions, reading responses, class discussion, homework, quizzes, tests, authentic assessments, and presentations.

**Title: ENGLISH 8 HONORS**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 8

Periods per Week: 5

**Admittance to Honors will be based on the following criteria:** Successful completion of English 7 with a grade of 90% or above or English Honors 7 with an 85% or above. The completion of the summer reading assignment will be required. Any student who does not complete the assignment by the required deadline will receive a zero for the assignment but will remain enrolled in the course.

**Description:** This course is designed to challenge the student who has the goal of meeting academic challenges. The Honors 8 curriculum focuses on both literature and writing. As a focus, students analyze literature through both class discussion and writing. Along with a rigorous focus on the analysis of literature through class discussion and writing, students write in different areas such as persuasion, exposition,

narration, and poetry. In regards to vocabulary activities, students will be expected to build upon their knowledge of word origins and will continue differentiating between origins of various vocabulary roots and terms. Additionally, students complete a research based assignment and give at least one oral presentation. The use of proper grammar usage and vocabulary development is another key component of the eighth grade year. Most importantly, this course requires students to think on a higher cognitive level, making connections between reading, writing, and life experiences.

**Method of Evaluation:** Evaluation is based on written compositions, reading responses, class discussion, homework, quizzes, tests, authentic assessments, and presentations.

**Title: ENGLISH 9**

Credit Value: 1.0  
Length of course: 1 year  
Open to Grade: 9

Periods per Week: 5

**Prerequisite:** Successful completion of English 8.

**Description:** English 9 offers a skills-oriented approach to reading, writing, speaking, and listening. The content includes the reading, analysis, and interpretation of various genres of literature. Students will also read and evaluate various short stories, essays, and poems from *Elements of Literature: Third Course*. The study of grammar and writing will be coordinated with the study of literature. However, there will be several writing assignments and a research paper that are not based on the literature selections. Independently chosen novels will also be read and analyzed during at least two quarters of the school year.

**Method of Evaluation:** Evaluation is based on written compositions, reading assignments, homework, quizzes, tests, authentic assessments, and presentations.

**Title: ENGLISH 9 HONORS\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 9

Periods per Week: 5

**Admittance to Honors will be based on the following criteria:** Successful completion of English 8 with a grade of 90% or above or English Honors 8 with an 85% or above. The completion of the summer reading assignment will be required. Any student who does not complete the assignment by the required deadline will receive a zero for the assignment but will remain enrolled in the course.

**Description:** In English 9 Honors, students will develop critical and analytical thinking skills while reading, writing, speaking, and listening. The content includes the reading, analysis, and interpretation of various genres of literature. Students will also read and evaluate various short stories, essays, and poems from *Elements of Literature: Third Course*. The study of grammar and writing will be coordinated with the study of literature. However, there will be several writing assignments and a research paper that are not based on the literature selections. One of the assignments that is not based on literature selections is a joint assignment with the Honors 9 Modern World Studies course, in which students will be required to complete either a National History Day or Euro-Challenge project. Independently chosen novels will also be read and analyzed during every quarter of the school year.

**Method of Evaluation:** Evaluation is based on written compositions, reading assignments, homework, quizzes, tests, authentic assessments, and presentations.

**Title: ENGLISH 10**

Credit Value: 1.0

Periods per Week: 5

Length of Course: 1 year

Open to Grade: 10

**Prerequisite:** Successful completion of an English 9 course of study.

**Description:** The English 10 program develops communication skills for students who plan to enter a post-secondary vocational/technical school or a two or four-year college. The course operates on the premise that students require study of the basic skills of reading, writing, speaking, listening, analyzing, thinking and media literacy.

The skill of reading is developed by having students read novels, plays, short stories, poems, and essays from world literature. Students will be expected to read fifteen to twenty pages a night.

The skills of writing are developed through units dealing with word usage, paragraph development, and the complete composition. Students are also required to demonstrate writing skills in response to the literature through in-class essay exams, several formal out-of-class compositions, a library research paper, and exploratory career paper.

The skills of speaking and listening are used daily in terms of class discussion, use of audio recordings of plays and poems in class, and student reports and speeches.

The skills of analysis and the ability to think logically, imaginatively, and coherently are developed through writing and discussion in reference to literature. These skills will be emphasized in the research paper unit. A completed research paper is a course requirement.

**Method of Evaluation:** Students will be evaluated by reading quizzes, essay examinations, objective tests, writing assignments, the research paper, and satisfactory completion of homework assignments. Authentic assessment projects utilizing media literacy will be established via use of laptops, the Internet, and various computer software programs.

**Title: ENGLISH 10 HONORS\***

Credit Value: 1.0

Length of Courses: 1 year

Periods per Week: 5

Open to Grade: 10

**Admittance to Honors will be based on the following criteria:** Successful completion of English 9 with a grade of 90% or above or English Honors 9 with an 85% or above. The completion of the summer reading assignment will be required. Any student who does not complete the assignment by the required deadline will receive a zero for the assignment but will remain enrolled in the course.

**Description:** The English 10 Honors program is designed to provide a broad study of world literature for students who intend to go on to a two or four-year university and show exceptional ability in writing, appreciation of literature, and willingness to discuss and to participate in a seminar style class. The students read several works representing different types of world literature.

Writing assignments are frequent and most often are based on the literature read in class. However, other kinds of writing experiences are included in the composition program. Clear, logical organization and thinking as well as development of ideas by specific details are emphasized, and standard written English expression is required on all papers. Students will be required to complete a research paper. Vocabulary growth is encouraged through the reading program and through the study of text-based vocabulary words.

**Method of Evaluation:** Students will be evaluated by reading quizzes, objective tests, essay tests, writing assignments, the library research paper, class discussion, and oral presentations. Authentic assessment projects utilizing media literacy will be established via use of laptops, the Internet, and various computer software programs.

**Title: JOURNALISM I**

Credit Value: 1.0  
Length of Courses: 1 year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisite:** Students must gain approval from the instructor(s) of the course

**Description:** The Journalism program is designed to provide an introduction to and an understanding of journalistic ethics, news writing, feature writing, sports writing, editorials, news gathering techniques, broadcasting, photography and editing. These assignments may be published in the **school newsletter**.

Writing assignments will be frequent and will be focused on honing students' news writing abilities.

**Method of Evaluation:** Students will be evaluated by skill-building activities and writing assignments.

**Title: JOURNALISM II**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 10-12

Periods per week: 5

**Prerequisite:** Students must successfully complete Journalism and must gain approval from the instructor of the course.

**Description:** The Journalism II course is designed to reinforce and extend the skills learned in Journalism. Students will continue to build upon their understanding of journalistic ethics, news writing, feature writing, sports writing, editorials, interviewing, research, news gathering, photography and layout. In addition, students will have an opportunity to develop journalistic leadership skills needed for the position of editor, including article development, content editing, copy editing, section editing and recognizing newsworthy events.

Frequent writing and editing assignments will be focused on sharpening news writing and editing skills, and they will also provide students with an opportunity to present feature story information in a creative or investigative style. Students will have opportunities to connect stories to the community, the nation, and the world. The outcome of the course will be the publication of the school newsletter.

**Method of Evaluation:** Students will be evaluated by skill-building activities, interviewing assignments, writing assignments, research activities, publication activities and editing assignments.

**Title: TELECOMMUNICATIONS – Morning Announcements**

Credit Value: .5  
Length of Course: 1 year  
Open to Grades: 9 -12

Periods per Week: Each day before school and during homeroom

**Description:** This course will allow students to be a part of the RVTV video productions class as they help to film morning announcements. The students will help with several areas of morning announcements that may include tasks such as filming, sound/audio control, presenting (being an anchor), writing/editing announcements, and other various tasks around video production. Students participating in this course for the first and second year may expect to rotate through several positions throughout the year; however, veteran students in the course may specialize in a task or position at the beginning of the year.

**Method of Evaluation:** The primary evaluation for this course will be based on student participation. Students will be expected to complete all the necessary daily tasks for their position. As student participation is the primary method of assessment, this course will be a pass/fail credit.

**Title: TELECOMMUNICATIONS – RVTV Productions**

**Credit Value: 1.0**  
**Length of Course: 1 year**  
**Open to Grades: 9 -12**

**Periods per Week: 5**

**Description:** The new telecommunications/RVTV Productions course is designed to give students insight and experience into the very diverse world of broadcasting journalism. The goal of this course is to give students experience and practice in all of the elements of broadcast journalism that include several areas of study such as filming, editing, sound/audio control, production, graphic/video effects, interviewing, presentation/speaking, and much more. One of the primary functions of the course is to edit and produce the daily announcement show “The Current”. The students will be responsible for taking the raw video that is produced in the homeroom class to create a polished episode for presentation to the school and district. Beyond these daily activities, the students will also be expected to work on their own video projects (individually and as a group) to continue to practicing and applying the video production skills they learn in the course.

**Method of Evaluation:** Several methods of evaluation will be utilized in this course that include student participation, equipment/software utilization quizzes, homework assignments on broadcast journalism topics, and video assignments/projects.

**Title: ENGLISH 11**

**Credit Value: 1.0**  
**Length of Course: 1 year**  
**Open to Grade: 11**

**Periods per Week: 5**

**Prerequisite:** Successful completion of English 10.

**Description:** English 11 Academic is designed for college bound students; therefore, the course develops reading, writing, and thinking skills. Students will write a number of papers including: expository, descriptive, persuasive, narrative, and process papers. Students in English 11 will incorporate skills developed in English 9 and 10. As part of the writing program, students will work on writing effective thesis statements, improving paragraph development, refining their use of language, reviewing grammar, and working on vocabulary development. The reading program is structured around units of literary fiction and non-fiction that stress a diversity of texts including: novels, poetry, drama, and non-fiction. Reading assignments are designed to improve reading comprehension, develop inferential reading skills, and help students apply critical themes and ideas of the text to help them develop a better understanding of their world.

**Method of Evaluation:** Reading quizzes, short essay tests, papers and class participation are used for evaluation. Group projects, speeches, reports, and authentic assessments will also be utilized as methods of evaluation.

**Title: ENGLISH II AP LANGUAGE & COMPOSITION\***

**Credit Value: 1.0**  
**Length of Course: 1 year**  
**Open to Grade: 11**

**Periods per Week: 5**

**Admittance to English 11 AP will be based on the following criteria:** Successful completion of English 10 with a grade of 90% or above or English Honors 10 with an 85% or above is encouraged. The completion of the summer reading assignment will be required. Any student who does not complete the assignment by the required deadline will receive a zero for the assignment but will remain enrolled in the course.

**English 11 AP students are NOT required but are encouraged to take the Advanced Placement English Language and Composition exam in May of their junior year.** Every student who scores a 3 or better will be reimbursed 100% of the cost of the test.

**Description:** AP Language is a rhetoric based course which looks very closely at reading passages. Students are then asked to analyze the rhetorical effectiveness of the passage based on an author's use of rhetorical strategies. AP 11 English Language and Composition offers students the opportunity to experience an in-depth college level writing course. Our students will be challenged to analyze literature, articles, essays and poetry, which will require them to engage in complex higher level thinking as found in Bloom's Taxonomy. Through numerous compositions, students will be encouraged to find their voice in their writing. The exposure to non-fiction will serve as a good foundation for college reading. Readings will be varied reflecting 18<sup>th</sup> Century to contemporary essayist, literature, and poetry. Depending upon the college/university a student attends, he/she can earn college credits and/or course exemptions based on the AP test scores.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, compositions, essays, and classroom activities designed to allow students to demonstrate learning, for example, a roundtable debate.

**Title: ENGLISH 12 LITERATURE & COMPOSITION**

Credit Value: 1.0

Periods per Week: 5

Length of Course: 1 year

Open to Grade: 12

**Prerequisite:** Successful completion of English 11

**Description:** Academic English 12 is divided into two components: Writing and Literature. The goal for the writing component is to perfect and polish writing skills to the point where students can write papers which would be acceptable on the college freshman level. The course focuses on choosing appropriate language for particular topics and subjects, using only words which are necessary (economy of expression), developing sentences which are rich in meaning and compressing and expanding information. The students will develop their papers using the writing process as one strategy of moving from a blank sheet of paper to a polished piece of writing. During the year, students will write a variety of essays including, but not limited to, a college application essay, and literary and critical analysis essays.

An experience in literature is the second component of the course and emphasizes the reading and analysis of literature. Some of the themes that will be explored are: the search for identity, what is truth, the nature of good and evil, and finding purpose. A wide range of authors are included in the course including: Franz Kafka, William Shakespeare, August Wilson, Aldous Huxley, Edgar Allen Poe, John Donne, and J.D. Salinger among others. The reading includes novels, plays, and poetry. The works are selected to provide a base for further reading in college literature courses.

**Method of Evaluation:** Class discussion, reading quizzes, essay tests, and papers.



**Title: ENGLISH 12 AP\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 12

Periods per Week: 5

**Admittance to AP will be based on the following criteria:** Successful completion of English 11 with a grade of 90% or above, or English AP 11 with an 85% or above. The completion of the summer reading assignment will be required. Any student who does not complete the assignment by the required deadline will receive a zero for the assignment but will remain enrolled in the course. If a student needs further development in writing skills, then he/she should schedule English 12 Literature/Composition.

**English 12 AP students are NOT required but are encouraged to take the Advanced Placement English Language and Composition exam in May of their senior year.** Every student who scores a 3 or better will be reimbursed 100% of the cost of the test.

**Description:** The purpose of this course is to provide accelerated students with an opportunity to do college work involving the study of world literature and emphasizing the recognition of various concepts developed in literature. The emphasis is placed on analysis of literature as well as the ability to discuss, write about, or defend the views presented. During the course we will read novels including such diverse authors as Franz Kafka, George Orwell, Sophocles, F. Scott Fitzgerald and Aldous Huxley. There will also be units on short stories and poetry. An additional advantage offered by this course is the requirement to take the AP examination in English that is developed by Educational Testing Service. If the evaluation of the student's examination indicates superior achievement, he/she may receive advanced standing in English at the college level.

**Method of Evaluation:** The student's work is evaluated by written themes of 500-1,500 words, essay tests, oral presentations, reading quizzes and in-class essays modeled after the A.P. Test.

**Title: ENGLISH CONCEPTS**

Credit Value: 1.0 per class period  
Length of Course: 1-3 years  
Open to Grade: 7-11

Periods per Week: 5 or 10

**Prerequisite:** Teacher recommendation, standardized test scores, and completion of a program placement assessment.

**Description:** Language is a researched based curriculum. It is designed to accelerate literacy for middle and high school students who are scoring below the 40<sup>th</sup> percentile on Standardized tests, and/or are reading two or more years below grade level.

**Method of Evaluation:** Students are given initial assessments placing them into the appropriate class level. Curriculum based and summative assessments are given throughout the program. These assessments are used to monitor individual student progress. Grades are based on participation and correct implementation of the material.

## SOCIAL STUDIES DEPARTMENT Course Sequence

- 7<sup>th</sup> – World Cultural Geography
- 8<sup>th</sup> – Ancient World Studies
- 9<sup>th</sup> – Modern World Studies
- 10<sup>th</sup> – Early American Studies
- 11<sup>th</sup> – Recent American Studies, Electives
- 12<sup>th</sup> – Economics/Civics, Electives

### SOCIAL STUDIES DEPARTMENT

**Title: WORLD CULTURAL GEOGRAPHY**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 7

Periods per Week: 5

**Prerequisite:** Required of all 7<sup>th</sup> grade students.

**Description:** Cultural Geography 7 is an introductory course to the secondary social studies program. While world geography and current world cultures are the areas of focus, also important is the introduction to the student of the various social studies disciplines, including history, geography, archaeology, anthropology, sociology, political science and economics. The course will cover the basics of physical geography familiarizing the student with the basic concepts of geography as well as distinct cultural traits and customs. The units will include an introduction to geography as well as separate units to encompass the six world regions. Also emphasized are map reading and interpretation, recognition of country and continent locations, note taking skills, outlining, development of discipline specific academic vocabulary, and the drawing of conclusions based on fact. These skills will be essential to the students' later success in the social sciences. This course will serve as a transition from the elementary social studies curriculum as well as a preparatory course for recognition and acceptance of the many different world cultures and groups of people.

**Method of Evaluation:** Written assignments, map quizzes, class discussion, participation, quiz and test scores and reports and/or projects.

**Title: ANCIENT WORLD STUDIES**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 8

Periods per Week: 5

**Prerequisite:** Required of all 8<sup>th</sup> grade students; successful completion of World Cultural Geography.

**Description:** Ancient World Studies is the first of two consecutive world history courses. This is a comprehensive world history course starting with early man and moving through the world medieval era. Students will study units including the beginnings of human society, early civilizations, classical world civilizations, the rise of global trade and the medieval world. Students will be exposed to the events that led to the creation of the modern world. Emphasis is placed on the development of social science skills, reinforced learning and enrichment. Also stressed is the continued development of skills such as note taking, map interpretation and the drawing of conclusions based on primary and secondary sources.

**Method of Evaluation:** Class activities, homework, class discussions, quiz and test scores and quarterly projects and written assignments.

**Title: MODERN WORLD STUDIES**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 9

Periods per Week: 5

**Prerequisite:** Required of all 9th grade students; successful completion of Ancient World Studies.

**Description:** Modern World Studies is the second of two consecutive world history courses. This is a comprehensive world history course starting with the European Renaissance period and moving into the current era. Students will study units from early modern Europe, 1350-1763, a world of social and political change 1600-1900, the era of Nationalism and reform, 1815-1914, the Twentieth Century conflicts, and the current world. Students will be exposed to the events that have shaped the modern world.

**Method of Evaluation:** Quizzes, exams, mid-term evaluation, final project, homework, quarterly projects and written and oral assignments.

**Title: MODERN WORLD STUDIES HONORS\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 9

Periods per Week: 5

**Admittance to Honors is open to all 9<sup>th</sup> grade students but the following recommendations may be considered;** successful completion of Ancient World Studies with an 85% and teacher recommendation.

**Description:** Modern World Studies Honors is the second of two consecutive world history courses. This is a comprehensive world history course starting with the European Renaissance period and moving into the current era. Students will study units from early modern Europe, 1350-1763, a world of social and political change 1600-1900, the era of Nationalism and reform, 1815-1914, the Twentieth Century conflicts, and the current world. Students will be exposed to the necessary writing techniques and analytical thought processes that will be required for the AP US, World History AP and other college level courses offered at Riverview High School. In this course, in conjunction with the English 9 Honors course, students will be required to complete either a National History Day or Euro-Challenge project. (A student enrolled in this course but not enrolled in English 9 Honors will still be expected to complete the project requirement and commit the additional time outside of the classroom). Enrollment in this course will prepare but does not automatically require students to enroll in the Honors Early American Studies and/or APUSH course.

**Method of Evaluation:** Quizzes, exams, mid-term evaluation, final evaluation, homework, quarterly projects, National History Day or Euro-Challenge project and written and oral assignments.

**Title: EARLY AMERICAN STUDIES**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 10

Periods per Week: 5

**Prerequisite:** Required of all 10th grade students; successful completion of Modern World Studies.

**Description:** Early American Studies is the first of two consecutive American History classes. This course will focus on the formation of the United States government and society. The course will begin with the colonial era and continue through the 1900's. Great emphasis is placed on the development of American ideals, early American conflicts, and constitutional (civic) developments. Emphasis is placed on the development of social science skills, analytical learning and enrichment.

**Method of Evaluation:** Tests, quizzes, written homework, oral and written projects.

**Title: EARLY AMERICAN STUDIES HONORS\***

Credit Value: 1.0  
Length of Course: 1 year

Periods per Week: 5

Open to Grade: 10

**Prerequisite:** Scheduled for those 10th grade students interested in enrolling in AP in their junior year or those recommended by their ninth grade Social Studies and English educators. Participation in this course does not require scheduling of AP United States History in the following year, but it will be preparation for that course. Students should have an 85% composite average in Social Studies and English classes from 9<sup>th</sup> grade.

**Description:** Early American Studies is the first of two consecutive American History classes. This course will focus on the formation of the United States government and society. The course will begin with the colonial era and continue through the 1900's. Great emphasis is placed on the development of American ideals, early American conflicts, and constitutional (civic) developments. Emphasis is placed on the development of social science skills, analytical learning and enrichment. This course will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history and participate in the APUSH course. The program prepares students for intermediate and advanced college courses by making demands upon them beyond the regular Early American Studies course. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Skills will be developed that are necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**Method of Evaluation:** Tests, quizzes, written homework, mid-term exam, final exam, and oral and written projects.

**Title: RECENT AMERICAN STUDIES**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 11

Periods per Week: 5

**Prerequisite:** Required for all 11th grade students; successful completion of Early American Studies.

**Description:** Recent American Studies is the second of two consecutive American History classes. The course begins at 1900 and proceeds to present day with major emphasis focused on the Progressive Movement, World War I, the Great Depression, World War II, Post-World War conflicts, and current world standing. Emphasis is placed on the development of social science skills, analytical learning, writing and enrichment. The course uses Standards Based Assessment to establish mastery of the content and skills and mastery of the great majority of the objectives is required in order to receive credit for the course.

**Method of Evaluation:** Quizzes, research paper, unit tests, projects, homework, and class discussion.

**Title: U.S. HISTORY 11 AP\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 11

Periods per Week: 5

**Prerequisite:** Successful completion of Early American Studies or Early American Studies Honors.

**Description:** The Advanced Placement Program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Skills will be developed that are necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. There will be an extensive review in the spring in preparation for the A.P. test that all students enrolled in the course can choose to take in May.

Students enrolled in this course should give strong consideration to taking the 11<sup>th</sup> grade A.P. English 11 Language and Composition course. Students are also required to complete a summer assignment. Students considering college are encouraged to consider this course as a means of preparing for the post-secondary experience. It is important to understand that APUSH is not an honors course, it is a college level course offered here at the high school and students should be prepared for a significant and rigorous workload in this course.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, essays, longer research papers, and classroom activities designed to allow students to demonstrate learning, for example, a debate.

**Title: PSYCHOLOGY**

Credit Value: 1.0  
Length of Course: 1year  
Open to Grades: 11-12

Periods per Week: 5 (Elective)

**Prerequisite:** None

**Description:** Psychology can be defined as the study of human behavior and thus the course will explore the full range of behavior. The students will study the biological elements of the body that contribute to our behavior as well as look at theories of personality and development. Some of the units covered in the course are: the brain and its function, consciousness, memory and thought, personality theory, development of the individual from birth to adult, decision making, how to argue, creating effective relationships, normal and abnormal behavior, and developing effective interpersonal communications skills. The Psychology course is a college-preparation course with a focus on giving students the skills and knowledge necessary to succeed in a college Psychology classroom. A major focus of the course is applying the scientific method to human behavior. Because of that focus, each student will be expected to create and complete a piece of scientific research into some aspect of human behavior that they choose.

**Method of Evaluation:** Quizzes, tests, essays, class participation, and a research project.

**Title: ADVANCED PLACEMENT PSYCHOLOGY**

Credit Value: 1.0  
Length of Course: Full Year  
Open to Grade: 10-12

Periods per Week: 5 (Elective)

**Prerequisite:** There are no prerequisites for AP Psychology however, students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Description:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation,

developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Success in the course and on the AP test in the spring may qualify students for college credit. It should be noted that the course is academically rigorous with a significant reading and writing expectation.

**Method of Evaluation:** Grades will be based on quizzes, tests, essays, labs, participation in discussions and labs, and projects assigned by the instructor. A student enrolled in this course can choose to take the AP test given in the spring.

**Title: ECONOMICS**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grades: 12

Periods per Week: 5

**Prerequisite:** Required of all 12<sup>th</sup> grade students.

**Description:** This course is designed as an introduction to the basic principles and concepts of both macroeconomics and microeconomics. Students will explore and evaluate different economic systems, the factors of production, and the laws of supply and demand and the role that they play in business. The monetary system, financial markets, and a variety of methods of investing will be discussed and reinforced through participation in The Stock Market Game. Student interest in business, finance, and governmental function is encouraged. This course will be paired with Civics.

**Method of Evaluation:** Exams, assignments, and individual and group projects

**Title: INTERNATIONAL RELATIONS**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grades: 11-12

Periods per Week: 5 (Elective)

**Prerequisite:** None

**Description:** In this course, students will study various regions and countries and their relationship with the other nations of the world. Students will examine basic theories of international relations, study ongoing crises, and analyze the effect that outsiders can have on major world events. Throughout the semester, students will study the United Nations, U.S. foreign policy, the developing world, and participate in activities related to these areas. Students taking this course should be interested in recent world events.

**Method of Evaluation:** Tests, quizzes, homework, individual and group reports, research assignments, projects and current events.

**Title: CIVICS**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grade: 12

Periods per Week: 5

**Prerequisite:** Required of all 12<sup>th</sup> grade students.

**Description:** The purpose of Civics is to promote active and responsible American citizens. Students will achieve this goal through studying units on the purpose and formation of government, influential figures in American and World political philosophy, immigration and naturalization, the Constitution

(including the Legislative, Executive, and Judicial branches of government at the national, state and local levels). Finally, students will stay abreast of current events through online sources, television news, newspapers, news magazines and discussion. This course will be paired with Economics.

**Method of Evaluation:** Tests, quizzes, assignments, class participation, projects and research papers.

**Title: SOCIOLOGY**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grades: 11-12

Periods per Week: 5 (Elective)

**Prerequisite:** None

**Description:** Sociology is the study of society and how it works. The students will study the functions of families, churches, and schools. A study of roles will explore society by looking at gender issues, racial issues, and the contributions of individuals to society. Another aspect will look at social deviance to determine why some people and groups do not “fit in” and how we react to these groups. Discussion will include how our society continually acts to maintain itself, how we contribute, and how we might change society. Also, the impact of media on society will be examined. Students will have an opportunity to suggest units of study and to formulate their own questions about how and why things happen. The course relies heavily on awareness of current events as well as participation in discussions. Because this course occasionally addresses controversial social issues and encounters some graphic descriptions and images, enrollment is contingent upon receiving a signed permission form at the beginning of the year from parents.

**Method of Evaluation:** Participation, quizzes, research paper and homework.

**Title: SPECIAL TOPICS IN SOCIAL STUDIES**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grade: 10-12

Periods per Week: 5 (Elective)

**Prerequisite:** Permission of the instructor

**Description:** This is a discussion/seminar based course designed to allow students and the instructor to explore topics of interest to them. There will be three basic components of the course. First, the instructor will choose readings from great thinkers and writers for the class to explore. Specifically we will take a look at a broad introduction to Philosophy designed to expose students to the range of great ideas and analytic ways of approaching thought. Second, students will choose some short topics they would like to explore, collaborate on identifying what they want to know, how to find the answers they seek, and how their learning will be assessed. Third, students will choose a topic for personal in-depth study built around the requirements for National History Day or the Pennsylvania Junior Academy of Sciences. This project will serve as a capstone project for the course. Topics may come from history, psychology, sociology, anthropology, political science, geography, and philosophy.

**Method of Evaluation:** Grades will be based on quizzes, participation in class, presentations made to the class on research topics, and the final capstone research.

**Title: HOLOCAUST STUDIES**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grades: 10-12

Periods per Week: 5 (Elective)

**Prerequisite:** Permission of the instructor

**Description:** Holocaust Studies will be a case study of the events in Nazi Germany during the 1930s and 1940s. The students will examine how and why the Nazi's came to power, the foundations for the beliefs they taught and how they convinced an entire nation, and what occurred as they pursued the "Final Solution" during World War II. This course looks at the roots of prejudice through the greatest genocide ever committed. It examines our experience as a nation while struggling with the issues of the Holocaust. Holocaust Studies will build upon sociology, history, English, and art to explore the worst (and occasionally the best) of human behavior. Because Holocaust Studies occasionally addresses controversial social issues and we may encounter some graphic descriptions and images, enrollment is contingent upon receiving a signed permission form at the beginning of the year from parents.

**Method of Evaluation:** Participation, quizzes, research paper and homework.

**Title: MODEL UN TECHNIQUES and PREPARATION**

Credit Value: 1.0  
Length of Course: Full Year  
Open to Grades: 10-12

Periods per Week: 5 (Elective)

**Prerequisite:** None. However, instructor recommendation is required for admittance.

**Description:** This course is designed to provide an orientation to the activities of the United Nations, as well as providing an understanding of the modalities of international diplomacy. This course, determinant on conference directives, will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. The course will also provide instruction on Robert's Rules of Order, Model UN procedure, research techniques, writing position papers and facilitating a conference committee. All of this will assist students in preparing for their roles as delegates at the Model United Nations conferences attended throughout the school year. Please note that a student DOES NOT need to enroll in this course in order to participate on the Model UN team. However, those who do enroll, MUST participate in Model UN conferences when directed by instructor. \*\*\*It is important to note that enrollment in the class DOES NOT automatically guarantee a student a spot on the acclaimed Riverview Travel Model UN Team\*\*\*

## Course Requirements

This course has a heavy emphasis on practical experience and specific tasks. Students are expected to attend each class session, which will be run as research sessions and training workshops. While in attendance, students must participate actively in class discussion and in various simulations and activities. Students will also deliver regular oral presentations to the class. Additionally, each student will write a "position paper" for submission to the organizers of the assigned Model UN Conferences, complete a binder with background materials and documents, prepare a "fact sheet" for use by other students, and write a reflective paper at the conclusion of the course. There will be no final exams, and because each student will be researching different topics, specific readings will only be assigned in the first few weeks of class). Ultimately, the goal of this course is to prepare each student to be comfortable in their role as a student-diplomat and allow each person to distinguish themselves at a Model UN conference.

**Method of Evaluation:** The class will be topic driven and grades will be based on participation, written assessments, in-class speeches and debates, preparation for conferences, and research records for each conference.



**Title: WORLD HISTORY AP\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 12

Periods per Week: 5

**Admittance to WHAP is open to all seniors but the following recommendations may be considered;** successful completion of all past History and English classes with an 85% and teacher recommendation.

**Description:** AP World History is designed for the serious history student. Due to the analytical nature of this course, it is suggested only students with superb study habits and reading and writing skills should enroll. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. AP World History is designed to develop a greater understanding of global processes and interaction between all human societies. This understanding is advanced through a combination of factual knowledge and analytical skills. The course follows a thematic approach that will highlight the nature of international changes, their causes and consequences, and comparisons among major societies. The course emphasizes relevant factual knowledge in conjunction with interpretive issues and many types of historical evidence. Beginning with the start of civilization, yet focusing on the past millennium, the course builds on an understanding of cultural, institutional, and technological precedents that set the human stage prior to modernization. The course begins with the rise of civilizations and extends through the turmoil of the modern world. A student enrolled in this course must complete the summer assignments by the assigned dates and can choose to take the AP World History examination given in May.

**Method of Evaluation:** Summer reading assignment, outside supplemental reading assignments during the school year, two book review essays, major research paper, essay tests, take home essays, class discussion, and the AP test given in the spring.

## Riverview Jr-Sr High School Math Pathways

| Placement in 7 <sup>th</sup> grade will be determined by the student's grades in 6 <sup>th</sup> grade math, 6 <sup>th</sup> grade final exam score, 7 <sup>th</sup> grade placement exam score, and PSSA proficiency levels. |                                |                                |  |   |   |  |
|---|--------------------------------|--------------------------------|--|---|---|--|
|   | Pathway 1                      | Pathway 2                      |  | Pathway 3   | Pathway 4   | Pathway 5  |
| 7 <sup>th</sup> Grade   | Principles of Math 7           | Principles of Math 7+          |  | Algebra I   | Math Foundations  | A student transferring to the high school could be placed here based on a placement test |
| 8 <sup>th</sup> Grade   | Particular Topics in Algebra   | Particular Topics in Algebra   | Algebra I  | Geometry  | Can go from Math Foundations to the next appropriate course or continue with Math Foundations each year |  |
| 9 <sup>th</sup> Grade   | Algebra I                      | Algebra I                      | Geometry   | Algebra II Honors   |   | Particular Topics in Algebra   |
| 10 <sup>th</sup> Grade  | Geometry                       | Geometry                       | Algebra II or Algebra II Honors                                | Pre-Calculus Honors and/or Prob/Stat I                          |   | Algebra I  |
| 11 <sup>th</sup> Grade  | Algebra II                     | Algebra II                     | PreCalculus or PreCalculus Honors and/or Prob/Stat I           | Calculus and/or Prob/Stat I or Prob/Stat II or AP Statistics    |   | Geometry   |
| 12 <sup>th</sup> Grade  | PreCalculus and/or Prob/Stat I | PreCalculus and/or Prob/Stat I | Calculus I and/or Prob/Stat I or Prob/Stat II or AP Statistics | AP Calculus and/or Prob/Stat I or Prob/Stat II or AP Statistics |   | Algebra II   |

If a student attains a score of Advanced or Proficient on the Algebra I Keystone Exam and maintains a 90% or above each quarter during Algebra I, they may have the option of taking Geometry and Algebra II simultaneously with teacher recommendation.

## MATHEMATICS DEPARTMENT

**Title: PRINCIPLES OF MATH 7**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 7

Periods per Week: 5

**Prerequisite:** 6<sup>th</sup> grade math

**Description:** This course is designed to reinforce the student's basic skills from elementary mathematics while exploring proportional relationships, algebraic and graphical representations, geometric relationships, and probability. This course is directly aligned to the 7<sup>th</sup> Grade Common Core Standards.

**Method of Evaluation:** Tests, quizzes, homework, class work, and participation, as well as a final examination or project.

**Title: PRINCIPLES OF MATH 7+**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 7

Periods per Week: 5

**Prerequisite:** An "A" in 6<sup>th</sup> grade math each quarter, a 6<sup>th</sup> grade final exam score of 70% or above, proficient on the 7<sup>th</sup> grade placement exam, and proficient or advanced on the PSSA exam.

**Description:** This course will extend upon the student's basic skills from elementary mathematics and begin to explore algebraic concepts. The course will focus on proportional relationships, algebraic and graphical representations, geometric relationships, and probability. This course is directly aligned to the 7<sup>th</sup> Grade Common Core Standards.

**Method of Evaluation:** Tests, quizzes, homework, class work, and participation, as well as a final examination or project.

**Title: PARTICULAR TOPICS IN ALGEBRA**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 8-9

Periods per Week: 5

**Prerequisite:** 7<sup>th</sup> grade-math

**Description:** This course will extend upon the student's skills from 7<sup>th</sup> grade and begin to explore algebraic and geometric concepts. The course will focus on proportional relationships, linear equations, functions, geometric transformations, geometry, and data analysis. This course is directly aligned to the 8<sup>th</sup> Grade Common Core Standards.

**Method of Evaluation:** Tests, quizzes, homework, class work, and participation, as well as a final examination or project. You must earn a 70% or better to be promoted from this class.

**Title: ALGEBRA I**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 7-9

Periods per Week: 5

**Prerequisite:** If entering from 6<sup>th</sup> grade: An "A" in 6<sup>th</sup> grade math each quarter, a 6<sup>th</sup> grade final exam score of 90% or above, advanced on the 7<sup>th</sup> grade placement exam, and an advanced level on the PSSA exam.

If entering from 7<sup>th</sup> grade: Principles of Math 7+ grade of 85% or above, and a proficient or advanced level on the PSSA exam. Additional periods will be added to Algebra I 7 students' schedules. These additional periods will be used to address the 7<sup>th</sup> grade standards that are not included in the Algebra I standards.

If entering from 8<sup>th</sup> grade: Particular Topics of Algebra final grade of 70% or above.

**Description:** Students will learn various algebra skills such as solving equations and inequalities, interpreting functions, working with polynomials and rational expressions, graphing linear equations/inequalities and absolute value, solving systems of equations/inequalities, simplifying radicals, and analyzing data as well as applications for each of these concepts. This course is directly aligned to the Algebra I Keystone State Standards.

**Method of Evaluation:** Tests, quizzes, homework, class work, projects, participation, as well as a midterm, and final examination or project. The Algebra I Keystone Exam will be taken at the end of this course.

**Title: GEOMETRY**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 8-12

Periods per Week: 5

**Prerequisite:** A grade of 70% or better in Algebra I and teacher recommendation. A student in grades 9-12—who attains a score of Advanced or Proficient on the Algebra I Keystone Exam and maintained a grade of 90% or above each quarter during Algebra I, may have the option of taking Geometry and Algebra II simultaneously with teacher recommendation.

**Description:** A course designed to better understand the nature of a mathematical system and to develop powers of spatial visualization. Students will apply knowledge and skills from Algebra in the development of coordinate Geometry and problem solving techniques. Students will develop analytic abilities using inductive and deductive reasoning, including two-column and flowchart proofs. Students will discover and apply properties of two-dimensional and three-dimensional shapes.

**Method of Evaluation:** Tests, quizzes, notebook, homework, as well as a mid-term and final examination.

**Title: ALGEBRA II**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 9-12

Periods per Week: 5

**Prerequisite:** A grade of 70% or better in Algebra I and Geometry. A student in grades 9-12 who attains a score of Advanced or Proficient on the Algebra I Keystone Exam and maintained a grade of 90% or above each quarter during Algebra I, may have the option of taking Geometry and Algebra II simultaneously with teacher recommendation.

**Description:** Students will build on their knowledge of Algebra and learn concepts such as functions and their graphs, sequences, irrational and complex numbers, quadratics, conic sections, exponential functions and logarithms as well as applications for each of these concepts.

**Method of Evaluation:** Tests, quizzes, homework, class work, and projects, as well as a mid-term and final examination.

**Title: ALGEBRA II (Honors)**

Credit Value: 1.0  
Length of Course: 1 year

Periods per Week: 5

Open to Grade: 9-10

**Prerequisite:** A grade of 90% or better in Algebra I and Geometry. A student in grades 9-12 who attains a score of Advanced or Proficient on the Algebra I Keystone Exam and maintained a grade of 90% or above each quarter during Algebra I, may have the option of taking Geometry and Algebra II simultaneously with teacher recommendation.

**Description:** Algebra II Honors is an advanced level, demanding, fast-paced course. Students will build on their knowledge of algebra and learn concepts such as functions and their graphs, sequences, irrational and complex numbers, quadratics, conic sections, exponential functions and logarithms as well as applications for each of these concepts. Because “Honors” courses require mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. Additional outside study will also be required.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include tests, quizzes, homework, class work, and projects designed to allow students to demonstrate learning. There will also be a mid-term and final exam.

**Title: PROBABILITY & STATISTICS I**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grade: 10-12

**Prerequisite:** A grade of 70% or better in Algebra I, Algebra II, and Geometry. Can be taken concurrently with Pre-Calculus, Calculus I, and Calculus II. Also, can be taken concurrently with Algebra II with teacher recommendation.

**Description:** This course provides an introduction to statistics and probability, preparing students for related subjects in college. Students will develop skills in describing and analyzing statistical data and applying them to real-life problems. Students will become proficient in using graphing calculators (TI-84 Plus) and statistical software (Fathom) to analyze data.

**Method of Evaluation:** Tests, quizzes, homework, class participation, mid-term, and final.

**Title: PROBABILITY & STATISTICS II**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grade: 11-12

**Prerequisite:** A grade of 70% or better in Probability & Statistics I.

**Description:** This course continues the in depth analysis of the statistical concepts covered in Probability/Statistics I, preparing students for related subjects in college. Students will develop skills in analyzing statistical data and applying them to real-life problems.

**Method of Evaluation:** Tests, quizzes, homework, class participation, mid-term, and final.

**Title: AP STATISTICS\***

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grade: 11-12

**Prerequisite:** A grade of 85% or better in Statistics I or Algebra II. This class may also be taken concurrently with Pre-Calculus, Calculus I, and Calculus II.

**Description:** AP Statistics is an advanced level, demanding, fast-paced course. 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. An introductory statistics course, similar to the AP Statistics course is typically required for majors such as social sciences, health sciences and business.

**Method of Evaluation:** Tests, quizzes, homework, class participation, mid-term, and final.

**Title: PRE-CALCULUS**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grade: 10-12

**Prerequisite:** A grade of 70% or better in Algebra II and Geometry.

**Description:** Pre-Calculus is an advanced level, demanding, fast-paced course. This course is designed to prepare students who plan to pursue college studies in mathematics, engineering, or the sciences. The central theme of Pre-Calculus is functions as models of change and how transformations alter the parent graphs. Pre-Calculus combines both advanced algebra and trigonometric families of functions; each family of functions and their inverse is represented symbolically, numerically, graphically, and verbally. The advanced algebra functions include those that are linear, quadratic, absolute value, square root, cubic, higher power polynomial, rational, exponential, and logarithmic functions. The trigonometric function study includes the six trigonometric functions and their graphs, identities, solving trigonometric equations, radian measure, linear and angular velocity, and problem solving with real-world applications of both right triangles and oblique triangles using the laws of sines and cosines.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, laboratory work, and classroom activities designed to allow students to demonstrate learning.

**Title: PRE-CALCULUS (HONORS)**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grade: 10-11

**Prerequisite:** Teacher recommendation, a grade of 85% or better in Geometry, and either a grade of 70% or better in Algebra II (HONORS) or a grade of 85% or better in Algebra II

**Description:** Pre-Calculus Honors is an advanced level, demanding, fast-paced course. All the topics in Pre-Calculus are included as well as vectors, proof work, and limits. Because "Honors" courses require mathematical understanding that is deeper and more complex than the core curriculum, students are

expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. Additional outside study will also be required.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, laboratory work, and classroom activities designed to allow students to demonstrate learning.

**Title: CALCULUS I\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 11-12

Periods per Week: 5

**Prerequisite:** Teacher recommendation and a grade of 90% or better in Pre-Calculus or a grade of 80% or better in Pre-Calculus (HONORS).

**Description:** This is an advanced-level, demanding course for students who are highly motivated. This is a study of topics in differential and integral calculus, including limits, differentiation, integration, and solids of revolution. Emphasis is placed on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Additional outside study will also be required.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, laboratory work, and classroom activities designed to allow students to demonstrate learning.

**Title: AP CALCULUS BC\***

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 12

Periods per Week: 5

**Prerequisite:** A grade of 80% or better in Calculus I and teacher recommendation.

**Description:** This is an advanced-level, extremely demanding, fast-paced course for students who are mathematically gifted and highly motivated. It emphasizes more exhaustive problem solving. This is an intensive study of topics in differential and integral calculus, including all topics from Calculus 1 Honors, as well as techniques of integration; improper integrals; sequence and series; and parametric, polar, and vector functions. Emphasis is placed on a multi-representational approach to calculus, with concepts, results, and problems, being expressed graphically, numerically, analytically, and verbally. The focus is on the application of these concepts, rather than the manipulation or memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Students should expect to spend a minimum of one hour daily on assigned work, study, and review

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, laboratory work, and classroom activities designed to allow students to demonstrate learning.

**Title: MATH FOUNDATIONS 1-6**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 7-12

Periods per Week: 5

**Prerequisite:** Teacher recommendation, standardized test results, and completion of placement exam.

**Description:** Students will examine basic math, Pre-Algebra, and basic algebraic principles in order to bolster their knowledge base. This course is geared to fill academic deficiencies and eventually place the student back on track to success.

**Method of Evaluation:** Grades are based on assessments, homework, class work and participation.



## SCIENCE DEPARTMENT

### Course Sequence

The chart below shows the course sequence that students should follow when scheduling science courses. Please note the prerequisite requirements for each course when making scheduling decisions for the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade courses.

*4 science credits are required for graduation.  
All students must enroll in a science course in the 12<sup>th</sup> grade.*

|                              |  |  |
|------------------------------|--|--|
| <b>7<sup>th</sup> Grade</b>  | Science 7  |  |
| <b>8<sup>th</sup> Grade</b>  | Science 8  |  |
| <b>9<sup>th</sup> Grade</b>  | Biology I <i>or</i> Principles of Biology  |  |
| <b>10<sup>th</sup> Grade</b> | Chemistry I <i>or</i> Principles of Chemistry  |  |
| <b>11<sup>th</sup> Grade</b> | Physics I <i>or</i> Physical Science I   | Also   |
|                              |  | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Students who have successfully completed Biology I and Chemistry I may choose to also enroll in AP Biology or AP Chemistry in addition to (but not in place of) Physics I</p> </div>   |
| <b>12<sup>th</sup> Grade</b> | <p style="text-align: center;">Students who have successfully completed Biology I, Chemistry I, and Physics I may enroll in any of the following:</p> <p style="text-align: center;">Physics II, AP Biology, AP Chemistry and/or Environmental Science</p> | Or   |
|                              |  | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Students who have successfully completed Principles of Biology, Principles of Chemistry, and Physical Science I may enroll in any of the following:</p> <p style="text-align: center;">Physical Science II and/or Environmental Science</p> </div> |

**Title: SCIENCE 7**

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 7**Prerequisite:** None

**Description:** Science 7 is the required science course for 7<sup>th</sup> grade students. This course is a lab activity orientated course designed to develop a student's inquiry skills. The course combines life, earth and physical science in such units as forces in action, energy at work, Earth materials and resources, molecules in motion, and life at the cellular level.

**Method of Evaluation:** Lab activities, science journal, homework, classroom assignments and tests, including a final exam.

**Title: SCIENCE 8**

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 8**Prerequisite:** Must have passed Science 7

**Description:** Science 8 is the required science course for 8<sup>th</sup> grade students. This course emphasizes hands-on activities, critical thinking development, and integration of the science disciplines. The course will include a study of the nature of science, the properties of atoms and an introduction to chemistry, an introduction to environmental science, and an introduction to cells and genetics, biological evolution, and classification.

**Method of Evaluation:** Students will be evaluated based on completion of lab activities, homework, projects, quizzes, and tests, including a final exam.

**Title: PRINCIPLES OF BIOLOGY**

Periods per Week: 7

Credit Value: 1.4  
Length of Course: 1 year  
Opens to Grade: 9**Prerequisite:** 8<sup>th</sup> grade science and teacher recommendation

**Description:** Principles of Biology is designed to meet the needs of students who do not meet the prerequisites for Biology I. It is a structured course which discusses the fundamental concepts of life science. A study of the biodiversity of life on earth and biology at the molecular and cellular level occurs in the first semester. Major themes include life characteristics, ecological principles, cell structure and function, energy formation and the cell cycle. The second semester focuses on genetics, forensic science and evolutionary theory. Major themes of the second semester include DNA and RNA, human inheritance. By participating in scientific investigations and small group experiments, students are given the opportunity to explore "hands-on", take responsible risks, make enlightening mistakes, and learn.

This high challenge approach presents students with complex, real world problems and has them apply their skills and knowledge to complete authentic tasks in a meaningful context.

**Method of Evaluation:** Tests, quizzes, laboratory work, reports, model construction, various assignments, and mid-term/final exam.

**Title: BIOLOGY I**

Periods per Week: 7

Credit Value: 1.4  
Length of Course: 1 year  
Open to Grades: 9**Prerequisite:** 80% or better in 8<sup>th</sup> grade science and teacher recommendation.**Description:** Biology I is a comprehensive course which discusses the fundamental concepts of life science. A study of biology at the molecular and cellular levels occurs in the first semester. Major themes include life characteristics, ecology, basic biochemistry, cell structure and function, energy formation, and the cell cycle. The second semester focuses on genetics, evolution theory, and the history and diversity of life. Major themes of the second semester include DNA and RNA, human inheritance, genetic engineering, natural selection, and biodiversity of life on Earth.**Method of Evaluation:** Tests, quizzes, lab work, reports, model construction, various assignments, and mid-term/final exams.**Title: PRINCIPLES OF CHEMISTRY**

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grade: 10**Prerequisite:** Principles of Biology or Biology I, and teacher recommendation**Description:** Principles of Chemistry is designed to meet the needs of those students who do not meet the prerequisites for Chemistry I. It is a structured course which discusses the fundamental concepts of chemistry. Major themes that will be explored include the chemical properties and behavior of matter and gases, chemical bonding, energy changes in chemical reactions, and the study of electromagnetic radiation. By participating in scientific investigations and small group experiments, students are given the opportunity to explore "hands-on", take responsible risks, make enlightening mistakes, and learn.

This high challenge approach presents students with complex, real world problems and has them apply their skills and knowledge to complete authentic tasks in a meaningful context.

**Method of Evaluation:** Tests, quizzes, laboratory work, assignments, and mid-term/final exam.**Title: CHEMISTRY I**

Periods per Week: 7

Credit Value: 1.4  
Length of Course: 1 year  
Open to Grades: 10**Prerequisites:** A grade of 70% or better in Algebra I, Geometry and in Biology I (or an 80% or better in Principles of Biology). Must have completed, with a 70% or better, or be concurrently enrolled in Algebra II. Teacher recommendation.**Description:** The academic chemistry course is designed to provide a background and understanding of basic chemical principles. Students will develop the ability to think analytically and critically from a variety of experiences including note taking, discussion, problem solving, and doing laboratory work. The laboratory work is carefully chosen to enhance the understanding of the chemical concepts. The relationship between theory and experiment is studied. An awareness of the impact of chemistry on our daily lives and its importance in the technological advances is emphasized.**Method of Evaluation:** Tests, quizzes, lab reports, assignments.

**Title: PHYSICS I**

Credit Value: 1.4  
Length of Course: 1 year  
Open to Grades: 11-12

Periods per Week: 7

**Prerequisites:** A grade of 70% or better in Algebra I, Algebra II, and Chemistry I (or an 80% or better in Principles of Chemistry). Students must be concurrently enrolled in a Pre-Calculus course or must have completed a Pre-Calculus course with a grade of at least 70%). Teacher recommendation.

**Description:** This course is designed to provide students with a basic understanding of the physical laws and principles that govern the universe. Topics that will be studied in the course include motion with constant and changing velocities, the nature of force interactions between objects, motion in two dimensions, energy storage and conservation, momentum and impulse, rotational motion, planetary motion, and the properties of waves. Throughout the course, knowledge of these principles will be constructed by students as they investigate relevant situations in a laboratory setting and during post-lab discussions in which students support and defend their laboratory results. Maximum emphasis will be placed on the development of critical thinking skills through laboratory work and problem solving. Group activity will be used frequently in the laboratory and in the study and solving of problems.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, laboratory work, and classroom activities designed to allow students to demonstrate learning.

**Title: PHYSICAL SCIENCE I**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 11-12

Periods per Week: 5

**Prerequisite:** Chemistry I or Principles of Chemistry and teacher recommendation.

**Description:** Physical Science I is designed to meet the needs of those students who do not meet the prerequisites for Physics I. This course will give students a continued knowledge and a set of skills to perform in a technological society. It is designed as a laboratory course where student involvement is a necessity. The following topics will be discussed: force, work, rate, resistance and energy as they relate to mechanics, fluids, electrical and thermal systems.

**Method of Evaluation:** Evaluation will be based on performance in laboratory groups, gathering and interpreting data, tests, quizzes, and class participation.

**Title: PHYSICS II\***

Credit Value: 1.4  
Length of Course: 1 year  
Open to Grade: 12

Periods per Week: 7

**Prerequisites:** A grade of 80% or better in Physics I and in mathematics up to and including Pre-Calculus. Teacher recommendation is also needed.

**Description:** This course is designed to allow students to improve their understanding of the basic laws and principles that govern the universe beyond the topics previously studied in Physics I. Topics that will be studied include, but are not limited to, electrical circuits, electrostatics and electric fields, magnetism, the Standard Model of particle physics, nuclear energy, Einstein's Special and General Theories of Relativity, and astrophysics (the nature of stars, galaxies, and the history and evolution of the universe). Class format will be similar to Physics I with many of the basic principles being developed within a laboratory setting and through post-lab discussion and analysis. Maximum emphasis will be placed on the development of critical

thinking skills through laboratory work and problem solving. Group activity will be used frequently in the laboratory and in the study and solving of problems. Please note that students who have completed Physical Science I instead of Physics I are not eligible to enroll in Physics II.

**Method of Evaluation:** Grading is based on demonstrated learning by the student. Assessments of learning may include quizzes, tests, laboratory work, and classroom activities designed to allow students to demonstrate learning.

**Title: PHYSICAL SCIENCE II**

Credit Value: 1.0  
Course: 1 year  
Open to Grades: 12

Periods per Week: 5

**Prerequisite:** Successful completion of Physical Science I.

**Description:** This course is a continuation of the principles and methods started in the Physical Science I Program. The course will emphasize laboratory “hands-on” methods and a high degree of mathematical processes. The laboratory and mathematical procedures developed during the first year program will be extended throughout this course. Topics such as power in mechanical, fluid, and electrical systems, force transformers in linear and rotational mechanical systems, fluid systems and electrical systems, momentum in mechanical and fluid systems, characteristics of waves and applications of waves and vibrations, and energy conversions in fluid, electrical and thermal systems will be discussed.

**Method of Evaluation:** Evaluation will be based on performance in laboratory groups, gathering and interpreting data, tests, quizzes, and class participation.

**Title: BIOLOGY II AP\***

Credit Value: 1.4  
Length of Course: 1 year  
Open to Grades: 11-12

Periods per Week: 7

**Prerequisite:** A grade of 80% or better in both Biology I and Chemistry I. Must be concurrently enrolled in or have successfully completed Physics I. Recommendation of Biology I and Chemistry I teachers is necessary.

**Description:** The Advanced Placement Biology course is designed for the academic student who is interested in studying biology at an advanced level. Students will develop an in-depth understanding of the major principles of biology, including biochemistry, cell structure and function, genetics, evolutionary theory, biological diversity, and human anatomy and physiology. The course is challenging and fast-paced, requiring students to maintain a strong work ethic throughout the year. The course requires the completion of many reading and writing assignments, and the ability to think critically and analytically during classroom discussion and laboratory work. At the completion of the course, students are encouraged to take the AP Biology Exam.

Please note that students who have completed Principles of Biology instead of Biology I are not eligible to enroll in Biology II AP. All students scoring a 3 or better on the AP exam will be reimbursed 100% for the cost of the exam.

**Method of Evaluation:** Summer reading assignments, extensive chapter outlines, formal lab reports, written essays, journal readings, and exams.

**Title: CHEMISTRY II AP\***

Credit Value: 1.4  
Length of Course: 1 year  
Open to Grades: 11-12

Periods per Week: 7

**Prerequisite:** A grade of 80% or better in Chemistry I, Biology I and teacher recommendation. Must have completed, with 80% or better, or be concurrently enrolled in Pre-Calculus and Physics.

**Description:** The second year Chemistry course is designed for the academic student who is considering medicine, nursing, science, or engineering as a profession. The student will develop an in-depth understanding of the principles of chemistry in a variety of ways by studying chemical reactions in detail. The study of chemistry improves the students' ability to think analytically and critically, skills which are extremely important for any scholarly thinking. The course is designed so that a combination of listening, discussing, doing laboratory work, and solving problems will lead to a greater understanding of the behavior of atoms and molecules and the effect of this behavior on our world. At the completion of this course, students are encouraged to take the AP Chemistry exam. Please note that students who have completed Principles of Chemistry instead of Chemistry I are not eligible to enroll in Chemistry II AP.

**Method of Evaluation:** Tests, quizzes, problem assignments, lab reports.

**Title: ENVIRONMENTAL SCIENCE**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 12

Periods per Week: 5

**Prerequisite:** Successful completion of Biology I or Principles of Biology, and teacher recommendation.

**Description:** Environmental Science is an introductory course that provides students with opportunities to investigate real environmental problems such as water quality, waste disposal, and energy sources and conservation. Students participate in activities centering on both natural and man-made environments found worldwide with special focus on Pennsylvania relationships. Topics covered include the ecosystem concept, terrestrial ecology, agriculture, integrated pest management, water ecology, energy sources, and pollution. This course is designed for a broad range of students with a high interest in environmental conditions and problems. Partnerships with Creek Connections at Allegheny College and Beechwood Farms/Audubon Society provide additional hands-on experiences.

**Method of Evaluation:** Tests, quizzes, lab reports, research papers, field studies, student participation, mid-term and final exam.

## FOREIGN LANGUAGE DEPARTMENT

All courses meet five days per week. French I and Spanish I are open to students in grades 8 through 12. French IV and Spanish IV are weighted.

**French I**  
**French II**  
**French III**  
**French IV\***

**Spanish I**  
**Spanish II**  
**Spanish III**  
**Spanish IV\***

### Prerequisite:

1. A desire to learn a foreign language, and a final grade of 80% in English in the year prior to starting the foreign language.
2. For students to continue to the next level of a language, a final grade of 75% or better is required in the previous level and a final grade of 80% in English in the year prior to starting the foreign language.

### Description:

**French I:** The French I course at Riverview Junior-Senior High School has been designed to introduce and develop communication skills in French and an appreciation for the cultures of French-speaking regions. The communication skills include the receptive ones of listening and reading and the productive ones of speaking and writing.

The topics of study include family, housing, sports, food, daily life, clothing, etc. The students will be able to discuss, write about and understand written texts as well as speech pertaining to events that occur both in the present, near future, and the past by the end of the year. **Heavy supplementation of teacher created materials is utilized throughout the year.**

The methods of evaluation include: unit tests, quizzes, homework, class work, All-French Days, compositions, writing assignments, music videos, songs, projects, oral presentations, skits, midterm evaluation, and final examination.

**French II:** As in French I, the goals of the French II course are the development of the communication skills and an appreciation for the culture of francophone regions. To be successful in French II, the students must have mastered and retained the material from French I. The grammar lessons are somewhat more

advanced, and the vocabulary requirements are larger.

The lessons draw from the textbook *Bon voyage, Level II*, with the initial unit focusing on a review of level I. Topics covered include past times, medical concerns, daily life, and a heavy concentration on transportation and travel related vocabulary and functionality. Students will also be doing leveled readings of French books. At the end of the year, students will be capable of having more detailed discussions of events occurring in the present, near and far future, as well as both past events and descriptions of things and people in the past. Students will also be capable of functioning almost entirely in French in the classroom.

The methods of evaluation include: unit tests, reading assignments, quizzes, homework, class work, in class French use, compositions, writing assignments, music videos, songs, projects, oral presentations, skits, midterm evaluation, and final examination.

**French Level III:** The French III course continues to develop the skills of listening, speaking, reading and writing. Although the speaking skill is the most important one in any foreign language level, it is emphasized even more in Level III and above. To be successful in French III, the students must have mastered and retained the material from French I and II. The grammatical constructions at this level become advanced and the vocabulary more specialized.

**Lessons are based off of *Bon voyage, Level III* text books, and there is a heavy supplementation with teacher created materials.** Topics covered include free time activities, the culture and language of French youth, music, North and West Africa, French media, French social issues, and French cultural customs. Students will also be doing leveled readings of French books. At the end of this year, students will be capable of complex writing and speaking in nearly all of the most commonly used French tenses and grammar patterns.

**SPANISH LEVEL I:** In Spanish I, students have the opportunity to learn the language and culture of Spain and other Spanish speaking countries. Students will begin developing the ability to communicate using simple sentences containing basic language structures. Throughout the course, students can anticipate homework on a daily basis, written and oral activities, weekly quizzes and tests, and many digital projects throughout the year. The emphasis is on developing the four skills of listening, speaking, reading and writing. Students will work from a textbook, two workbooks, several readers and other supplementary materials and online resources. Students will be required to create accounts with online resources including Edmodo, Celly, Blendspace, and Quizlet. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

**SPANISH LEVEL II:** This course continues the format from Spanish I by continuing to work in the Realidades series. The present and preterite tenses are used and refined. In the second semester, the Imperfect Tense is introduced. Students continue using the listening, reading, writing and speaking skills in dialogues (guided and original), projects; such as personal poems, catalogs, postcards, and menus. Students develop speaking skills each day through class participation. Cultural knowledge development includes readings on Diego Rivera, Frida Khalo, José Martí, Roberto Clemente and many other famous Hispanics. Students will also read three short stories in addition to other poems and articles. Students will be required to create accounts with online resources including Edmodo, Celly, Blendspace, and Quizlet. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

**SPANISH LEVEL III:** Spanish III provides an opportunity for students to continue to strengthen their previously acquired language skills by continuing to work through the Realidades series. Students in Spanish III continue to develop their proficiency in each of the four skills. New and more complex linguistic structures are introduced to allow students to communicate more freely in the target language. The study of Latin America also continues with a focus on the Spanish speaking countries of South America. Students are assessed through written and oral activities, tests and quizzes, class participation, homework completion and projects. Students also create blogs and digital portfolios A research project is completed at the end of Spanish III. The reading skills and vocabulary are broadened through the use of several short stories, legends and three readers in Spanish. Students will work from a textbook, workbook, grammar workbook, several readers and additional supplementary materials and online resources. Students will be required to maintain accounts with online resources including Edmodo, Celly, Blendspace, and Quizlet. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.



**SPANISH LEVEL IV:** Spanish IV provides an opportunity for students to continue to strengthen their previously acquired language skills. Students in Spanish IV continue to develop their proficiency in each of the four skills. New and more advanced linguistic structures are introduced to allow students to communicate more freely in the target language. Students continue to develop a cultural awareness through the study of Spain and Mexico, in addition to other Hispanic cultures. Students are assessed through written and oral activities, tests and quizzes, class participation, homework completion and projects. Students also create blogs and digital portfolios. The reading and writing skills are broadened through the use of authentic literary works and contemporary articles, short stories and several readers in Spanish. Conversations, oral presentations and skits, and similar activities are used to ensure practice in the language. The emphasis is on the four skills of listening, speaking, reading and writing. Students will be required to maintain accounts with online resources including Edmodo, Celly, Blendspace, and Quizlet. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

**Methods of Evaluation:**

1. Homework
2. Vocabulary/grammar quizzes and tests
3. Skit presentations
4. Dialogues
5. Chapter/unit tests
6. Oral presentations
7. Compositions
8. Reports/presentations on historical and literary figures
9. Mid-term and Final exams
10. Research assignments on Spanish speaking countries
11. Projects using cartoons, comics, other web tools for creating visuals and recording audio.

**TECHNOLOGY EDUCATION DEPARTMENT**

**Title: ROBOTICS I**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisite:** None

**Description:** This course will emphasize the use of robotics to teach basic and advanced problem-solving techniques and programming that requires the integration of math and science skills. Students will be introduced to the easyC programming language. Students will also learn to build robots and write programs to enable the robots to complete a variety of challenges.

Students will be following the Autodesk's VEX Robotics Curriculum, which provides resources for the delivery of a pre-engineering design course in Robotics and computer-aided design. Students will use the software program called Autodesk Inventor to design and create drawings of multiple robotic parts. Autodesk's VEX Robotics Curriculum also incorporates the principles of STEM education into each unit and maps them directly to U.S. & National Academic Standards. The STEM Connections support students in acquiring an understanding of the complex and deep interrelationships among science, technology, engineering, and math.

A large part of this course will involve working creatively to solve authentic challenges. Challenges will range in difficulty from simple tasks to multi-step activities that may require days or weeks to complete. The challenges will require students to consider both the physical demands placed upon a robot as well as the programming required to enable a robot to complete the stated tasks. Furthermore, students may also engage in a group effort to complete challenges as part of a regional robotics competition.

**Method of Evaluation:** Grading will include standard objective testing and the assessment of hands-on activities. Students will take a number of paper and pencil tests to demonstrate their understanding of the uses and capabilities of the materials and software. Grading of projects will be done using a rubric that will focus on the completion of assigned tasks and the effectiveness and efficiency of the robot. Students will also be graded on their level of participation within the group.

**Title: TECHNOLOGY EDUCATION I**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisite:** None

**Description:** The technology course is an elective course offering a full year of study and a full credit towards graduation. The technology I course focuses on an in depth study of 4 technology areas: communication, manufacturing, construction, and transportation. A main part of the course centers around mechanical drawing and computer aided design as a basis for all projects completed during the year. Students begin to develop skills in design and draw parts according to size and specifications. Students then begin to build on that knowledge and complete problem solving activities which involve producing a real-life part, testing, analyzing and redesigning if necessary. Once the mechanical drawing phase is complete, students then transition to a computer aided design software called Autodesk Inventor where students begin to design parts 3-dimensionally. Students will develop the ability and knowledge to correctly use tools and materials to answer questions and explanations while solving problems. A few projects include: 3D printing, a finish product, CO2 car, boat hull, bridge destruction test, and catapult design.

**Method of Evaluation:** Participation, attendance and project completion are all essential in passing this course. Grades will be assessed according to completion of project, quality of design, and analyzing results. Grades will also be assessed through tests and quizzes.

**Title: COMPUTER GRAPHICS & DESIGN**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisites:** A serious interest for developing skills in graphic design.

**Description:** This course will consist of a unit dedicated to understanding elements of graphic design by using Adobe Illustrator and Photoshop. Students will also be given a brief overview and training on learning how to use digital cameras, scanners, disc publisher, vinyl cutting, sublimation, and screen printing. A few projects include: musical poster, movie poster, CD album, magazine cover, digital manipulation, and business card.

**Method of Evaluation:** Grades will be assessed on quality of design, originality, creativity, and timely completion.

**Title: COMPUTER GRAPHICS & DESIGN II**

Credit Value: 1.0

Periods per Week: 5

Length of Course: 1 year  
Open to Grades: 10-12

**Prerequisites:** 70% or better in Computer Graphics I

**Description:** This course is a continuation of graphic design where students develop advanced skills in the areas of illustrations, graphic design, page layout, and image manipulation. Students will use these developing skills in several design applications which may include: product designs, movie posters, musical poster, game cover design, cell phone designs, vinyl design and much more. Software includes: VE Lxi software, Photoshop, Illustrator and Makerbot desktop.

**Method of Evaluation:** Grades will be assessed on quality of design, originality, creativity, and timely completion.

**Title: 3D Printing and Design**

Credit Value: 1.0  
Length of Course: 1 semester or full year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisite:** None

**Description:** Have you always been good at designing and creating new things? Do you enjoy computers, design and modeling? The sky is the limit. Students will explore the realm of design and product creation. You will learn an overview of modern 3D design and modeling techniques and also explore the range of printing and prototyping technologies in use today. Students will gain hands-on experience creating their own designs and shaping the creative process to a final printed product.

**Method of Evaluation:** Grades will be assessed on quality of design, originality, creativity, and timely completion.

## BUSINESS DEPARTMENT

**Title: SOFTWARE APPLICATIONS**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisites:** Passing grade in Computer Literacy

**Description:** As our world relies more on computers to handle everyday work and leisure activities, the features of Microsoft Word, PowerPoint, and Excel are vital. This hands-on course is designed to instruct students to the functional uses of computer software. Whether you are emailing a friend, developing a class presentation, or compiling statistics for the track team, software application knowledge can make the task an easier one.

**Method of Evaluation:** College and job-related assignments, oral presentations, and content-based tests.

**Title: COMPUTER APPLICATION BASICS**

Credit Value: .5  
Length of Course: Semester  
Open to Grades: 9-12

Periods per Week: 5 or 3

**Prerequisites:** For students who need basic keyboarding and computer literacy skills

**Description:** This is a hands-on course where students will use Micro Type Multimedia and Micro Pace software packages in a networked classroom environment to develop proficiency with keyboarding speed and accuracy. Students will apply their skill to produce documents using the introductory fundamentals of Microsoft Word, PowerPoint, and Excel software, as well as Internet research.

**Method of Evaluation:** Assignments and oral presentations.

**Title: PUBLISHING**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grades: 10-12

**Prerequisite:** Teacher-approved application

**Description:** This course is designed to get students involved in producing both the junior high yearbook and the senior high yearbook. Students work collaboratively to make theme and design choices, as well as meet essential deadlines. They will have hands-on experience in the field, photographing all important events during the school year and promoting print advertisements to help meet budget limits. They also take active roles in marketing the publications to the student body. The final products are truly yearbooks made by the students for the students of Riverview. Students must be able to dedicate time outside of the regular classroom period. Maximum enrollment of 16 students.

**Method of Evaluation:** Day-to-day efforts, cumulative reflection of work, activities/exercises, photography, and meeting deadlines

**Title: COMPUTER SCIENCE I**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to grades: 10-12

**Prerequisite:** A grade of 70% or better in Algebra I

**Description:** "Computing is not about computers anymore. It is about living."-N. Negroponte. What careers are you interested in...possibly Engineering, Communications, Business, Mathematics, Science, Education, etc.? No matter what you decide, computers will be there! The purpose of this course is to provide students with basic software development skills using various programming environments including animation (virtual worlds, etc.) with Alice and object oriented programming with Visual Basic. Students will learn to create software in an interactive environment to analyze everyday problems, develop algorithms, design window interfaces and produce code. This course is a prerequisite course for Computer Science II Advanced Placement.

**Method of Evaluation:** Tests, exercises, projects, and the successful and efficient run of programs.

**Title: COMPUTER SCIENCE II AP**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grades: 11-12

**Prerequisite:** A grade of 85% average or better in Computer Science I. Teacher recommendation is needed.

**Description:** This course is designed for the student who is interested in advancing his/her programming knowledge. Emphasis is placed on the in-depth study of algorithms and data structures in an object oriented programming environment using the Java programming language. The student will be involved in the analysis and development of programming code and the logical thought processes involved in solving higher-level problems. At the completion of this course, students are encouraged to take the AP Computer Science exam.

**Method of Evaluation:** The cumulative reflection of work based on daily activities/exercises, tests, and projects.

**Title: PORTFOLIO DESIGN**

Credit Value: .5  
Length of Course: Semester  
Open to Grades: 10-12

Periods per Week: 5

**Prerequisite:** None

**Description:** This course will develop skills to give students an edge in applying for college or for a job. Increase your chances for career and personal success when you apply the skills you will learn in this essential course. Students will explore a variety of career fields and will cover materials relating to resumes, college and job application forms, cover letters, interviewing techniques, and career advancement. Communication skills for effectiveness in college and on the job will be addressed. This course also provides ample opportunity for students to develop skills in page layout and design in a variety of printed forms of communication including logos, letterhead, flyers, newsletters, advertisements, and brochures.

**Method of Evaluation:** Career Portfolio, mock interview, desktop publishing publications, and tests

**Title: ACCOUNTING I**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 10-12

Periods per Week: 5

**Prerequisite:** Successful completion of one high school level math course

**Description:** Money makes the world go around...or so the saying goes. Money management is an essential life and career skill. Accounting provides us with the knowledge we need to effectively keep track of money as well as plan for the future. This introductory course is designed to provide a thorough background **in the basic** accounting procedures used to operate both a service and merchandising business. The content focuses on the accounting cycle and will serve as a background for self-employment, small business employment, as well as preparation for study at the college level.

**Method of Evaluation:** Tests, daily assignments, and projects

**Title: ACCOUNTING II**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 11-12

Periods per Week: 5

**Prerequisite:** A grade of 80% or better in Accounting I

**Description:** This second-year course is designed to provide advanced study for those students who will be majoring in or seeking a career in Business Administration, Finance, Banking, and other areas of business. Students will gain a more comprehensive knowledge of the accounting procedures used to operate merchandising businesses organized as partnerships and corporations. Departmentalized accounting, inventory, payroll, accruals, promissory notes, and corporate stock and bond transactions will be explored.

**Method of Evaluation:** Tests and daily assignments

**Title: PERSONAL FINANCE**

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9 -12  
**Required of all 9<sup>th</sup> and 10<sup>th</sup> graders for graduation**

**Prerequisite:** None.

**Description:** Topics covered include setting goals, spending plans and budgeting, banking services, wages and deductions, housing options, transportation alternatives, property and income taxes, life/auto/health insurances, credit card and personal loan management, identity theft, investment essentials, and career planning. In addition, students will be taught to use Microsoft Excel spreadsheet software and any other communication tool that is relevant and necessary in the 21<sup>st</sup> Century workforce. Starting with the class of 2018, this **course is a graduation** requirement.

**Method of Evaluation:** Tests, assignments, projects, and online research

**Title: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT**

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 11-12

**Prerequisite:** None

**Description:** Have you ever dreamed of owning and operating your own business? Would you like to be a decision maker and the boss? In this course, students select an idea for a new business and create a plan for success. Market research is used to determine the location and product/service mix. A business plan is developed to describe the organization, marketing strategies, financial requirements, and legal matters of the new business. Learn what it takes to be a successful entrepreneur. The success stories of Sam Walton (Wal-Mart), Dave Thomas (Wendy's) and Bill Gates (Microsoft) all began with an idea, a plan and entrepreneurship know-how! Regardless of what your future plans may be, a solid foundation in entrepreneurship and business management will help you reach your professional goals. In addition, local entrepreneurs from the surrounding community serve as guest speakers in this class to share first-hand knowledge.

**Title: COLLEGE NOTE-TAKING**

Credit Value: .5  
Length of Course: 1 semester

Periods per Week: 5 or 3

Open to Grade: 11-12

**Method of Evaluation:** Projects, assignments, online research, and tests

**Prerequisite:** None

**Description:** This course is ideal for college-bound students, students taking advanced placement courses, and those interested in a personal writing system. It enables students to take notes easily and quickly through an abbreviated writing system and MS Office One Note. College prep activities and topics to help with the freshman transition are integrated.

**Method of Evaluation:** Assignments, tests, and college-prep journal

**Title: SPORTS AND ENTERTAINMENT  
MARKETING/MANAGEMENT**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 10-12

Periods per Week: 5

**Prerequisites:** None

**Description:** This course will take you on a step-by-step journey through the exciting world of sports and entertainment marketing/management. It was developed in response to national and regional growth in the Sports and Entertainment sector of the economy and the recognition of its inclusion in over 100 college and university business programs. The course is interdisciplinary in nature with a focus on the management of venues, sports, musicians, artists, and events. The course will develop critical thinking, decision making, and communication skills through real world applications aimed at preparing students to handle specific tasks associated with the industries. This course is designed to provide future managers with a solid business foundation, as well as knowledge of the unique facets of the Sports and Entertainment Industries. Students are required to purchase a class t-shirt at a nominal cost. Field trips to Heinz Field, PNC Park, Stage AE, The Benedum Center, Consol Energy Center, and more, are part of the curriculum.

**Method of Evaluation:** Critical thinking assignments, event planning projects, and exams

**Title: E-COMMERCE AND WEB PAGE DESIGN**

Credit Value: .5  
Length of Course: 1 semester  
Open to Grades: 10-12

Periods per Week: 5

**Prerequisites:** None

**Description:** This semester course will provide students with the knowledge and experience to create eye pleasing, content-rich web pages using the popular and widely-used web design software, Dreamweaver. By learning the major capabilities of Dreamweaver, HTML, and Flash, students will be able to produce professional websites. This interactive course will increase student's PC knowledge for college and beyond.

**Method of Evaluation:** Web page, assignments, and tests

## ART DEPARTMENT

**Title: INTRODUCTION TO ART**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

Periods per Week: 5

**Prerequisite:** Satisfactory completion of Art 8 and teacher recommendation.

**Description:** This course is an introductory program to the advanced art electives. The course will cover the principles of art and design through various media, techniques, and projects.

**Drawing Unit** – includes assignments in basic drawing methods to improve the accuracy in student drawings. Sighting as a perspective and drawing skill is incorporated, as is negative space and shading for form and value. Exercises in the elements and principles of design and beginning portraiture are also explored, throughout the year.

**Painting Unit** – focuses on color theory and basic composition skills with the introduction of water-color and tempera projects. Students use the properties and attributes of the two very different paint mediums to enhance individual paintings. Art History studies will be incorporated by students as reference and motivation for individual paintings.

**Ceramics Unit** – structured in the basics of hand building techniques. The pinch, coil, and slab methods are taught. A container or sculptural container is the end product to demonstrate competency in the basic techniques. Glazing techniques, firing and new vocabulary is also introduced.

**Jewelry Unit** – beginning jewelry skills are acquired in design, pattern making, transfer of pattern, sawing, soldering, and polishing of metals to complete a finished piece of jewelry.

**Continuous Projects/Procedures:** drawing assignments, brainstorming techniques, art history.

**Method of Evaluation:** The evaluation will be based on attendance, classroom procedures, participation, completion and quality of project, and periodic exams. There will be homework assignments.

**Title: INTERMEDIATE ART**

Credit Value: 1.0  
Length of Course: 1 year  
Open To Grades: 10-12

Periods per Week: 5

**Prerequisite:** Successful completion of both Introductory and Intermediate Art, and teacher recommendation.

**Description:** This program is an intermediate elective designed to expand upon the introductory course and introduce new skills, techniques, and media.

**Drawing Unit** - includes advanced drawing techniques in form, value, and effects of light on subjects. One and two point perspective is addressed with assignments in two point perspective. Composition with unity and rhythm is considered in all drawings. *Intermediate drawing skills are expected* to be incorporated for all drawing done for this course. An introduction to the correct use and application of colored pencil techniques as well as sepia pencil and charcoal are used in drawing assignments. Imaginative, as well as realistic drawing is explored.

**Painting Unit** – expands upon color theory and composition techniques initially transferring drawing skills to painting. Composite composition is introduced as an avenue to explore for idea generation of subject matter.



Water color exploration moves beyond the introductory level with full experimentation of the mediums capabilities and transferring these to a finished painting. Acrylic painting is introduced at this level and composite drawing is stressed for composition.

**Ceramics/Sculpture Unit** – This level of ceramics is a focused study in clay on the human facial features. Three dimensional portraits, characters (must be original) and creative sculptural designs of hand building methods will be determined by individual design. Glazing techniques/options and firing will be addressed. \*Additional sculpture project includes a high or low relief sculpture.

**Jewelry Unit** – Intermediate jewelry skills are introduced. Fabrication methods applied may be a combination of techniques with a mixed media. Pattern making, transfer of pattern, bending of metal, sawing, soldering, and polishing of metals is utilized. Finishing procedures of cleaning, filing, sanding, and buffing complete a finished piece of metal.

**\*\*Printmaking** - Relief or Mono Printing Making – An additional area of study offered as time permits.

**Continuous Projects/Procedures:** Drawing assignments - idea generation techniques, art history, and figure drawing

**Method of Evaluation:** The evaluation will be based on attendance, classroom procedures, participation, completion, quality of projects, and periodic exams. There will be homework assignments.

**Title: ADVANCED ART**

Credit Value: 1.0

Length of Course: 1 year

Periods per Week: 5

Open to Grades: 11-12

**Prerequisite:** Successful completion of both Introductory and Intermediate Art, with no lower than a 75% grade point average as well as teacher recommendation.

**Description:**

**Drawing Unit** – students review and apply skills with a Charcoal Still Life, Color Pencils – extreme close ups to include texture and detail with color and line techniques. Introduction of the painterly pastels as drawing media. Emphasis on creative drawing and idea generation.

**Painting Unit** – expands upon previous knowledge and skill in watercolor and acrylic painting. New tempera techniques are introduced. Student is encouraged to develop own style of painting through use of color, stroke, application and composition. Art History and current events, modern artists currently working may influence ideas and style of artwork. Mixed media is also introduced as a project assignment.

**Ceramics Unit** - overall sculptural and textural effects are required to complete this assignment. Imaginative and creative design ideas are completed with previously acquired techniques as well as newly introduced armature and infrastructure upon which to build/support sculpture.

**Metals/Sculpture Unit** – advanced level sculpture with combination techniques to include fabrication and model making. Sculpture to include high/low relief sculpture in board, plaster, metal, plastic, cement, fabric, as well as mobile making.

**Continuous Projects/Procedures:** Drawing assignments, idea generation techniques, art history, and figure drawing.

**Method of Evaluation:** The evaluation will be based on attendance, classroom procedures, participation, completion and quality of project, periodic exams. There will be homework assignments.

**Title: PORTFOLIO PREPARATION & ART**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 12

Periods per Week: 5

**Prerequisite:** Exemplary completion of advanced art. Teacher recommendation needed.

Note: Please only elect this class if you have spoken to the art instructor.

**Description:** This course is an opportunity for a student specifically interested in creating an art portfolio as preparation for admittance to college for art and/or design. Further investigation of art media on an advanced level and portfolio requirements will be addressed. The course is an extension beyond our regular curriculum offerings and is offered simultaneous to other art electives. This course is not an independent study and meets 5 days a week.

The student will complete works from concept to completion according to the special area of individual academic interest. Seniors hoping to pursue careers in art, art education, graphic design, architecture, fashion, or interior design should consider this elective.

**Method of Evaluation:** As the curriculum will be contract driven, evaluation will be based on a grading rubric, successful completion of assignments, and attendance.

**Title: Advanced Placement Art Instruction and Submission**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 12

Periods per Week: 5

**Prerequisite:** Exemplary completion of Portfolio Preparation & Art. Teacher, guidance and parent recommendation needed.

Note: Please only elect this class if you have spoken to the art instructor and have an understanding of the grading process and class requirements for submission of your artwork.

**Description:** This course is an opportunity for a student specifically interested in creating an Advanced Placement (AP) art portfolio to submit for college level credit and as preparation for admittance to college for art and/or design. Components of the AP course of study include:

**The Quality-** This section will show the ability to complete a composition showing vision completeness and quality that can be supported and shown in the artwork and the artworks that are similar in concept. The quality is evident in the composition and technical skills of the work.

**The Concentration-** This section should support your "vision" and "style" of art that can be reflected upon and favored as an individual concept or period. This area should also represent an aspect of the artist's work that shows a heavy investment of thought as well as considerable time spent.

**The Breadth-** This section will show a wide variety of techniques, mediums, styles, and finishes used in experimentation and discovery of the art process. The variety and range of artistic investigation should be evident in this section. Several areas to be considered in this section are, the observations of three-dimensional subjects and the ability to work with nonobjective forms. This section should allow the artist to try something new and learn from the positives and negatives of the creative process.

This advanced course is an extension beyond our regular curriculum offerings and is offered simultaneous to other art electives. This course is partially an independent study and meets 5 days a week and includes on going evaluations by the art teacher and student using constructive critique methods.

The student will complete original artworks from concept to completion according to the special area of individual academic interest. Seniors hoping to pursue careers in art, art education, graphic design, architecture, fashion, or interior design should consider this elective.

**Method of Evaluation:**

General Information

- The scoring guidelines for the AP portfolios contain score points from 6 (excellent) through 5 (strong), 4 (good), 3 (moderate), 2 (weak), and 1 (poor).
- Each score point is characterized by a variety of descriptors of work that would receive that score.
- Because there are only six different points on the scale, each score point represents a band or range of accomplishment.
- Some of the descriptors may seem to contradict each other because the range of possibilities for work at a given score point is so great.
- The descriptors are examples; it is not expected that all the descriptors for a scale point will apply to any one particular portfolio.
- The descriptors intentionally discuss general aspects of artwork at each score point; there is no preferred (or unacceptable) content or style.
- The descriptors, taken as a whole, capture characteristics of work that merits each score.

## FAMILY AND CONSUMER SCIENCES DEPARTMENT

**Title: FOOD SCIENCE & KITCHEN SKILLS**

Credit Value: 1.0  
Length of Course: 1 year  
Open To Grades: 9-12

Periods per Week: 5

**Prerequisite:** Consumer Skills 8

**Description:** In this entry level course, the students will study food preparation. The emphasis will be on kitchen safety, sanitation, different cooking methods and the practice and mastery of kitchen skills by studying various food groups. Laboratory work will involve the selection, care, preparation and storage of the various dishes prepared. Seasonal and interest projects may be included as time permits.

**Method of Evaluation:** Students will be assessed using both formative and summative forms of assessment. Class and laboratory work, both individually and in groups are assessed. Teamwork is a large component of this grade and attendance plays a vital role in maintaining that grade.

**Title: CONSUMER & FOOD SCIENCE**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 11-12

Periods per Week: 5

**Prerequisite:** Food Science and Kitchen Skills

**Description:** The students will study consumerism, meal planning, nutrition, and baking. Emphasis will be on preparation techniques, planning, serving presentation, healthy eating and meal preparation. A service project is planned for each month. Students will need to attend two evening sessions of feeding the homeless throughout the school year. The students will plan, prepare, and serve at least one holiday meal. The students will have hands-on experience in meal preparation and grocery shopping.

**Method of Evaluation:** Students will be assessed using both formative and summative forms of assessment. Class and laboratory work, both individually and in groups are assessed. Teamwork is a large component of this grade and attendance plays a vital role in maintaining that grade.

## MUSIC DEPARTMENT

### Title: MUSIC AND DANCE

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

**Description:** This class will look at a variety of music and dance forms from the 15<sup>th</sup> Century to the present day. Emphasis will also be on the historical and cultural relevance of music and dance in society. Music will include Classical, Jazz, Latin, Rock and Roll, and world music. Dance will include all forms of ballroom dancing, ballet, jazz, and dance for athletes.

### Title: CONCERT/MARCHING BAND

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 7-12

**Prerequisite:** At least 1 year of elementary band or teacher recommendation.

**Description:** This course is a study of music through performance. Marching band performances occur on fall weekends at football games and parades. Several concerts are scheduled throughout the school year for the concert band. The concert and marching bands stress the fundamentals of band technique, and prepare students for further study and enjoyment of music.

**Method of Evaluation:** Students will be evaluated in the form of performance exams and attendance at all extracurricular rehearsals, performances, and concerts.

### Title: JAZZ BAND

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 9-12

**Prerequisite:** Participation in marching/concert band and teacher recommendation.

**Description:** This is a performing group learning through listening and playing of all styles of jazz, jazz-rock, fusion and swing. The course will cover jazz scales, terminology and technique. Membership by audition only.

**Method of Evaluation:** Attendance at all performing functions, participation in all performances and rehearsals, periodic playing and written tests.

### Title: ORCHESTRA

Periods per Week: 5

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 7-12

**Prerequisite:** Elementary orchestra or director's pre-approval.

**Description:** An understanding of scales, basic rhythm patterns and tone production is stressed. A variety of music is performed from all periods of music history. Private lessons are recommended. Students will perform at a number of school functions as well as holiday and spring concerts. Students are chosen for District Orchestra from this group.

**Method of Evaluation:** Attendance, cooperation, performance and participation in all concerts are required. Periodic playing tests and reports will also be assigned.

**Title: CONCERT CHOIR**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 7-12

Periods per Week: up to 5

**Prerequisite:** Approval by instructor and audition, if necessary.

**Description:** This course includes singing and development of vocal and technique, dictation, proper breathing technique, and developing musicianship. Popular, sacred and folk music are used from many periods of history with emphasis on the master composers. Emphasis is also placed on skills for reading music with interval and rhythmic exercises.

Opportunities to perform as well as attend performances throughout the Pittsburgh area may be scheduled throughout the year. Fund-raising may be held to help finance these excursions. A small ensemble group is also selected from chorus members. Those interested in solo work are also encouraged. District Chorus members are selected from this group.

**Method of Evaluation:** Concert participation (minimum 2 a year), classroom participation, teacher observation of student interest and participation, periodic voice tests, periodic written tests, and reflection papers.

**Title: Grace Notes**

Credit Value: .5  
Length of Course: 1 year  
Open to Grades 9-12

Periods per Week: up to 5

**Prerequisite:** Audition

**Description:** Grace Notes is an audition-only ensemble. This group performs vocal music that is more rigorous than concert choir and will explore various repertoire with a focus on foreign languages. Each member is expected to be a strong individual singer as well as being able blend within the ensemble.

**Method of Evaluation:** Attendance to class, as well as participation in all performances and rehearsals, and periodic vocal tests.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

### HEALTH

**Title:** HEALTH 10

Credit Value: .6

Periods per Week: 3

Length of Course: 1 year

Open to Grades: 10

**Prerequisite:** None

**Description:** The health curriculum focuses on personal and community wellness. Sophomores meet 3 times per week for one year and all classes are co-ed. Topics include:

- Health problems and practices, past, present and future.
- Proper nutrition and physical fitness for lasting personal health.
- Accident prevention and first aid.
- Making responsible decisions.
- Smoking, drinking, and drug use and abuse.
- Diseases and the continuing fight against them - including AIDS.
- Pollution and environmental control.
- Mental health - defense mechanisms, signs and treatment of mental disorders, and preventing suicide.
- CPR Certification.
- Human Reproduction, including S.T.D.'s.

**Method of Evaluation:** Written tests, discussion participation, homework, writing assignments, worksheets, role playing activities, projects and attendance.

### PHYSICAL EDUCATION

**Title:** PHYSICAL EDUCATION 9/10 GIRLS

Credit Value: .4

Periods per Week: 2

Length of Course: 1 year

Open to Grades: 9, 10

**Title:** PHYSICAL EDUCATION 9/10 BOYS

Credit Value: .4

Periods per Week: 2

Length of Course: 1 year

Open to Grades: 9, 10

**Title:** PHYSICAL EDUCATION 11/12 GIRLS

Credit Value: .4

Periods per Week: 2

Length of Course: 1 year

Open to Grades: 11, 12

**Title:** PHYSICAL EDUCATION 11/12 BOYS

Credit Value: .4

Periods per Week: 2

Length of Course: 1 year

Open to Grades: 11, 12

**Prerequisite:** Required of all students in grades 7-12.

**Description:** Physical education is an integral part of general education, and therefore, it has the same aims and objectives for its students. The Physical Education Program at Riverview High School strives toward building an appreciation of physical fitness through a well-rounded program of activities. There are two physical education periods a week for grades nine through twelve. A wide array of individual, dual and team activities will be implemented to give the students experiences that will serve their social, mental, and physical health into their adult lives. Each activity will also include a fitness component that is geared toward making physical activity a lifetime pursuit. Weight training can be used for adaptive purposes and for selective advanced students near the end of any particular unit. Adapted physical education is coordinated with the Special Education Department and/or medical personnel.

**Method of Evaluation: Boys and Girls - grades 7 through 12**

1. Grades are based on the following criteria:
  - A. Skills and Tests (approximately 20%)
    - a. Physical execution of skills.
    - b. Written tests on rules and strategy.
  - B. Basic Requirements (approximately 20%)
    - a. School approved uniform and appropriate shoes.
    - b. Punctuality.
    - c. Staying in locker room until bell rings at the end of the period.
    - d. **NO JEWELRY (INCLUDING ALL PIERCINGS).**
  - C. Attitude and Participation (approximately 60%)
    - a. Effort
    - b. Cooperation
    - c. Sportsmanship
    - d. Leadership

\*AM Physical Education

- a. Attendance is mandatory as this class is added to certain student's schedules to accommodate their academic class schedule.

**Title: MUSIC AND DANCE**

Credit Value: 1.0  
Length of Course: 1 year  
Open to Grades: 10-12

Periods per Week: 5

**Prerequisite:** None

**Description:** This class will look at a variety of music and dance forms from the 15<sup>th</sup> Century to the present day. Emphasis will also be on the historical and cultural relevance of music and dance in society. Music will include Classical, Jazz, Latin, Rock and Roll, and world music. Dance will include all forms of ballroom dancing, ballet, jazz, and dance for athletes.

**Method of Evaluation:** Skill-based tests, participation, attendance, assignments.



**TITLE - SAT / ACT PREP (Online / Independent Study Hybrid Course)**

Credit Value: .2

Length of Course: .5 year

Periods per Week: 2

Open to Grades: 11-12

**Prerequisite:** None

Description: Students will prepare for the standardized test of their choice. Given the major changes to the SAT and the importance of standardized testing for college admissions and financial aid, it is important that students be well prepared for these tests. Moreover, much of the content of the SAT and ACT relates to and supports student skills in their other courses. For the SAT, students will be introduced to a comprehensive presentation regarding both the English and the math portions of the exam. For the ACT, students will learn about the science, math, English, and reading sections of the exam. This course will be flexible and tailored to individual student needs, so the optional essay for both courses will be covered depending on the specific plans of each student. Other needs such as conducting a college search, completing college application materials, and writing application essays may be part of the course depending on student needs and plans.

**Method of Evaluation:** Attendance, completion of independent assignments, growth in test-related skills.

**Materials**ACT

The Real SAT Study Guide

The A-List Book of Knowledge (ACT)

SAT

The Official SAT Study Guide (New SAT Format)

Khan Academy Materials

## REAP

### **Title: RIVERVIEW ENRICHMENT ACTIVITIES PROGRAM (REAP)**

Open to Grades: 7-12

**Prerequisite:** Recommendation based on the Gifted Written Report or teacher recommendation.

**Description:** The Riverview Enrichment Activities Program provides opportunities for students who demonstrate outstanding academic and/or creative ability. Activities and events sponsored through REAP include learning experiences that offer enrichment and acceleration opportunities.

Successfully completed activities and event participation will be noted on the student's transcript. (Note – we list these activities at the bottom of the transcript).

**REAP** activities are designed for students in grades K-12. The curriculum includes a program for identified gifted students, as well as opportunities for students with a strong academic profile or a demonstrated need in specialized areas such as math, reading, social studies, science, art or music.

The Riverview School District is committed to Enrichment Education. Resources are allocated for special events, activities, mentors, and programs outside the district for our academically talented students.

Any parent or teacher may request that the district initiate screening or evaluation of their child for the district's gifted education program. The child's parents and teachers must complete the "Initial Request for Gifted Screening" form. These forms are available through the gifted education teacher in each building.

**Method of Evaluation:** Evaluation is based on the conditions of each Gifted IEP.

### **Title: ALLEGHENY INTERMEDIATE UNIT APPRENTICESHIP PROGRAMS**

**Prerequisite:** Students must submit an application to the A.I.U. to be considered for participation in this program. Applications may be obtained through the school district.

**Method of Evaluation:** Evaluation will be based on a summary report and the successful completion of a project assigned during the participation in the program.

## EDUCATIONAL SUPPORT DEPARTMENT

**Title: LEARNING SUPPORT**

Credit Value: .50  
Length of Course: 1 year  
Open to Grades: 7-12

Periods per Week: 5

**Prerequisite:** MDE recommendation based on Multiple Criteria for Placement followed by the IEP process.

**Description:** Through parent, student, and teacher input in the Individualized Educational Plan, specific goals and objectives will be designed to meet the learning needs of the student. Goals and objectives are individual for each student focusing on the following areas: Skill remediation, study skills instruction, testing adaptations, career awareness, transition planning, academic/learning support, and/or emotional support.

**Method of Evaluation:** Attendance in accordance with the school policy, participation in class activities and lessons, completion of class work and homework, growth and development of skill levels, diminished gap between present education levels with norms found in regular education classes. This is a pass/fail course.

**Title: LIFE SKILLS**

Credit Value: up to 5  
Length of Course: 1 year  
Open to Grades: 7-12

Periods per Week: up to 25

Life skills are a combination of academic skills and daily living skills necessary to participate as independently as possible.

The Life Skills program is a self-contained special education classroom for students with disabilities in grades seven through twelve. Life Skills is a blend of functional academics and daily living skills.

The academic subjects covered in Life Skills are:

Reading, Math, Science, Health, Social Studies, English, Language Arts and Social Skills

The specific areas covered in the Life Skills program in addition to functional academics are as follows:

- Managing personal finances
- Selecting and managing a household
- Caring for personal needs
- Safety awareness
- Growing, preparing, and consuming food both at home and in the community
- Safety awareness
- Buying and caring for clothing
- Exhibiting responsible citizenship
- Using recreational facilities and engaging in leisure time activities

- Personal and public transportation
- Using community resources
- Occupational skills
- Knowing and exploring occupational choices
- Selecting and planning occupational choices
- Exhibiting appropriate work habits and behavior
- Seeking, securing, and maintaining employment
- Exhibiting sufficient physical and manual skills
- Obtaining specific occupational skills
- Transition planning
- Using appropriate social skills with friends, co-workers, and other citizens
- Communication
- Technology and the applications for daily life
- Social skills
- Character building
- Self-awareness development
- Self-confidence development
- Self-advocacy
- Socially responsible behavior
- Interpersonal skills development
- Achieving independence
- Problem solving skills
- Guardianship and future planning for adulthood
- Alternative communication (Talkers/PECs/Sign Language)

The Individualized Educational Profile (IEP) designates the specific learning plan for each student during the school year in addition to the functional academics and is enhanced with additional life skills and necessary topics to assure each student is as prepared as possible for life after high school.

The classroom is taught by a highly qualified certified Special Education teacher. Additionally, there are two paraprofessionals in the classroom. Speech and Social Work services are provided by staff members on a case by case basis as determined by the IEP. Additionally, job training/coaching/preparation services are provided by the Department of Human Services when the student is a Junior and a again when they are a Senior in High School.

**Prerequisite:** None

**Description:** The Life Skills program is designed to meet the individual needs of students with intellectual disabilities. The focus is to provide education in both academic and job-related skills so that s/he may become independent, productive adults. A complete repertoire of skills is essential for success beyond high school.

**Curriculum:** Life Centered Career Education LCCE, A Competency Based Approach

- Functional Reading: skills, but not limited to-cooking, following directions, mobility around the community;
- Functional Mathematics: skills, but not limited to-time, money and finances, measurement;
- Daily Living: skills, but not limited to-caring for personal needs, preparing and consuming food, caring for clothing and using leisure time;
- Personal-Social: skills, but not limited to-achieving self-awareness, socially responsible behavior and problem-solving;
- Pre-Vocational Preparation: skills, but not limited to-exhibiting appropriate work habits/behaviors and maintaining employment.

**Methods of Evaluation:** Attendance, Employability Checklists, Daily Goal Sheets, In-class Assignments and Projects, Curriculum Based Assessments, Transition Assessments/Inventories, Community Based Vocational Experiences/CBVE Data Collection and input from parents, job coaches, work-site managers and teachers.

**Title:** ALTERNATIVE EDUCATION PROGRAM

Credit Value: up to 5  
Length of Course: Open  
Open to Grades: 7-12

Periods per Week: 25

**Prerequisite:** Acceptance of a referral by the Alternative Education Program Team

**Description:** The Alternative Education Program consists of a computer based curriculum, in conjunction with a classroom based behavioral program. The large curriculum offers over 150 courses across the four main academic groups. It also contains elective that can be completed for credit. The Alternative Education Program contains a mandatory guidance piece that helps the student deal with issues that arise within the school environment. This program is staffed by a special education teacher and a paraprofessional. The students are required to attend class within either a morning session or an afternoon session. This placement is determined during the intake process. The school day is abbreviated to a state required 4.5 hours a day. This abbreviated schedule is designed to allow the student to gain employment within the community. Lunch is offered through the school for both sessions. This program is able to serve students who have fallen behind in credit accumulation, encounter behavioral issues within the regular classroom, or incur special circumstances that interfere with their academic achievement. This program provides a service for a student who is struggling and falling behind. The primary goal of the Alternative Education Program is to help the student recover credits and return to the regular education program.

**Method of Evaluation:** Written work is submitted to regular education teachers within the chosen discipline and the tests and quiz structures are evaluated throughout the APEX program.

**Title: Community Navigation**

Credit Value: up to 2

Length of Course: 1 year

Open to Grades: 7-12

Periods per week: up to 10

**Prerequisite:** None

**Description:** The Life Skills Community Navigation course is designed to offer Riverview students with special needs a chance to learn how to navigate their community safely and independently. The focus of this course is for students to improve their daily social skills and problem solving skills which would help the student with any situation that may occur when being in the community. This course puts the student in real life situations so that s/he may become independent, productive adults. A complete repertoire of skills is essential for success beyond high school.

**Curriculum:**

- Functional Reading: skills (but not limited to) recognizing street signs, following directions
- Functional Mathematics: skills (but not limited to) money exchanges, receiving change, purchasing items
- Daily Living: skills (but not limited to) caring for personal needs, ordering and consuming food, mobility around the community
- Personal-Social: skills (but not limited to) achieving self-awareness, socially responsible behavior and problem-solving
- Pre-Vocational Preparation: skills (but not limited to) exhibiting appropriate work habits/behaviors and maintaining employment

**Required items for the class:**

- Umbrella
- Wallet (boys) or wristlet (girls)- \$20 spending money or your choice amount
- Comfortable walking shoes for daily walks
- Library card
- Winter supplies- scarf, ear warmers, gloves, winter coat
- Watch

**Methods of Evaluation:** Attendance, Goal Sheets, Community Based Vocational Experiences, Data Collection and input from parents, and teachers.

