

Riverview
Program of
Studies
2022-2023



**RIVERVIEW
JUNIOR-SENIOR HIGH SCHOOL**

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RIVERVIEW

Program of

Studies

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TABLE OF CONTENTS

	page
Scheduling	4
Graduation Requirements	4
Promotion Policies Grades 7-12	5
Grading	6
Partnership Opportunities	7
Forbes Road Career and Technology Center	7
Course Sequence for 7 th and 8 th Grade	9
7 th Grade Specials/Rotations	10
8 th Grade Specials/Rotations	13
English Department	16
Social Studies Department.....	28
Math Department	36
Science Department	42
Foreign Language Department	49
Technology Education Department	52
Business and Technology	54
Art Department	58
Family and Consumer Science Department	61
Music Department	62
Health and Physical Education Department	64
REAP	66
Education Support	67

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, **Thursday, September 15, 2022**, the final grade for the semester course dropped will be a 55% (failing grade) and will remain on the permanent record, but is not calculated into the GPA.
4. If a student drops a year-long course after the first six (6) weeks of school, **Thursday, October 6, 2022** the final grade for the course dropped will be a 55% (failing grade) and will remain on the permanent record, but is not calculated into the GPA. 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 could 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.

GRADUATION REQUIREMENTS:

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 each year in grades 9, 10, 11, and 12
- B. Social Studies – 4.0 units of credit. One unit each year in grades 9, 10, 11 and 12
- C. Mathematics – 4.0 units of credit over grades 9, 10, 11 and 12
- D. Science – 4.0 units of credit over grades 9, 10, 11 and 12
- E. Physical Education – 1.6 units of credit, .4 credits each year in grades 9-12
- F. Health – 0.6 units of credit, one class scheduled in grades 9-12
- G. Business-1.0 units of credit of Personal Finance to be taken in grades 10, 11, or 12
- H. Arts/Humanities/Electives – 6.8 units of credit taken in grades 9-12
- I. Senior transition project – 0.5 units of credit cumulative – grades 9-12
 - Senior transition project requirements:

- All students must complete required career readiness tasks throughout their time as Riverview students. Successful completion of these tasks along with the Senior Interview will allow students to earn the required 0.5 Graduation Credit.

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	0.6 Credits
7. Personal Finance	1.0 Credits
8. Arts/Humanities/Electives	6.8 Credits
9. Senior Transition Project	<u>0.5 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, school counselor and principal so as to have earned 26.5 credits, the minimum graduation requirement at Riverview Junior-Senior High School. The senior transition project is the culmination of the four-year college and career readiness project. These requirements were established by the Board of School Directors of the Riverview School District.

Split schedules are permitted with approval, course credits will be adjusted as follows:

- 2 days out of 6-day cycle = .33 credit
- 3 days out of 6-day cycle = .50 credit
- 4 days out of 6-day cycle = .60 credit
- 5 days out of 6-day cycle = .80 credit
- 6 days out of 6-day cycle = 1.0 credit

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 9 through 12 must be repeated or completed in summer school.

GRADING

LETTER GRADES

Percentage	Letter Grade	Meaning
90-100	A	Excellent
80-89	B	Above Average
70-79	C	Average
60-69	D	Below Average
50-59	F	Failing and No Credit
	I	Incomplete
	M	Medical Excuse

* All class grades lower than Fifty Percent (50%) are recorded and calculated as Fifty Percent (50%) on the report card, except when that grade is the result of significant absences or non-attendance and no attempts made to complete work. The grade is then recorded as Zero Percent (0%).

INCOMPLETE GRADES

Students receiving an “I” (Incomplete) grade will have two (2) weeks from the end of the grading period to make up the assigned work. If work is not completed in that two-week period, the grade earned for all completed work will be the resulting grade. In the case of a lengthy absence, the “I” grade will be reviewed by the teacher and/or building principal.

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 7-12: AP classes will be weighted 5.0 on a 4.0 scale. Honors classes will be weighted 4.5 on a 4.0 Scale.

FINAL GRADE CALCULATION

<u>Full-Year Courses</u>					
Q1-20%	Q2-20%	Mid Term-8%	Q3-20%	Q4-20%	Final Exam-20%
<u>Semester Courses</u>					
Q1-40%		Q2-40%		Final Exam-20%	
<u>Junior High Courses</u>					
Q1-25%	Q2-25%	Q3-25%	Q4-25%		

PARTNERSHIP OPPORTUNITIES

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 in 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.

Programs that are offered at Forbes Road Career and Technology Center:

Advertising Design	Auto Body Repair Technology	Automotive Technology
Building Construction Technology	Computer Networking Security	Cosmetology
Culinary Arts	Diesel Technology	Early Childhood Education
Electrical Technology	Emergency Response Services	Health Science Technology
HVAC	Landscape Design	Logistics & Supply Chain Management
Multimedia Design		Veterinary/Animal Health Technology

DUAL ENROLLMENT

The Dual Enrollment Program at RHS provides eligible high school students with the opportunity to take college courses while still in high school. Students wishing to take advantage of the Dual Enrollment Program must have the approval of the High School Principal and their parents. The number of courses, as well as the type of courses taken will be determined through a joint approval process. Students may not enroll in more than 12 Dual Enrollment credits per school year. In some cases, students may be required to take a placement test before being approved to take certain courses at the college. In addition, if Riverview High School courses become eligible for Dual Enrollment status, students may receive both high school and college credit by assuming any course costs and successful completion of the course (as presented by the college/university). Students interested in participating in the Dual Enrollment Program must meet all eligibility requirements. To enroll in college courses, students must have a cumulative GPA of 2.5. Students may be required to take a course prerequisite and must complete all necessary forms as required by the college.

For the 2020-2021 school year, the partners are Community College of Allegheny County, Penn State New Kensington, and the Allegheny Intermediate Unit. Upon discussion, students may seek out another university for a particular class as long as the university is willing to permit their entrance. Dual Enrollment fees are paid by the student.

What is the student and parent responsibility to the Dual Enrollment Program?

- Possess a cumulative GPA of 2.5 or higher (may need a higher GPA depending upon the college or university).
- Meet with your high school guidance counselor to confirm that you meet the GPA requirement for admission.
- Discuss what classes you will be taking with your counselor.
- Riverview High School will award one High School credit for credit courses taken as a part of the Dual Enrollment program. Courses required for graduation taken through Dual Enrollment must be approved by the High School Principal and the appropriate Department Chair.
- Submit the program of studies for each semester for review and approval by the High School Principal and appropriate Department Chair.
- Fill out the college or university's specific paperwork and make sure to get the High School Principal's signature on the form.
- Obtain a high school transcript through the Guidance Department for the college or university.
- Students who enroll in a Dual Enrollment class are concurrently students of the college. As such, students must follow the "drop and add" schedule for the college. Failure to comply with the college schedule may result in fees assessed to the student/parent.
- The student is responsible for their own transportation to the college or university.
- Students are responsible to make sure that RHS receives a copy of their transcript from the university so credit can be awarded on their RHS transcript. Grades earned through Dual Enrollment will not count towards a student's GPA at Riverview.
- Students are responsible to make sure that their 4-year college receives the Dual Enrollment transcript from their program.
- For more information on the Dual Enrollment, please contact your counselor directly.

WORK RELEASE

Work Release is designed for seniors who are interested in gaining job experience while still in high school. Class schedule and graduation requirements take priority. Work Release students must have a Senior status in terms of credits earned. The school assumes no responsibility for transportation, safety, employment problems or appropriate insurance. Work Release applications are to be initiated by the student and must be completed at least one week prior to the start of each semester. The student, parent or guardian, employers and a School Counselor must sign the application for approval. Additional Work Release regulations are outlined in the application process. Please see your counselor for an application.

COURSE SEQUENCE FOR GRADES 7 AND 8

SEVENTH GRADE PROGRAM OF STUDIES

REQUIRED SUBJECTS

ENGLISH 7
READING 7
MATHEMATICS
ANCIENT WORLD HISTORY 7
SCIENCE 7
ROTATIONS*
STEAM 7

ELECTIVE SUBJECTS

BAND
ORCHESTRA
CHORUS

*ROTATIONS INCLUDE

HEALTH
PHYSICAL EDUCATION
FRENCH AND SPANISH CULTURES
ART 7

EIGHTH GRADE PROGRAM OF STUDIES

REQUIRED SUBJECTS

ENGLISH 8
READING 8
MATHEMATICS
ANCIENT WORLD HISTORY 8
SCIENCE 8
ROTATIONS*
STEAM 8

ELECTIVE SUBJECTS

BAND
ORCHESTRA
CHORUS

*ROTATIONS INCLUDE

PHYSICAL EDUCATION
ART 8
CONSUMER SKILLS

Spanish and French may be available upon request

7TH GRADE SPECIALS/ROTATIONS

Title: HEALTH 7 (801)

Credit Value: .25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

Description: This course has been designed to introduce 7th 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 12-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 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 (750)

Credit Value: .25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Title: FRENCH SPANISH CULTURES (601)

Credit Value: .25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

Description: This course is designed to introduce the concepts of foreign language learning and cultural studies in the French and Spanish disciplines. Students will learn 4 ½ weeks of each subject, immersing themselves in both language and culture, while better readying themselves for future language learning at the high school level. By the end of the 9 weeks, students will be able to exchange basic greetings, have a knowledge of numbers 1-20, days of the week and months of the year and colors in both languages.

Method of Evaluation: Assignments, tests, projects

Title: ART 7 (654)

Credit Value: .25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

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.

7TH GRADE STEAM SELECTIONS

Title: HUMAN-CENTERED DESIGN & INNOVATION (670)

Credit Value: 0.25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

Description: Students will use research-supported LUMA methodologies to solve real world problems, such as space redesign and social justice issues. Unlike many problem-solving projects, this course does not involve planning projects around one piece of equipment. Instead, students will work through a variety of problems using human-centered methods to put people's needs first. In order to solve the problem, students will design resources that meet these needs.

Method of Evaluation: Students are assessed on group assignments based on the LUMA methods as well as their final project. Participation, which is an individual grade, is also included in their overall course grade.

Title: ENGINEERING & CODING with K'Nex and Micro:bit (673)

Credit Value: 0.25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

Description: In this course students will be working with K'Nex building sets with motors to construct models with specific requirements. Students will also learn how to program a Micro:bit. Students will work in groups to complete the assigned tasks and then present their models to the class.

Method of Evaluation: Students will be evaluated on their ability to work collaboratively on projects, present their projects to their class, and meet all required deadlines. Students will also prepare projects for the annual STEAM Showcase.

Title: COMPUTER SCIENCE DISCOVERIES (671)

Credit Value: 0.25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

Description: CS Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. As a whole, this course focuses on the visible aspects of computing and computer science, and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. The students will collaborate on projects to present to the class as well as learn about Web Development within the CS Discoveries Code Studio platform.

Method of Evaluation: Students will be evaluated on their ability to work independently under the guidance and supervision of a teacher mentor, to present their projects to their class, and to meet all required submission deadlines. Students will also be evaluated based on assigned in-class activities. Students will also prepare projects for the annual STEAM Showcase.

Title: VIDEO EDITING & PRODUCTION (672)

Credit Value: 0.25
Length of Course: 1 Quarter
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: None

Description: Steam Video is an introduction and exploration of the iMovie program. Students will learn how to make and edit movies using iMovie. Students who have a general sense of how to use iMovie will have the opportunity to explore the program in more detail and learn about the craft of movie making. Students will learn about camera angles and the impact they can make on a film. They will learn how to make Story Boards, how to write voice overs, dialogue and add in music, sound effects and visual effects. Students will work in collaborative teams to plan, film, edit and produce a final film product. Each team's movie will be workshopped in class with an opportunity to make final revisions to improve their movie. Ultimately, iMovie is a chance for students to explore their creative talents to make a movie that is informative, entertaining, and original and makes a statement.

Method of Evaluation: Students will be evaluated on their ability to work independently under the guidance and supervision of a teacher mentor, to present their projects to their class, and to meet all required submission deadlines. Students will also be evaluated based on assigned in-class activities. Students will also prepare projects for the annual STEAM Showcase.

8TH GRADE SPECIALS/ROTATIONS

Title: PHYSICAL EDUCATION 8 BOYS (753)/GIRLS (752)

Periods per 6 day cycle: 6

Credit Value: .5
Length of Course: 2 Quarters
Open to Grade: 8

Title: ART 8 (655)

Periods per 6 day cycle: 6

Credit Value: .25
Length of Course: 1 Quarter
Open to Grade: 8

Prerequisite: None

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. We will build upon skills learned in Art 7.

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

Title: CONSUMER SKILLS 8 (715)

Periods per 6 day cycle: 6

Credit Value: .25
Length of Course: 1 Quarter
Open to Grade: 8

Prerequisite: None

Description: This course 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.

8th GRADE STEAM SELECTIONS

Title: SCIENCE RESEARCH/PJAS (683)

Credit Value: 0.5
Length of Course: 1 year
Open to Grade: 8

Periods per 6 day cycle: 3

Prerequisite: None

Description: Students who enroll in this course will learn the methods of scientific research, including the treatment of variables, hypothesis testing, the graphical analysis of data, statistical analysis, writing conclusions, and the presentation of research. These skills will be developed as students work individually to conduct their own scientific research on a topic of their choosing. As a culminating project, students will be required to present their research at the regional Pennsylvania Junior Academy of Science (PJAS) competition and possibly the Pittsburgh Regional Science and Engineering Fair (PRSEF). Students who select this course should have a great deal of interest in the subject of science, be able to work independently on an extended project, have good organizational and time management skills, and a strong work ethic.

Method of Evaluation: Students will be evaluated on their ability to produce quality scientific research, to work independently under the guidance and supervision of a science teacher mentor, to present their research at the regional PJAS and PRSEF competitions, and to meet all required submission deadlines. Students will also be evaluated based on assigned in-class activities and laboratory explorations.

Title: ANIMATION AND GAMING (680)

Credit Value: 0.5
Length of Course: 1 year
Open to Grade: 8

Periods per 6 day cycle: 3

Prerequisite: None

Description: Students will be exploring the process of producing animations in 3-dimensional worlds they create. The basics of passive animations (Ex: animated movies) as well as interactive animations (Ex: video games) will be developed utilizing the programming tool Alice. These basic programming skills will transfer to other programming languages. We will then harness their creativity and venture into the world of app creation and development.

Method of Evaluation: Students will be evaluated on their ability to create fluid, life-like object motion utilizing appropriate code structure under the guidance and supervision of a teacher. They will also be evaluated based on completing assigned in-class activities by the deadlines provided.

Title: WHAT'S NEXT in Emerging Tech! (682)

Credit Value: 0.5
Length of Course: 1 year
Open to Grade: 8

Periods per 6 day cycle: 3

Prerequisite: None

Description: In this course, you will work through a series of modules based on the following topics: Digital Citizenship Skills, Internet Safety Lessons, Mobile Learning, Creating and Maintaining an Online Presence, Digital Storytelling, Coding and Game Based Learning, Augmented and Virtual Reality, Artificial Intelligence and other Emerging Technologies. Some of the projects completed will include creating webcasts, blogs, vlogs, wikis, working with Augmented and Virtual Reality, tools for Digital Storytelling, and learning how to screencast. Students will learn about various technology tools for creating infographics, digital stories, games, 3D spaces and websites. Students will need several apps to work with during the course.

Method of Evaluation: Students will be evaluated on their ability to work independently under the guidance and supervision of a teacher mentor, to present their projects to their class, and to meet all required submission deadlines. Students will also be evaluated based on assigned in-class activities. Students will also prepare projects for the annual STEAM Showcase.

Title: INTRO TO MATERIALS AND PROCESSES (684)

Credit Value: 0.5
Length of Course: 1 year
Open to Grade: 8

Periods per 6 day cycle: 3

Prerequisite: None

Description: This course is for students who may have an interest in the Engineering Materials and Processes class when they are in ninth grade. They will learn basic drafting skills and how to safely operate tools and machines. An example of a project they will do is a collapsible stool. This class will stress the importance of accurate measuring and developing quality work habits.

Method of Evaluation: Students will be evaluated on their ability to work independently under the guidance and supervision of a teacher mentor, to present their projects to their class, and to meet all required submission deadlines. Students will also be evaluated based on assigned in-class activities. Students will also prepare projects for the annual STEAM Showcase.

Title: STEAM ROBOTICS (681)

Credit Value: 0.5
Length of Course: 1 year
Open to Grade: 8

Periods per 6 day cycle: 3

Prerequisite: Strong interest in robotics and technology.

Description: In this course, you will work on a series of engineering, design, and programming exercises, possibly related to outside competitions. Students may utilize VEX or EV3/NXT building materials based on availability and student capabilities and experience, and programming in VexCode or RobotC. At the conclusion of competition-based exercises and assignments or as time allows, students will learn the basics of 3D design in OnShape, 3D printing, and coding in JavaScript or HTML.

Method of Evaluation: Students will be evaluated based on their engineering notebooks and direct observation, as well as completion of specific tasks and progress related to robotics competitions or related content.

RIVERVIEW JUNIOR-SENIOR HIGH SCHOOL CURRICULUM

ENGLISH DEPARTMENT

Course Sequence

The chart below shows the course sequence that students should follow when scheduling ELA (English Language Arts) courses. Please note the prerequisite requirements for each course when making scheduling decisions for the 9th, 10th, 11th, and 12th grade courses.

4 ELA credits are required for graduation.

7th Grade	English 7 and Reading 7 and Speech 7	or	English 7 Honors and Reading 7 Honors and Speech 7		
8th Grade	English 8 and Reading 8	or	English 8 Honors and Reading 8 Honors		
9th Grade	English 9	or	English 9 Honors	Also	ELA electives available are: Journalism I, Intro to Video Production, Drama.
10th Grade	English 10	or	English 10 Honors	Also	ELA electives available are: Journalism I, Intro to Video Production, Drama, Journalism II, Advanced Video Production.
11th Grade	English 11 Language and Composition	or	AP English 11 Language and Composition	Also	ELA electives available are: Journalism I, Intro to Video Production, Drama, Journalism II, Advanced Video Production, Humanities and Film Study.

12 th Grade	English 12 Literature and Composition	or	AP English 12 Literature and Composition	Also ELA electives available are: Journalism I, Intro to Video Production, Drama, Journalism II, Advanced Video Production, Humanities and Film Study.
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Title: READING 7 (121)

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

Periods per 6 day cycle: 6

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* (122)

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

Periods per 6 day cycle: 6

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 (102)

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

Periods per 6 day cycle: 6

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* (103)

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

Periods per 6 day cycle: 6

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.

"Admittance to Honors is open to all students but the following criteria may 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: SPEECH 7 (126)

Credit Value: .5
Length of Course: Semester
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: Required of all 7th grade student

Description: This course provides students with the opportunity to develop mastery, poise, and confidence in both formal and informal speaking situations. Students will participate in a variety of speaking experiences designed to develop each student's abilities to prepare, to deliver, and to evaluate a variety of speech types.

Method of Evaluation: Evaluation is based on rubrics used to assess a variety of speeches and on quizzes and tests.

Title: READING 8 (123)

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

Periods per 6 day cycle: 6

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* (124)

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

Periods per 6 day cycle: 6

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 (104)

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

Periods per 6 day cycle: 6

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. 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*(105)

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

Periods per 6 day cycle: 6

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 (107)

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

Periods per 6 day cycle: 6

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, including various short stories, essays, and poems from *Elements of Literature: Third Course*. Students will also read a variety of novels and be expected to discuss the content and literary structure and elements. 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 each 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 9 HONORS* (108)

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

Periods per 6 day cycle: 6

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, including various short stories, essays, and poems from *Elements of Literature: Third Course*. Students will also read a variety of novels and be expected to discuss the content and the literary structure and elements. 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 each 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 (110)

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

Periods per 6 day cycle: 6

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* (111)

Credit Value: 1.0

Length of Courses: 1 year

Periods per 6 day cycle: 6

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: ENGLISH 11 LANGUAGE & COMPOSITION (113)

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

Periods per 6 day cycle: 6

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 literature 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 student 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 11 AP LANGUAGE & COMPOSITION* (114)

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

Periods per 6 day cycle: 6

Admittance to English 11 AP will be based on the following recommended criteria: Successful completion of English 10 with a grade of 90% or above or English Honors 10 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.

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. Student who score a 3, 4, or 5 on the test will be reimbursed 100% of the cost.

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 18th 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 (116)

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

Periods per 6 day cycle: 6

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: self-discovery, the painfulness of growing up, motivation, privacy/government control, loyalty and revenge, and dreams. A wide range of authors are included in the course including: J.D. Salinger, F. Scott Fitzgerald, George Orwell, William Shakespeare, Arthur Miller, and August Wilson among others. The reading includes novels, plays, short stories, non-fiction articles and essays, and poetry. The works are selected to provide a base for further reading in college literature courses. Throughout the course, students will also work to expand their academic vocabulary.

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

Title: ENGLISH 12 AP* LITERATURE & COMPOSITION (117)

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

Periods per 6 day cycle: 6

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 Literature 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-level 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. The course readings include novels, plays, short stories, non-fiction articles and essays, and poetry. It is important to note that there will also be a heavy emphasis on reading and interpreting poetry across the literary time periods. Throughout the course, students will also work to expand their academic vocabulary.

An additional advantage offered by this course is the option to take the AP examination in Literature and Composition that is developed by Educational Testing Service. If the evaluation of the student's examination indicates superior achievement, they may receive advanced standing in English at the college level or college credit at select colleges and universities.

Method of Evaluation: Evaluation is based on written compositions, reading assignments, homework, quizzes, tests, authentic assessments, and presentations, along with specially designed reading quizzes and in-class essays modeled after the AP Exam.

Title: JOURNALISM I (127)

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

Periods per 6 day cycle: 6

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 Riverview Times.

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 (128)

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

Periods per 6 day cycle: 6

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, and 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: INTRODUCTION TO VIDEO PRODUCTION (119)

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

Periods per 6 day cycle: 6

Description: The Introduction to Video Production 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. In this course, students will learn fundamental skills with broadcast journalism and video production that will serve as scaffolding for more advanced topics and opportunities in the Advanced Video Production course. In order to take the Advanced Video Production course, students must first complete with course with an 85% grade average and also receive a recommendation from the teacher to take the next 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: ADVANCED VIDEO PRODUCTION (129)

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

Periods per 6 day cycle: 6

Prerequisites: Completion of the Introduction to Video Production course with at least an 85% grade average. Class recommendation from the teacher based on performance in the Introduction to Video Production course.

Description: The Advanced Video Production course builds directly upon the fundamental skills acquired in the Introduction to Video Production course. In this second course, students will learn more advanced techniques and strategies in video production and will be asked to apply them in a wide range of video projects. The skills and strategies that will be explored in this course will greatly benefit those students interested in exploring broadcast journalism and video production at the college level or as a career path. This course will also give students the opportunity to specialize in several areas of video production that include areas such as writing, cinematography, lighting, casting, effects, sound, production, direction, editing, etc.

Method of Evaluation: The vast majority of evaluation of this course will be on independent video projects completed by the students. Where the Introduction to Video Production course assesses students on fundamental skills in video production, this advanced course will assess students on their ability to apply more complicated production skills in their projects.

Title: HUMANITIES/FILM STUDY (118)

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

Periods per 6 day cycle: 6

Prerequisite: An interest in learning about the arts.

Description: Humanities is designed as an art appreciation course. The object is to expose the students to a variety of art forms and develop an understanding of art as well as an interest in art. We will consider art through several themes including: childhood and perception. The primary art forms that will be used and examined in this course are: painting, sculpture, photography, music (popular and classical), poetry and memoir. We will examine the art in a variety of ways including, form, style, arrangement and composition. We will also discuss the meaning of the works and our reactions to the work. We will try to develop an understanding of how and why art works or fails and what makes something art and something else entertainment. A variety of writing assignments and projects will be required as part of the course. The Humanities component of this course will be offered during the first and third quarters of the year.

The film portion of the class is designed as both a film history and film appreciation class. The purpose is to introduce students to films as art, not just as entertainment. A variety of films will be viewed and discussed in class including black and white movies, foreign films, classic films, silent movies and appropriate, quality contemporary independent films. Film will be offered during the second and fourth quarters. This is a survey class and will provide enough grounding and is intended to allow students to further pursue an interest in film on their own or in future college courses. Each film will have several short writing assignments as well as several quizzes. Discussion will be vital to the courses success.

Method of Evaluation: Papers, quizzes, written examination, and projects serve as the basis for evaluation. Basic writing skills are necessary to evaluate class work. A strong attendance record is absolutely vital to success in this course, especially during the film units as I will be unable to show missed sections of the movie.

Title: DRAMA (120)

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

Periods per 6 day cycle: 6

Prerequisite: None

Description: This addition is based on a student request and work with the teachers. Students will hone acting skills and perform minor plays in the classroom. The class will organize a performance for the end of the year as a class requirement. Trips to an outside professional performance will also be included as a part of the course.

Method of Evaluation: Evaluation is based on rubrics used to assess a variety of elements of the performance arts including but not limited to memorization of scripts, delivery of dialogue, understanding of stage directions, creative writing skills, and the understanding and possible participation in stage crew activities. Students will also complete writing assignment and assessments to demonstrate their understanding of theatre. The final grade will be based upon participation in the culminating performance.

SOCIAL STUDIES DEPARTMENT

Course Sequence

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

4 social studies credits are required for graduation.

7th Grade	Ancient World Studies 7			
8th Grade	Ancient World Studies 8			
9th Grade	Modern World Studies	or	Modern World Studies Honors	
10th Grade	Early American Studies	or	Early American Studies Honors	Also
	Social Studies electives available are: AP Psychology, International Relations, Sociology, Holocaust Studies, Model UN Techniques and Preparation, Political Debate and Commination.			
11th Grade	Recent American Studies	or	U.S. History 11 AP	Also
	Social Studies electives available are: AP Psychology, International Relations, Sociology, Holocaust Studies, Model UN Techniques and Preparation, Political Debate and Commination.			
12th Grade	Economics and Civics			Also
	Social Studies electives available are: AP Psychology, International Relations, Sociology, Holocaust Studies, Model UN Techniques and Preparation, Political Debate and Commination, AP World History.			

Title: ANCIENT WORLD STUDIES 7 (200)

Credit Value: .5
Length of Course: Semester
Open to Grade: 7

Periods per 6 day cycle: 6

Prerequisite: Required of all 7th grade students.

Description: Ancient World Studies 7 is an introductory course to the secondary social studies program. While 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 early history of civilizations. The units will include separate units to encompass the geography and early history of world regions. The units that will focus on ancient history will include: early man, Mesopotamia, India, China, Japan and Egypt. The skills that will be emphasized are map reading and interpretation, content acquisition of early ancient history, note taking skills, the development of discipline specific academic vocabulary, and the drawing of conclusions based on facts. 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 8 (206)

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

Periods per 6 day cycle: 6

Prerequisite: Required of all 8th grade students; successful completion of World Cultural Geography.

Description: Ancient World Studies is the second of three consecutive world history courses. This is a comprehensive world history course starting with the early civilizations and moving through the world medieval era. Students will study units including the early civilizations, classical world civilizations of Greece and Rome, 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 (212)

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

Periods per 6 day cycle: 6

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

Description: Modern World Studies is the final of three 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* (217)

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

Periods per 6 day cycle: 6

Admittance to Honors is open to all 9th 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 final of three 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, 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: Summer assignments, 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 (213)

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

Periods per 6 day cycle: 6

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, mid-term assessment, final assessment

Title: EARLY AMERICAN STUDIES HONORS* (218)

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

Periods per 6 day cycle: 6

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 9th 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. Additionally, students will be required to compete in the National History Day competition or alternate research based project.

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

Title: RECENT AMERICAN STUDIES (214)

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

Periods per 6 day cycle: 6

Prerequisite: Required for all 11th grade students unless enrolled in APUSH; 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, analytic learning, writing and research.

Method of Evaluation: Grading is based on demonstrated learning by the student. Assessments of learning may include reading quizzes, tests, essays, longer research papers, and classroom activities or projects that show student learning.

Title: U.S. HISTORY 11 AP* (215)

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

Periods per 6 day cycle: 6

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. Students enrolled in this course are not required but are encouraged to take the A.P. U.S. History examination given in May. Every student who scores a 3 or better will be reimbursed 100% of the cost of the test. Students enrolled in this course should give strong consideration to taking the 11th 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. Please note that this is not an honors course, it is intended to help students to potentially qualify for college credit and we work at that level.

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: ECONOMICS (221)

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

Periods per 6 day cycle: 6

Prerequisite: Required of all 12th 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: Tests, homework, current events, and research projects with individual and group reports.

Title: CIVICS (216)

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

Periods per 6 day cycle: 6

Prerequisite: Required of all 12th grade students.

Description: The purpose of Civics is to promote active and responsible American citizens. Students will achieve this goal through studying units on immigration and naturalization, the Constitution and the Legislative, Executive, and Judicial branches of government at the national, state and local levels. Finally, students will stay abreast of current events through 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: ADVANCED PLACEMENT PSYCHOLOGY (222)

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

Periods per 6 day cycle: 6 (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 must take the AP test given in the spring.

Title: INTERNATIONAL RELATIONS (220)

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

Periods per 6 day cycle: 6 (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: SOCIOLOGY (233)

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

Periods per 6 day cycle: 6 (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: HOLOCAUST STUDIES (219)

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

Periods per 6 day cycle: 6 (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 (229)	Credit Value:	Value: 1.0
	Length of Course:	1 Year
Periods per Week :(Elective) Negotiable, a minimum of 3 per 6 day cycle	Open to Grades:	10-12

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 crisis arcs 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.

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 action and/or crisis plans, 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 and conference 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* (230)

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

Periods per 6 day cycle: 6

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 is NOT required but are encouraged to take the AP exam. Students scoring a 3 or higher will be reimbursed 100% for the cost of the exam. Enrolled students must complete the summer assignments by the assigned dates.

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.

Title: POLITICAL DEBATE AND COMMUNICATION (226)

Credit Value: 0.5
Length of Course: 1 Semester
Open to Grade: 9-12

Periods per 6 day cycle: 6

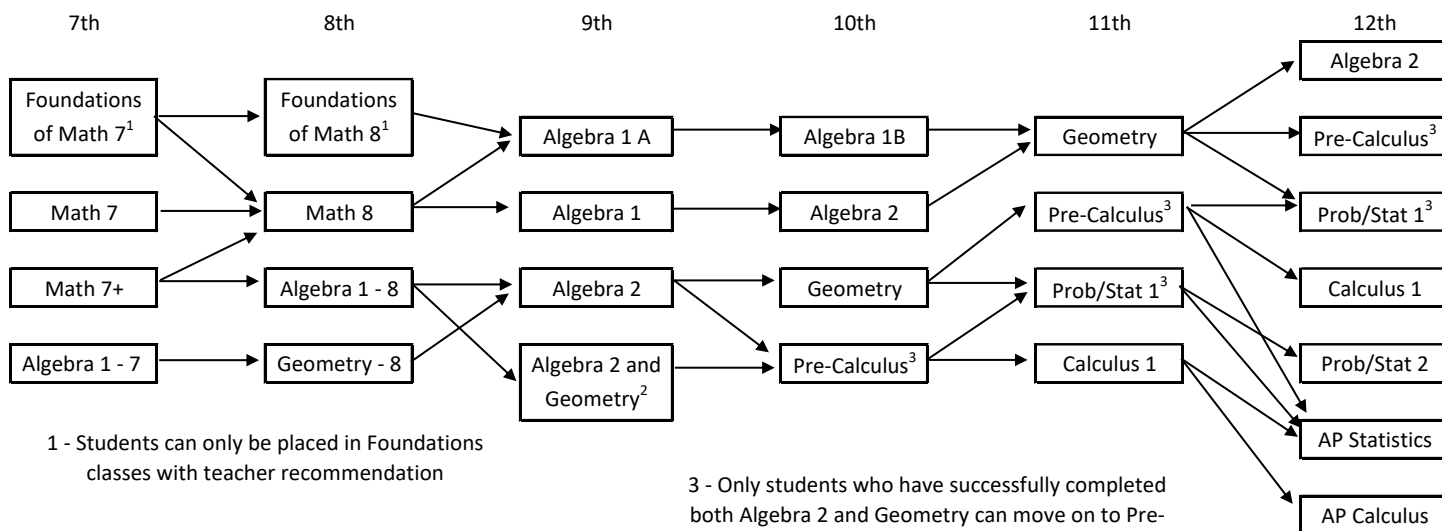
Prerequisite: None

Description: This addition is based on a student request and work with the teachers. This class will consist of two parts, debate, where students will learn and practice traditional debate skills. Focus will be placed on research and forming viable arguments that could be used in debate competitions. The second part, political communication, will focus on the way politicians work with each other to accomplish their goals and win elections. Activities can include mock elections, debates, and designing campaigns.

Method of Evaluation: Students will be evaluated through a series of debates regarding contemporary and historical political issues. Students may be required to submit evidence of research and preparation as part of their debate score. Students will also be evaluated on speech fluency and competitive style debate tactics.

MATHEMATICS DEPARTMENT

Riverview Jr/Sr High School Math Pathways



1 - Students can only be placed in Foundations classes with teacher recommendation

2 - Students in 9th grade who have successfully completed Algebra 1 may take both Algebra 2 and Geometry with teacher recommendation

3 - Only students who have successfully completed both Algebra 2 and Geometry can move on to Pre-Calculus or Prob/Stat 1

Title: PRINCIPLES OF MATH 7 (300)

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

Periods per 6 day cycle: 6

Prerequisite: Quarterly grades in math, performance on the 7th grade placement exam, standardized assessment scores, PVAAS Projected Scores, and teacher recommendation.

Description: This course is designed to reinforce the student's skills from elementary mathematics while exploring proportional relationships, algebraic and graphical representations, geometric relationships, and probability.

Method of Evaluation: Tests, quizzes, homework, class work, and participation.

Title: PRINCIPLES OF MATH 7+ (301)

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

Periods per 6 day cycle: 6

Prerequisite: Quarterly grades in math, performance on the 7th grade placement exam, standardized assessment scores, PVAAS Projected Scores, and teacher recommendation.

Description: This course will extend upon the student's 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.

Method of Evaluation: Tests, quizzes, homework, class work, and participation.

Title: FOUNDATIONS OF MATH 7 (376)

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

Periods per 6 day cycle: 6

Prerequisite: Teacher recommendation, PVAAS Projected Scores, standardized test results, and completion of placement exam. Enrollment in this class is by teacher recommendation only. Students may not elect this math class without proper recommendation.

Description: Students will examine fundamental skills in math up to and including basic algebraic principles. This course is geared to fill academic deficiencies and strengthen basic skills.

Method of Evaluation: Grades can be based on assessments, homework, class work and participation.

Title: MATH 8 (302)

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

Periods per 6 day cycle: 6

Prerequisite: 7th grade math and teacher recommendation.

Description: This course will extend upon the student's skills from Math 7 and begin to explore algebraic concepts. The course will focus on linear equations, functions, geometric transformations, volume of three-dimensional objects and data analysis.

Method of Evaluation: Tests, quizzes, homework, class work, and participation.

Title: FOUNDATIONS OF MATH 8 (375)

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

Periods per 6 day cycle: 6

Prerequisite: Teacher recommendation, standardized test results, and completion of placement exam. Enrollment in this class is by teacher recommendation only. Students may not elect this math class without proper recommendation.

Description: Students will examine fundamental skills in math up to and including basic algebraic skills and applications. This course is geared to fill academic deficiencies and strengthen basic skills.

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

Title: ALGEBRA 1 (315)

Credit Value: 1.0
Length of Course: 1 year
Open to Grades: 7-10

Periods per 6 day cycle: 6

Prerequisite: If entering from 6th grade: Quarterly grades in math, performance on the 7th grade placement exam, standardized assessment scores, PVAAS Projected Scores and teacher recommendation.

If entering from 7th grade: Principles of Math 7+ grade of 85% or above, teacher recommendation, and a proficient or advanced level on the PSSA exam.

If entering from 8th grade: Math 8 (70% recommended) and teacher recommendation.

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.

Method of Evaluation: Assessments, homework, class work, projects, participation, as well as a midterm (high school students only), and final examination or project (high school students only). The Algebra I Keystone Exam will be taken at the end of this course.

Title: ALGEBRA 1A (303)

Credit Value: 1.0
Length of Course: 1 year
Open to Grades: 9-10

Periods per 6 day cycle: 6

Prerequisite: Math 8 or Foundations of Math 8 and teacher recommendation.

Description: Students will learn various algebra skills such as solving equations and inequalities, interpreting functions, graphing linear equations/inequalities and absolute value, solving systems of equations/inequalities as well as applications for each of these concepts.

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

Title: ALGEBRA 1B (317)

Credit Value: 1.0
Length of Course: 1 year
Open to Grades: 10-11

Periods per 6 day cycle: 6

Prerequisite: Algebra 1A and teacher recommendation.

Description: Students will review content from Algebra 1A such as solving equations, inequalities, graphing linear equations/inequalities and absolute value. Students will learn operations with polynomials and rational expressions, simplifying radicals, and analyzing data as well as applications for each of these concepts.

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: ALGEBRA 2 (324, 325)

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

Periods per 6 day cycle: 6

Prerequisite: Algebra I. A student in grades 9-12 with a 95% or better in Algebra I and teacher recommendations can take this class concurrently with Geometry.

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: GEOMETRY (330)

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

Periods per 6 day cycle: 6

Prerequisite:

If entering from 7th grade: Algebra I grade of 70% or above, teacher recommendation, and a proficient or advanced level on the Algebra Keystone exam.

All others: Algebra I and teacher recommendation. A student in grades 9-12 with a 95% or better in Algebra I and teacher recommendations can take this class concurrently with Algebra II.

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: PROBABILITY & STATISTICS I (336)

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

Periods per 6 day cycle: 6

Prerequisite: Algebra 2 and Geometry. Can be taken concurrently with Pre-Calculus, Calculus I, and AP Calculus BC. Also, can be taken concurrently with Geometry 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 CE) to analyze data.

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

Title: PROBABILITY & STATISTICS II (348)

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

Periods per 6 day cycle: 6

Prerequisite: A grade of 70% or better in Probability & Statistics I. Can be taken concurrently with Pre-Calculus, Calculus I, and AP Calculus BC.

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* (337)

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

Periods per 6 day cycle: 6

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

Description: AP Statistics is an advanced level, demanding, and 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 (339)

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

Periods per 6 day cycle: 6

Prerequisite: Geometry, a grade of 70% or better in Algebra II, and teacher recommendation

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: CALCULUS I* (342)

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

Periods per 6 day cycle: 6

Prerequisite: Teacher recommendation and a grade of 70% or better in Pre-Calculus.

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* (358)

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

Periods per 6 day cycle: 6

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

Description: This is an advanced-level, extremely demanding, and 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.

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 9th, 10th, 11th, and 12th grade courses.

*4 science credits are required for graduation.
All students must enroll in a full year of science in the 12th grade.*

7th Grade	Science 7				
8th Grade	Science 8				
9th Grade	Biology I	<i>or</i>	Principles of Biology		
10th Grade	Chemistry I	<i>or</i>	Principles of Chemistry		
11th Grade	Physics I	<i>or</i>	Physical Science I	Also	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 or Physical Science I
12th Grade	Students who have successfully completed Biology I, Chemistry I, and Physics I may enroll in any of the following: AP Physics 2, AP Biology, AP Chemistry, and/or Environmental Science/Earth and Space Science, any Computer Science course.		Or	Students who have successfully completed Principles of Biology, Principles of Chemistry, and Physical Science I may enroll in any of the following: Physical Science II, and/or Environmental Science/Earth and Space Science, any Computer Science Course.	

Title: SCIENCE 7 (400)

Periods per 6 day cycle: 6

Credit Value: 1.0
Length of Course: 1 year
Open to Grade: 7**Prerequisite:** None**Description:** Science 7 is the required science course for 7th 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 (401)**

Periods per 6 day cycle: 6

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 8th 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: BIOLOGY (404)**

Periods per 6 day cycle: 8

Credit Value: 1.4
Length of Course: 1 year
Open to Grade: 9**Prerequisite:** Science 8 and teacher recommendation.**Description:** Biology I is a comprehensive course which discusses the fundamental concepts of life science. Biology I is designed to prepare students for a freshmen Biology course in college or AP Biology in high school. A study of biology at the molecular and cellular levels occurs in the first semester. The second semester focuses on genetics, the theory of evolution, and ecology. Major themes of the course include characteristics of life, basic biochemistry, cell structure and function, cellular energy, cell cycles, DNA and RNA, human inheritance, genetic engineering, natural selection, and ecological interactions. Students will develop the skills necessary to think critically and analytically from a variety of classroom experiences.**Method of Evaluation:** Tests, quizzes, lab work, reports, model construction, various assignments, and mid-term/final exams.**Title: PRINCIPLES OF BIOLOGY (403)**

Periods per 6 day cycle: 8

Credit Value: 1.4
Length of Course: 1 year
Open to Grade: 9**Prerequisite:** Science 8 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: CHEMISTRY I (408)

Credit Value: 1.4
Length of Course: 1 year
Open to Grade: 10

Periods per 6 day cycle: 8

Prerequisites: A grade of 70% or better 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 Chemistry 1 course is designed for the college-bound student who needs a laboratory-based science course. Chemistry 1 provides a background and understanding of fundamental chemical principles that prepare students to take freshman Chemistry in college or AP Chemistry in high school. Students will develop the ability to think analytically and critically from a variety of experiences including laboratory work, discussion, problem solving, and note taking. The laboratory work is carefully chosen to enhance the understanding of the chemical concepts. A firm understanding of mathematics is necessary for solving problems. The relationship between theory and experiment is studied in detail. An awareness of the impact of chemistry on our daily lives is emphasized.

Method of Evaluation: Tests, quizzes, lab reports, and assignments.

Title: PRINCIPLES OF CHEMISTRY (419)

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

Periods per 6 day cycle: 6

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: PHYSICS I (410)

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

Periods per 6 day cycle: 8

Prerequisites: A grade of 70% or better in 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 (406)

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

Periods per 6 day cycle: 6

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: AP BIOLOGY II* (405)

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

Periods per 6 day cycle: 8

Prerequisite: A grade of 80% or better in both Biology I and Chemistry I. Recommendation of Biology I and Chemistry I teachers is necessary.

Description: The Advanced Placement Biology course is designed for academic students who are 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 school 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. At the discretion of the college or university of their choice, they may receive college credit for a successful AP Biology exam score.

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

Title: AP CHEMISTRY II* (409)

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

Periods per 6 day cycle: 8

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

Description: The AP Chemistry course is a second-year chemistry class designed for the college-bound student who is considering medicine, nursing, science, or engineering as a profession, or a student who is interested in learning more about it. The student will develop an in-depth understanding of the principles of chemistry in a variety of ways by studying the Six Big Ideas outlined in the most recent curriculum framework for AP Chemistry. 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. At the discretion of their university of choice, they may receive college credit for successful AP Chemistry exam scores.

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

Title: AP PHYSICS II* (411)

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

Periods per 6 day cycle: 8

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: AP Physics 2 is an algebra-based course that is designed to be equivalent to a second-semester introductory college course in physics and is a natural progression from the Physics I class. The course is intended for those students with a general interest in science, as well as those students who are considering studying physics, engineering, medicine, biology, or chemistry at the post-secondary level. The course is designed to cover electricity and magnetism, light and optics, quantum mechanics, nuclear physics, fluid mechanics, and thermodynamics. Additional topics may include Einstein's Special and General Theories of Relativity, The Standard Model of Particle Physics, as well as astrophysics depending upon student interest and time available. Although the course is an AP course, the number of topics covered is small enough to allow an acceptable pace with plenty of time for students to develop a deep understanding of the material through inquiry-based laboratory investigations and class discussions. Students who choose to take the AP Physics 2 examination and earn satisfactory scores may be offered advanced placement and/or college credit towards their post-secondary studies. Students who wish to also take the AP Physics 1 exam (which covers some of the material from Physics I plus some additional topics) can do so with a reasonable amount of self-study. Please note that students who have completed Physical Science I instead of Physics I are not eligible to enroll in AP Physics 2.

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 (407)

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

Periods per 6 day cycle: 6

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: EARTH SCIENCE (412)

Credit Value: 0.5
Length of Course: 1 semester
Open to Grade: 12

Periods per 6 day cycle: 6

Prerequisite: Concurrent enrollment in Environmental Science. Successful completion of Biology I or Principles of Biology, and teacher recommendation.

Description: This course is a companion course to the Environmental Science course and students must schedule both courses in the same year. The course focuses on the nature of science, earth features and processes, weather and atmospheric processes, and the composition and structure of the universe. Current environmental issues related to these topics will be explored. Laboratory experiences will be used to enhance student understanding of the principles taught in this course.

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

Title: ENVIRONMENTAL SCIENCE (424)

Credit Value: 0.5
Length of Course: 1 semester
Open to Grade: 12

Periods per 6 day cycle: 6

Prerequisite: Concurrent enrollment in Earth and Space Science. Successful completion of Biology I or Principles of Biology, and teacher recommendation.

Description: This course is a companion course to the Earth and Space Science course and students must schedule both courses in the same year. 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, and final exam.

Title: ADVANCED STEM RESEARCH (432)

Credit Value: 0.5
Length of Course: 1 year
Open to Grades: 9-12

Periods per 6 day cycle: 3 (Elective)

Prerequisite: None

Description: Advanced Stem Research is a yearlong project-based course. The primary purpose of this course is to provide students an opportunity for firsthand, supervised research in science, technology, engineering, and mathematics fields. Research is defined as mentored, but self-directed, work that enables individual students to collaborate with faculty members to explore an issue of interest to them, to design and conduct in-depth investigation/experiment, and to communicate their results to others. Students will be required to present their research at the regional Pennsylvania Junior Academy of Science (PJAS) competition and the Pittsburgh regional Science and Engineering Fair (PRSEF). In addition, students will develop their ability to read and interpret scientific journal articles as well as explore and, as time permits, conduct some of the more influential science experiments throughout history.

Method of Evaluation: Students will be evaluated on their ability to produce quality scientific research, to work independently under the guidance and supervision of a science teacher mentor, to present their research at the regional PJAS and PRSEF competitions, and to meet all required submission deadlines. Students will also be evaluated based on assigned in-class activities and laboratory explorations.

FOREIGN LANGUAGE DEPARTMENT

All courses meet five days per week. French I and Spanish I are open to students in grades 8 - 11* (students in grade 8 must have a final grade in English of an 85% prior to taking the language in grade 8). French IV and Spanish IV are weighted.

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV*	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 (500): 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 main topics of study includes the alphabet, numbers, greetings, nationalities, friends and family members, food and dining out, weather, animals, telling time, and daily activities. -ER verbs, être (to be), aller (to go) and avoir (to have) will also be introduced during the first year. 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 and near future by the end of the year. The students complete twelve chapters in their *Discovering French Level I* textbook, with heavy supplementation of teacher created materials as well as a variety of primary sources for a more authentic multicultural experience.

The methods of evaluation include: unit tests, class work, compositions, writing assignments, projects, weekly oral assignments, midterm evaluation, and final examination.

FRENCH II (501): 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 *Discovering French Level I*, with the initial unit focusing on a review of level I. The main topics of study include describing people and things, possessions and preferences, getting around a French speaking city, describing one's home, talking about future plans, playing sports and instruments, shopping for clothes, making comparisons, giving suggestions and commands, and talking about vacations, sports, and weekend activities. 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.

The methods of evaluation include: unit tests, reading assignments, class work, writing assignments, projects, weekly oral assignments, midterm evaluation, and final examination.

FRENCH LEVEL III (502): 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 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 more advanced and the vocabulary more specialized.

Lessons are based off of *Discovering French, Level I and II* text books, and heavily supplemented with teacher created materials as well as a variety of primary sources for a more authentic multicultural experience. Topics covered include free time activities, the culture and language of French youth, music 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.

The methods of evaluation include: unit tests, class work, reading assignments, compositions, writing assignments, projects, weekly oral assignments, midterm evaluation, and final examination.

FRENCH LEVEL IV (503): The French IV course is for students who are interested in studying French at an advanced level. It continues to develop the four communication skills, but there is great emphasis placed on the speaking skill. Students are exposed to a wide variety of topics, expanding their vocabulary and knowledge of French culture through activities such as weekly current events lessons (News in Slow French), communicating with French pen pals, and level-appropriate readings and discussions. One of the many level-appropriate readings include: "Short Stories in French for Beginners", which is comprised of a variety of stories accompanied by comprehension quizzes.

In French IV, there are several units on advanced grammar and the application of it. In addition to the vocabulary encountered in other units, the students study specialized vocabulary and begin to use all tenses of French.

The methods of evaluation include: unit tests, class work, all-French immersions, compositions, writing assignments, projects, reading assignments, weekly oral assignments, midterm evaluation, and final examination.

FRENCH LEVEL V (510): The French V course is for students who are interested in studying French at an advanced level. It continues to develop the four communication skills, but there is great emphasis placed on the speaking skill. Students participate in French immersions, during which they must communicate only in French. Throughout French V, students are introduced to a wide variety of of culturally enriching topics, including units specifically on French literature and history. During the history unit, students expand their vocabulary and French cultural knowledge by reading "L'histoire de France en BD - De la Renaissance.... À la Revolution". This graphic novel covers three centuries of great artistic and scientific discoveries in France, as well as social and political turmoil, teaching students the events that led from an era of enlightenment to a time of revolution. During the literature unit, students will read "The Bonjour Effect" which allows them to use their French vocabulary in a culturally appropriate way, as it breaks down French culture and communication, explaining the language and cultural nuances unknown to the average language learner.

In French V, there are several units on advanced grammar and the application of it. In addition to the vocabulary encountered in other units, the students study specialized vocabulary.

The methods of evaluation include: unit tests, class work, writing assignments, projects, reading assignments, weekly oral assignments, midterm evaluation, and final examination.

SPANISH LEVEL I (504): 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 or practice on a daily basis, written and oral activities, weekly quizzes and tests, and many digital projects throughout the year. Students should anticipate spending 20-30 minutes per day studying outside of class. The emphasis is on developing the four skills of listening, speaking, reading and writing. Students will work from a textbook, a workbook, several readers and other supplementary materials and online resources. The class is facilitated through a combination of online activities in addition to the text materials. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

SPANISH LEVEL II (505): 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 Kahlo, José Martí, Roberto Clemente, and many other famous Hispanics. Students will also read three short stories in addition to other poems and articles. The class is facilitated through a combination of online activities in addition to the text materials. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

SPANISH LEVEL III (506): 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. A large part of the course is focused on Project Based Learning, which enables the students to focus on studying topics of interest and collaborating globally with students from Spanish speaking countries. Students will work from a textbook, workbook, grammar workbook, several readers and additional supplementary materials and online resources. Students will be required to create and maintain accounts with online learning tools including Edmodo, Celly, and Quizlet. The class is facilitated through a combination of online activities in addition to the text materials. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

SPANISH LEVEL IV (507): 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. A large part of the course is focused on Project Based Learning, which enables the students to focus on studying topics of interest and collaborating globally with students from Spanish speaking countries. 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 create and maintain accounts with online learning tools including Edmodo, Celly, and Quizlet. The class is facilitated through a combination of online activities in addition to the text materials. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

SPANISH LEVEL V (511): Spanish V provides an opportunity for students to continue to strengthen their previously acquired language skills. Students in Spanish V continue to further develop their proficiency in each of the four skills of reading, writing, listening and speaking. 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 Spanish speaking countries and build literacy skills by reading a variety of texts in the target language. A part of the coursework is focused on independent Project Based Learning, which enables students to select a topic of interest and through our global connections, engage in more authentic and meaningful learning through these collaborations. Students create a variety of written texts including blogs and digital portfolios. We explore and discuss authentic literary works and articles, short stories and students select from several readers in Spanish. The class is facilitated through a combination of online activities in addition to the text materials. A variety of web tools and technology will be consistently used during the course to complete assessments and projects.

Methods of Evaluation:

1. In class station activities
2. Vocabulary/grammar quizzes and tests
3. Skit presentations
4. Project Based Learning
5. Chapter/unit tests
6. Oral presentations
7. Reports/presentations on historical and literary figures
8. Mid-term and Final exams
9. Multimedia presentations
10. Global collaborations and speaking assessments.

TECHNOLOGY EDUCATION DEPARTMENT

Title: ENGINEERING MATERIALS AND PROCESSES I (732)

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

Periods per 6 day cycle: 6

Prerequisite: None

Description: Students taking this course learn how to correctly use tools and materials to design and fabricate their own projects. This class will utilize tools and equipment to work with wood, metal, vinyl and screen printing. After a series of mandatory class projects students are encouraged to design and fabricate additional projects of their choice. Above all, they will learn safe work habits and craftsmanship.

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: ENGINEERING MATERIALS AND PROCESSES II (733)

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

Periods per 6 day cycle: 6

Prerequisite: One of the following: Tech Ed I, 3d Printing, Graphic Arts I or II.

Description: Students taking this course will build upon basic skills learned in the tech ed engineering materials and processes I course. This course will also cover basic construction and mechanical systems. They will work on more advanced group projects and develop responsible work habits.

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: ROBOTICS I (734)

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

Periods per 6 day cycle: 6

Prerequisite: Tech Ed 1 or Teacher Recommendation

Description: Students taking this course will build upon basic skills learned in the junior high STEM rotation classes. This course will involve building robots with VEX components and programming using VEXCode, a Java-based programming language. Students may also prepare for the VEX robotics competition which will include documentation responsibilities. Some groups may also be involved with BotsIQ robotics tasks which would involve CAD and 3-D design, electronics and circuitry, and planning, design, and testing. Students will be expected to work independently and on group projects and develop problem-solving skills.

Method of Evaluation: Evaluation will be primarily based on observation and participation as well as the completion of a daily engineering notebook, with occasional quizzes as appropriate.

Title: ROBOTICS II (739)

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

Periods per 6 day cycle: 6

Prerequisite: Robotics I OR past participation in BotsIQ, CyberPatriot, or VEX competitions and strong interest in technology and robotics.

Description: In this course, you will work on a series of engineering, design, and programming exercises related to outside competitions. Students will utilize VEX materials, 3D drawing software, and electronics and other hardware to complete design tasks related to their events. When event-specific tasks are completed, students will complete advanced tasks and projects using 3D drawing and/or computer programming and robotics.

Method of Evaluation: Students will be evaluated based on their engineering notebooks and direct observation, as well as completion of specific tasks and progress related to robotics competitions or related content.

BUSINESS AND TECHNOLOGY DEPARTMENT

Title: PUBLISHING (614)

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

Periods per 6 day cycle: 6

Prerequisite: Teacher-approved application

Description: This course is designed to get students involved in producing the 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 (616)

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

Periods per 6 day cycle: 6

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

Description: This course may be used as a Math or Science elective. "Computing is not about computers anymore. It is about living."-N. Negroponte. What careers are you interested in...possibly STEAM (Science, Technology, Engineering, Art, Mathematics) or Communications, Business, or even Education? No matter what you decide, computers will be a part of it! The purpose of this course is to provide students with basic software development (coding) skills involving graphics and object-oriented programming. Students will learn to create software in an interactive environment to analyze problems, develop algorithms, design interfaces and produce code. This course is a prerequisite course for AP Computer Science II and AP Computer Science Principles.

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

Title: AP COMPUTER SCIENCE II (615)

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

Periods per 6 day cycle: 6

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

Description: This course may be used as a Math or Science elective. This class is designed for the student who is interested in advancing his/her computing knowledge. Emphasis is placed on the in-depth study of algorithms in an object oriented programming environment. The student will be involved in the analysis and development of 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 A exam.

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

Title: AP COMPUTER SCIENCE PRINCIPLES (617)

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

Periods per 6 day cycle: 6

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

Description: This course may be used as a Math or Science elective. This course focuses on creative problem solving and real-world applications to better prepare students for college and/or a career. Students will be introduced to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP CSP also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. At the completion of this course, students are encouraged to take the AP Computer Science Principles exam.

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

Title: ACCOUNTING (605)

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

Periods per 6 day cycle: 6

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 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 (606)

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

Periods per 6 day cycle: 6

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 (607)

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

Periods per 6 day cycle: 6

Prerequisite: Graduation Requirement

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 21st Century workforce.

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

Title: ENTREPRENEURSHIP AND SMALL BUSINESS MGMT (609)

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

Periods per 6 day cycle: 6

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: SPORTS AND ENTERTAINMENT MKG/MGMT (610)

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

Periods per 6 day cycle: 6

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, PPG Paints Arena, 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 (630)

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 (660)

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

Periods per 6 day cycle: 6

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 (661)

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

Periods per 6 day cycle: 6

Prerequisite: Successful completion of both Introduction to 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 (662)

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

Periods per 6 day cycle: 6

Prerequisite: Successful completion of both Introduction to Art and Intermediate Art, with at least 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 (663)

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

Periods per 6 day cycle: 6

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: AP ART (659)

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

Periods per 6 day cycle: 6

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

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

Description: Advanced Placement Art is a rigorous curriculum designed to emphasize research, experimentation, discovery, inventive thinking, art making, and problem solving in the students art. The requirements for this course are for the students to develop a portfolio of work. The AP portfolio submission consists mostly of a Concentration (12) that is a complete representation of a style or technique that the student has adopted, experimented with or developed over their school career. It should have a clear visual focus and all works should share that developed vision. Use of new materials, vantage points, and techniques should be represented in original student work. A physical submission of work to the College Board consists of Quality (6) pieces which represents the student's most successful works with respect to form and content.

Method of Evaluation: AP Studio Art students work with diverse media, styles, subjects, and content. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reaction, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making. Since this work is an individual's response to art making, it will be evaluated using individual teacher-student critiques to discuss content and technique/use of elements and principles of design.

Title: ART HISTORY (657)

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

Periods per Week: 5

Prerequisite: None

Description: This addition is based on a student request and work with the teachers. Students will learn about historical aspects of art from different eras as well as differing forms and styles. Sociological impacts will be discussed and observed throughout the duration of the class. Impactful pieces of art by influential artists will be examined with differing lenses from a traditional art class.

Method of Evaluation: Class participation; Weekly vocabulary quizzes; Artist, Art title, Date identification; Time periods / Art History recognition; Classroom discussions and discovery.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

Title: FOOD SCIENCE & KITCHEN SKILLS (720)

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

Periods per 6 day cycle: 6

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 are 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 (721)

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

Periods per 6 day cycle: 6

Prerequisite: Food Science and Kitchen Skills

Description: The students will study consumerism, meal planning, nutrition, the art of chocolate making and gift giving, and baking. Emphasis will be on preparation techniques, planning, serving presentation, healthy eating and meal preparation. Students will host our local "Emergency task members" for a Thank You meal during the holidays, showing appreciation from the school district. 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: CONCERT/MARCHING BAND (740, 741)

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

Periods per 6 day cycle: 6

Prerequisite: At least 1 year of elementary band or teacher recommendation. Must have prior experience playing a musical instrument.

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: STAGE BAND (743)

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

Periods per 6 day cycle: 6

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 (742, 744)

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

Periods per 6 day cycle: 6

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 (745, 746)

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

Periods per 6 day cycle: 6

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 (748)

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

Periods per 6 day cycle: 6

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.

Title: MUSIC AND DANCE (758)

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

Periods per 6 day cycle: 3

Prerequisite: None

Description: This class will look at a variety of music and dance forms from the 15th 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.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Title: HEALTH (806)

Credit Value: .6
Length of Course: 1 year
Open to Grades: 9-12

Periods per 6 day cycle: 3

Prerequisite: None

Description: The health curriculum focuses on personal and community wellness. Students 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: BOYS PHYSICAL EDUCATION 9-12 (755)

Credit Value: .4
Length of Course: 1 year
Open to Grades: 9-12

Periods per Week: 2

Title: GIRLS PHYSICAL EDUCATION 9-12 (754)

Credit Value: .4
Length of Course: 1 year
Open to Grades: 9-12

Periods per Week: 2

Prerequisite: Required of all students in grades 9-12.

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 9 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: PERSONAL FITNESS (756)

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

Periods per 6 day cycle: 2

Prerequisite: A grade average that is 80% or higher in 9/10 PE and Health or teacher recommendation.

DESCRIPTION: This course is designed for all students interested in improving their overall personal fitness. Students will participate in cardio respiratory endurance, flexibility, muscular strength and endurance activities. Health-related Components of Fitness, the benefits of exercise, and the skills related to each activity will be the focus of this course. Students will explore the relationship between exercise and personal wellness. Activities may include: jogging, rope jumping, weight training, yoga, Pilates, and circuit training. The use of heart rate monitors and personal devices to analyze fitness levels may be included. Students will assess their current fitness level, identify areas for improvement and set goals for achievement.

Method of Evaluation:

1. Grades are based on the following criteria:
 - A. Skills and Tests (approximately 30%)
 - a. Physical execution of skills.
 - b. Written tests

 - B. Basic Requirements (approximately 30%)
 - 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).**

 - D. Attitude and Participation (approximately 40%)
 - a. Effort
 - b. Cooperation

c. Leadership

Title: MUSIC AND DANCE (758)

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

Periods per 6 day cycle: 3

Prerequisite: None

Description: This class will look at a variety of music and dance forms from the 15th 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.

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: ENRICHMENT INDEPENDENT STUDY

Credit Value: 0.5 or 1.0
Length of Course: 1 year
Open to Grades: 9-12

Periods per 6 day cycle: 3

Prerequisite: Past participation and/or strong interest in long-term enrichment activity such as Academic Games, HomeTown High Q / QuizBowl, National Science Bowl, etc.

Description: In this course, you will work independently to prepare for and create instructional materials for enrichment events that support curricular achievement. At the conclusion of competition-based exercises and assignments or as time allows, students will learn the basics of 3D design in OnShape, 3D printing, and coding in JavaScript or HTML.

Method of Evaluation: Students will be evaluated based on daily journals, direct observation, completed task lists and performance in associated events.

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

Periods per Week: 1- 5

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

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

Description: Through parent, student, and teacher input based on the student's 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

Periods per Week: up to 25

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

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;
- Community Navigation: skills, but not limited to identifying safe navigation patterns and possible solutions for independent community travel, proper manners when in a public establishment;
- Job Skills: skills but not limited to developing a strong work ethic, positive attitude, communication with others, time management, problem solving, self-confidence, flexibility.

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, Growpod/garden work.