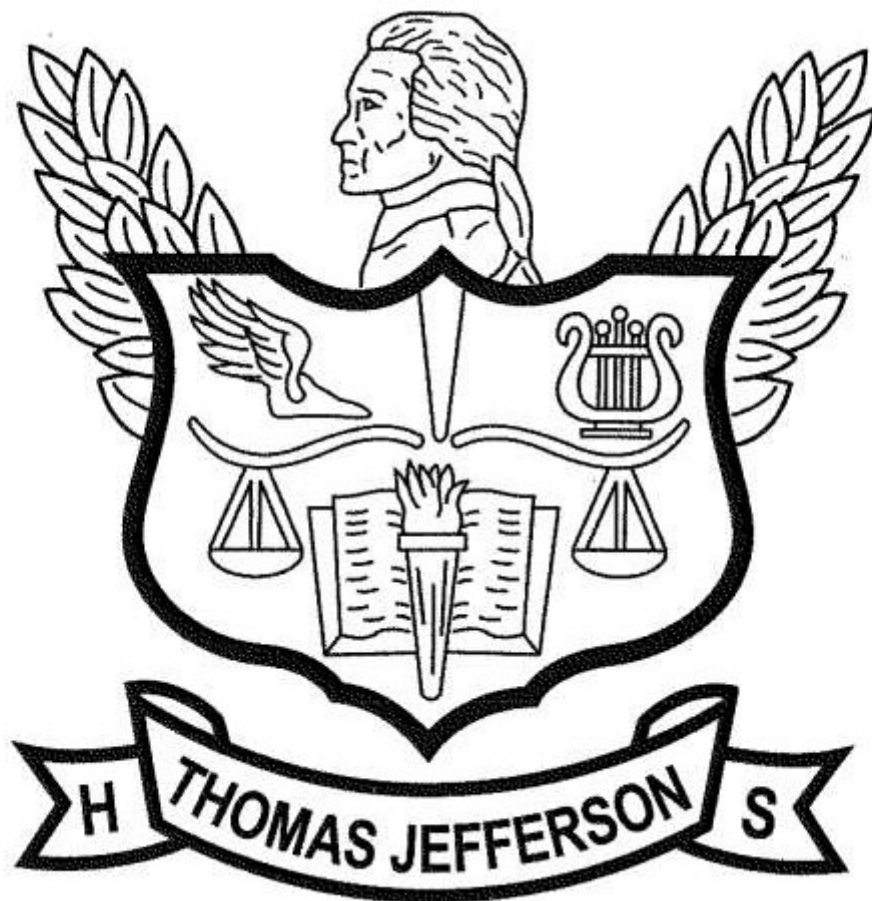


Thomas Jefferson High School



2017 – 2018

Academic Handbook

Course Selections for Grades 9 – 12

West Jefferson Hills School District
Jefferson Hills, PA 15025

2017 – 2018 Thomas Jefferson High School Academic Handbook

Superintendent

Dr. Michael Ghilani

Assistant Superintendent of Secondary Education

Mr. Scott Milburn

Assistant Superintendent of Elementary Education

Mr. Matthew Patterson

Director of Human Resources

Dr. Lindsay Pfister

Supervisor of Special Education/Pupil Personnel

Mrs. Elizabeth Wheat

High School Administration

Mr. Chris S. Sefcheck, HS Principal

Mr. Paul Ware, Associate Principal for Student Activities

Mrs. Jodi Merwin, Associate Principal for Discipline

Mr. William Cherpak, Athletic Director

Mrs. Ashley Gallagher, School Nurse

Mrs. Jennifer Allan, Administrative Secretary

Mrs. Dottie Kutscher, Administrative Secretary

Mrs. Stephanie Campano, Athletic Secretary/Nurse's Secretary

Technology

TBD, Director

Mrs. Trudy Codelka, Technology Assistant Mr.

Doug Bricklemyer, Technology Assistant Mr.

Matt Campbell, Network Programmer

High School Counseling Department

Ms. Erin Yeager, Counselor

Mr. Michael Kilcoyne, Counselor

Ms. Karen Maple, Counselor

Mrs. Michelle Lander, Social Worker

Mrs. Connie Hornyak, Guidance Secretary

Mrs. Lynn Haggerty, Receptionist

Mrs. Charlotte Bricklemyer, Attendance

PowerSchool and Pa. State Reporting Specialist

Mr. Paul Bruschi

The information contained in this handbook is intended to provide a guide to students, parents and staff. The handbook should be read in conjunction with the adopted policies of the School District. The policies of the School District will prevail in the event of any conflict between those policies and provisions of the handbook. Any such conflicts are inadvertent.

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Accreditation

Pennsylvania Department of Education

It is the policy of the West Jefferson Hills School District not to discriminate on the basis of sex, handicap, age, race, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

For information about your rights or grievance procedures, contact the Title IX Coordinator/Section 504 Coordinator, at this telephone number:

(412) 655-8450 or at this address:

West Jefferson Hills School District
835 Old Clairton Road Jefferson
Hills, Pennsylvania 15025
www.wjhds.net

Foreword

This handbook is issued to help acquaint students with the subject offerings and to enable them to plan wisely the remainder of their high school careers. It is intended to provide students and parents with information about school practices and policies; to assist students in making choices consistent with the students' aptitudes and interest; to enable students to utilize their abilities; and to encourage them to make the best decisions relative to their post-high school plans.

Students and their parents are strongly urged to consult the counselors or other school officials for assistance in interpreting the available information as to aptitudes, interest and limitations; for educational and vocational information; and for help in planning subject selections. We endeavor to regard students as individuals in their own right, entitled to help and guidance in understanding themselves. Group and individual conferences will be held with all students. The program of studies is intended to meet the needs of each student, and should be read in terms of future educational goals. Parents should feel free to call the school at (412) 655-8610 for any questions that may arise.

This book is updated annually. Parents and students are encouraged to check on line each school year for the updated versions at the Thomas Jefferson High School link at www.wjhds.net.

Mission Statement

Students are the primary focus of the West Jefferson Hills School District where, in partnership with families and community, the mission is to educate and prepare all students to become active, contributing members of society by providing a challenging, innovative educational program guided by an exceptional staff in a safe, positive, caring environment, all of which promote excellence.

Vision Statement

In the West Jefferson Hills School District, we advocate for our students by providing instruction that enables them to achieve high academic standards, and by developing relationships with them, their families, and each other that create caring, safe schools where students are valued.

- Our students all achieve high academic standards.
- Our student achievement of high standards includes curricular, artistic, vocational, athletic, and extra-curricular goals.
- We coordinate curriculum across and between grade levels, programs, and buildings.
- Our students are active learners.
- We recognize documented teacher observation over time as an effective form of student assessment.
- Our staff members are highly qualified and maintain their excellence through continued professional growth.
- We partner with higher education.
- Our district's staff members relate to students, their families, and each other in ways that convey compassion, understanding, respect, and interest.
- We honor the traditions of our past: academic, athletic, and extra-curricular.
- Our facilities are of a quality and nature that support and encourage district programs and goals.
- Our community understands and supports our district's programs and goals.
- We accept our role in the economic growth and well-being of our community.

Belief Statements

We Believe:

- The learning and the educational development of individuals are collaborative efforts involving student, family, school and community.
- High expectations promote high achievement.
- Individuals are responsible for their actions.
- The family is a primary influence and motivator for the student.
- Students are the primary focus of the school system.
- Everyone learns at different rates and in different ways.
- All students have an equal opportunity for an education in which they are encouraged to develop their potential.
- Effective learning takes place in a safe, positive and caring environment where respect for others is demonstrated.
- Education involves an interdisciplinary process.
- Learning involves acquiring basic academic knowledge, skills and the ability to analyze, interpret, apply, synthesize and evaluate.
- Education provides skills to enable all students to participate in a lifelong process of learning in a changing world.
- Quality education includes activities inside and outside of the classroom.
- An effective educational program requires giving an exceptional staff a voice in the educational process and providing them with consistent and planned professional development opportunities.
- Advancements in technologies impact knowledge and education.
- Quality public education is essential for a thriving community and requires shared fiscal responsibility.
- Effective communication among school, family, students and community is vital throughout the educational process.

Academic Standards and Objectives

Instruction in the high school program shall focus on the development of abilities needed to succeed in work and advanced education through planned instruction.

Curriculum and instruction in the high school program shall provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving, and information literacy.

Planned instruction in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity.

1. Students will study language arts, integrating reading, writing, listening, speaking, literature and grammar.
2. Students will study mathematics, including algebra, geometry, probability and statistics, logical reasoning, and discrete math.
3. Students will study science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, chemical sciences, and physical sciences.
4. Students will study social studies to include civics and government, economics, geography and history, the history and cultures of the United States, the Commonwealth and the world.
5. Students will study the arts, including art, music, theater and humanities.
6. Students will study the use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.
7. Students will study health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.
8. Students will study family and consumer science, including principles of consumer behavior and basic knowledge of child health and childcare skills.

The following planned instruction shall be made available to every student in the high school program:

1. Vocational-technical education
2. Career education and work
3. World languages
4. Technology education, incorporating technological problem-solving and the impacts of technology on individuals and society
5. College-level advanced placement courses

Supportive Programs

Special Education Services

Special Education Services are provided to district students with educational disabilities who are in need of specially designed instruction, depending upon their needs. A continuum of service options are available and include the least restrictive environment of services within general education, to highly restrictive educational placements outside of the school district. The student's services are planned by the Individualized Education Program (IEP) team, which includes school personnel, parents and applicable outside agencies. IEP meetings are held annually or more frequently at the request of parents or school personnel.

Gifted Support

The goals and focus of gifted support services at Thomas Jefferson High School are to support intellectually gifted students throughout their high school enrollment and to provide college and career planning assistance. The program also addresses both the general and specific needs of each student through activities such as Honors and Advanced Placement courses, seminars, competitions, summer workshop and shadowing/apprenticeship opportunities. Students are kept apprised of information and opportunities via monthly newsletters, daily bulletins, TJTV, PA announcements, and written memos distributed by the gifted support department. Students are encouraged to sign up for all events which meet their strengths, abilities and interests as determined by their individual GIEP. Parents will have access to the materials on the school webpage under "Parent Resources".

Counseling Services

School Counselors

The Guidance Counselors are to assist you in your endeavors throughout high school. The functions of the counselors will be unique to each student's needs. However, the primary goal of counseling and guidance at Thomas Jefferson will be to meet the developmental needs of students in the educational system for the realization of their maximum potential. Parents are encouraged to make appointments when necessary to speak with the counselor.

The functions of the counselors are varied. The following identify some of the services/activities that are rendered:

1. Provide individual counseling to students
2. Consult with school staff regarding students
3. Implement a system of student records
4. Establish orientation activities
5. Organize informational resources to provide a basis for students to make educational/vocational decisions
6. Administer and interpret the testing program
7. Serve as liaison with community agencies
8. Provide assistance for educational and vocational placement and planning
9. Serve as a liaison to teachers for students and parents
10. Disseminate information pertinent to student's career planning (i.e., open house programs, scholarships, etc.)

Social Worker

The West Jefferson Hills School District has secured a Licensed Social Worker as a part of the Thomas Jefferson High School Faculty. The primary role of the Social Worker includes individual and group supportive counseling with students. In the office of the Social Worker, students are able to discuss emotional, social and academic concerns in a safe and confidential environment. These services may also include, but are not limited to, anger management, grief counseling, crisis intervention, and conflict resolution.

All students at Thomas Jefferson High School have the opportunity to meet with the Social Worker as necessary. Referrals to the Social Worker can be made by teachers, administration, parents, or through the Student Assistance Team. Students are also able to self-refer or refer a friend if they are in need of support. Once referred, the Social Worker will determine the level of need for each individual student. Not all students will receive services on an ongoing basis. These services are not clinical in nature and cannot take the place of an outpatient mental health clinician. If further support is needed, the Social Worker will act as a liaison by assisting in the facilitation of referrals between families and community resources.

The Social Worker position is classified as a "Mandated Reporter"; therefore, all appropriate procedures under the law will be followed to ensure student safety.

Student Assistance Program (SAP)

In response to the Secretary of Education's plan to the General Assembly, the Department of Education, in collaboration with the Departments of Health and Public Welfare, designated the student assistance program as the vehicle to require and assist each school district to establish and maintain a program to provide appropriate counseling and support services for students who experience problems related to the use of drugs, alcohol and dangerous controlled substances. The Commonwealth's student assistance program is made up of a professionally-trained team and is designed to assist school personnel to identify issues, including alcohol, drugs and others, which pose a barrier to a student's learning and school success, with a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, where the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community. Involvement of parents in all phases of the student assistance program underscores the parent's role and responsibility in the decision-making process affecting their children's education and is the key to the successful resolution of problems.

Career Center

Students in all grade levels are invited to visit the Career Center located in the Guidance Office. This is a resource center designed to assist the students in their career decision making. Students will find a variety of reference materials such as:

- College and trade school directories
- Reference books on scholarships
- Study materials to prepare for the PSAT, SAT, ACT and Armed Services Vocational Aptitude Battery (ASVAB)
- Computers designated for researching information pertaining to post-secondary education, financial aid, career interest survey, etc.

Students who are interested in visiting the Career Center can do so during their study halls, lunch, or after school. Passes are available before school in the Guidance Office.

Mandatory Testing

As of the 2012-2013 school year, the PSSA has been replaced with a menu of new tests referred to as the Keystone Exams. These exams are **not** administered to a specific grade level, as the PSSA was, but instead are subject specific and are administered as an end of course (EOC) assessment. Students are required to show proficiency in Literature, Biology, and Algebra I in order to graduate in the State of Pa. Students that do not show proficiency are required to participate in a remediation program until they pass the Keystone Exam. Students that have not shown proficiency will be required to participate in the Project Based Assessment (PBA); a comprehensive project of 30 – 40 hours for each area needing proficiency.

At this time, PDE has *proposed* ten (10) tests which will gradually be phased into the test schedule during a seven (7) year period. Only five of the ten (10) tests will be required for graduation by PDE and they are: Algebra 1, Biology, Literature, English Composition, and Civics and Government.

Recommended Timetable for College Admission Testing

The chart below contains basic information about the PSAT, SAT, and ACT tests. Specific information pertaining to registration, testing dates, and score analysis will be provided by your child's counselor as it becomes available. These tests (PSAT, SAT, and ACT) are extremely important and the results are one component considered for admission to most colleges and universities.

Sophomore Year (October)	PSAT	<ul style="list-style-type: none"> • Preliminary SAT prepares students for the SAT • Assesses critical reading, writing, and math problem-solving skills • Highly recommended for sophomores
Junior Year (October)	PSAT/NMSQT National Merit Scholarship Qualifying Test	<ul style="list-style-type: none"> • Preliminary SAT prepares students for the SAT • Assesses critical reading, writing, and math problem-solving skills • Used to determine eligibility for the National Merit Scholarship Award
Junior Year Spring Senior Year Fall	SAT	<ul style="list-style-type: none"> • Assesses critical reading, writing, and math problem-solving skills • Practice questions/tests available at www.collegeboard.org
Junior Year Spring Senior Year Fall	ACT	<ul style="list-style-type: none"> • Assesses skill levels in areas of math, English, reading, and science. Writing is optional but not offered on the February tests. • Can be taken more than once to increase scores • Practice available at www.actstudent.org

Graduation Requirements

The following requirements apply to all students. Credits are totaled for grades 9 to 12:

CLASS OF		2018	2019	2020	2021
Language Arts (English)	Credits	4	4	4	4
*Social Studies	Credits	4	4	4	4
Science	Credits	3	3	3	3
Mathematics	Credits	3	3	3	3
Computers	Credits	0.5	0.5	0.5	0.5
Physical Education	Credits	1.6	1.6	1.6	1.6
Health	Credits	0.2	0.2	0.2	0.2
*Arts and/or Humanities	Credits	1	1	1	1
Electives	Credits	8.70	8.70	8.7	8.70
Graduation Project	Credits	N/A	N/A	N/A	N/A
TOTAL CREDITS		26.00	26.00	26.00	26.00

*In order to commence with your class and receive your diploma, you **must** earn all course-credits needed to fulfill your graduation requirements by the end of your senior year. Course-credit failures earned in grades 9, 10 and 11 **must** be made up during or prior to the summer between your junior and senior years.*

NOTE: Students are not permitted to schedule more than 8 study halls per week.

*Two (2) arts/humanities credits are required for graduation. One (1) credit in arts/humanities will be met by social studies in grade 12 and one (1) credit must be selected as an elective.

** Pending State Requirements

State Assessments

In addition to the courses/credits outlined here and the graduation project, all students at Thomas Jefferson High School will also need to demonstrate proficiency on State Assessments as defined by the Pennsylvania Academic Standards included in Chapter 4 of the Pennsylvania School Code.

Alternative Options for Earning Credit

- A. Alternative options for earning credit must relate directly to the achievement of Academic Standards. These options include:
1. Independent Study. Students may demonstrate achievement of Academic Standards as a result of participation in independent study courses approved in advance by the principal. Credit earned through independent study will be graded on the regular letter grade scale and will be computed in the student's quality point average unless otherwise directed by the principal.
 2. Higher Education Courses. The following provisions apply to achieving Academic Standards in higher education courses.
 - a) High school students enrolled in a dual enrollment program from an accredited institution of higher education may, with the prior approval of the high school principal, be permitted to use the dual enrollment course to satisfy prerequisite requirements and/or the computer course requirements for graduation. Although high school credit will not be awarded – the college transcript will be attached to the high school transcript provided that:
 - The course is taught at the college level and is recognized by the higher education institution as a credit-bearing course.
 - The student satisfactorily completes the requirements of the college course.
 - A transcript of the completed college course is submitted by the higher education institution to the Guidance office.
 - b) Students may also leave high school prior to their senior year to attend an accredited institution of higher education on a full-time basis under existing procedures and policies established by the Board of School Directors. The high school diploma will be awarded to these students upon successful completion of the requirements set forth in the policy.
 3. Education Experiences. Students may demonstrate achievement of Academic Standards and earn elective credit through completion of courses in accredited educational programs outside the school which have a planned course format that meets Chapter 4 regulations and is approved by the principal in advance.

Credits earned in educational programs approved by the principal which do not follow Chapter 4 regulations will be graded on a "PASS/FAIL" basis and will not be computed in the student's quality point average.

Credit Recovery for a Failed Class

There are three (3) options available for a student who has failed a class.

Option 1: Scheduling and re-taking the class the following year / semester at Thomas Jefferson High School. Under this option, the grade and credit earned will be applied to the GPA during the year /semester the class was rescheduled and passed. The GPA earned the year /semester the class was failed will not change.

Option 2: Completing an approved summer school or equivalent program. Passing a class using this option will not change the student's GPA at Thomas Jefferson High School. However, the course and grade will be listed on the student's transcript as Credit Recovery and the credit will be applied toward meeting graduation requirements.

Option 3: Completing an approved tutoring program consisting of thirty hours of instruction during a six week period. Passing a class using this option will not change the student's GPA at Thomas Jefferson High School. However, the course and grade will be listed on the student's transcript as Credit Recovery and the credit will be applied toward meeting graduation requirements.

1. Assessment. Students may demonstrate achievement of Academic Standard in a course by successful completion of an assessment (e.g., written or oral exams, demonstration of skills, projects) which has been prepared and administered by school personnel. Credit will be awarded and students will be permitted to advance in sequential courses.
 2. Credits earned through completion of an approved assessment will be graded on a "PASS/FAIL" basis and will not be computed in the student's quality point average. The assessment option is available only for courses that have been pre-approved by the subject area coordinator and high school principal.
- B. Algebra I or Geometry completed with a "C" or better in middle school will count toward the credit total required for graduation. **However, the course will not be considered in the Student's QPA and will not be counted as one of the three math credits required for graduation.** This credit will count as an elective credit.

**If a child is not enrolled as a student in the West Jefferson Hills School District prior to graduation, he/she will not receive a Thomas Jefferson High School Diploma.

Prior to moving to a next level course, the student is required to successfully pass the prerequisite course. For example, Algebra I must be passed prior to moving to Algebra II and English 1 should be passed prior to being placed in English 2.

Assessment of Student Progress

The Board recognizes that a system of assessing student achievement can help students, teachers, and parents/guardians to understand and evaluate a student's progress toward educational goals and academic standards.

Assessment shall be the system of measuring and recording student progress and achievement that enables the student, parents/guardians and teachers to determine a student's attainment of established local and state academic standards; learn the student's strengths and weaknesses; determine where remedial work is required; and plan an educational or vocational future for the student in areas of the greatest potential for success.

The Board directs that the district's instructional program shall include a system of assessing all students' academic progress. The system shall include descriptions of how achievement of academic standards will be measured and how this information will be used to assist students having difficulty meeting required standards.

Students with disabilities shall be included in the district's assessment system, with appropriate accommodations when necessary.

The Superintendent or designee shall develop and implement an assessment system to measure student progress, in accordance with district goals and state regulations.

Grading Practices in the Classroom

There is a variety of evaluating practices employed by the faculty of West Jefferson Hills School District. Students are evaluated in terms of their performance on various types of tests, quizzes, papers, reports, projects, etc.

The selection of the instrument for evaluation depends upon the nature of the course, the material, and the student. The method for describing performance depends upon evaluation techniques and the nature of the instrument.

The West Jefferson Hills School District will continue to notify parents in a timely fashion when performance is unsatisfactory in any grading period. Current procedures for the notification process are outlined in the Teacher's Handbook.

Grading System and Weighted Scale

The marking system in Thomas Jefferson High School represents five levels of achievement. These levels indicate a student's achievement as compared with that of others studying the same subject matter.

Quality Points

See course description for unit of credit

COURSE CREDIT	GRADES	POINTS
1	A - Superior attainment (90.00% - 100.00%)	4
1	B - Above average (80.00% - 89.99%)	3
1	C - Average (70.00% - 79.99%)	2
1	D - Below average (60.00% - 69.99%)	1
1	F - Failing (00.00% - 59.99%)	0

COURSE CREDIT	GRADES	POINTS
.5	A - Superior attainment (90.00% - 100.00%)	2
.5	B - Above average (80.00% - 89.99%)	1.5
.5	C - Average (70.00% - 79.99%)	1
.5	D - Below average (60.00% - 69.99%)	.50
.5	F - Failing (00.00% - 59.99%)	0

COURSE CREDIT	GRADES	POINTS
0.4	A - Superior attainment (90.00% - 100.00%)	1.6
0.4	B - Above average (80.00% - 89.99%)	1.2
0.4	C - Average (70.00% - 79.99%)	0.8
0.4	D - Below average (60.00% - 69.99%)	0.4
0.4	F - Failing (00.00% - 59.99%)	0

Advanced Placement Courses

Advanced Placement (AP) Courses are first year college level courses that follow the respective College Entrance Examination Board (CEEB) curriculum and prepare students for the AP test in the particular subject area. On the basis of AP test results, students may earn college credit at colleges and universities that participate in this program. The cost of the exam will be the responsibility of the student.

AP English 11	AP Biology	AP European History	AP Calculus AB	AP Studio Art	AP World History
AP English 12	AP Chemistry	AP Computer Science A	AP Physics II	AP U.S. History	AP Spanish/AP French

Credit Tabulation

Classes are assigned credit based upon the number of times they meet per year. For example, a class that meets one time per week for the entire year receives 0.2 credits. Please refer to the chart below:

Periods per Week	Half Year	Full Year
1	0.1	0.2
2	0.2	0.4
3	0.3	0.6
4	0.4	0.8
5	0.5	1.0
6	0.6	1.2
7	0.7	1.4

Quality Point Equivalents

A	90.00% - 100.00%	4
B	80.00% - 89.99%	3
C	70.00% - 79.99%	2
D	60.00% - 69.99%	1
F	00.00% - 59.99%	0

Class Rank

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together. Class rank shall be computed by the final grade in all subjects for which credit is awarded. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the number of students preceding and not by the rank of the preceding person.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records.

The Superintendent or designee shall develop procedures for computing grade point averages and assigning class rank to implement this policy.

Weighted Scale

As long as courses differ substantially in academic challenge, a weighted scale for computing grade-point average will remain at Thomas Jefferson High School.

Quality Point System

Grade	Regular	Honors	AP/College in High School
A	4	4.50	5
B	3	3.50	4
C	2	2.50	3
D	1	1.00	1
F	0	0.00	0

All Advanced Placement/College in High School and Honors courses will be reviewed annually by the West Jefferson Hills School District Board of Directors and approved as per the Thomas Jefferson High School Academic Handbook. **Class rank and GPA/QPA will not be given over the phone**

Reporting of Student Progress

The Board believes that cooperation between school and home is a vital ingredient in the growth and education of each student. The Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress and also recognizes the effects of federal and state laws and regulations governing student records.

The Board directs establishment of a system of reporting student progress that requires all appropriate staff members, as part of their professional responsibility, to comply with a reporting system that includes academic progress reports, report cards, telephone calls, and parent/guardian conferences with teachers.

The Superintendent or designee shall develop procedures for reporting student progress to parents/guardians.

Various methods of reporting, appropriate to grade level and curriculum content, shall be utilized.

Both student and parent/guardian shall receive ample warning of a pending grade of failure, or one that would adversely affect the student's academic status.

Scheduling of parent-teacher conferences shall occur at such times and in such places that will ensure the greatest degree of participation by parents/guardians.

Report cards shall be issued at intervals of not less than nine (9) weeks.

Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

Percentage Grading System

The marking system uniformly used at Thomas Jefferson High School represents five levels of achievement. These levels are:

- A – Superior attainment of course objectives (90-100%)
- B – Above-average attainment of course objectives (80-89.99%)
- C – Average attainment of course objectives (70-79.99%)
- D – Below-average attainment of course objectives (60-69.99%)
- F – Performance does not meet minimum standards

Calculation of Final Grades

Reporting of nine-week and semester exam grades will be done by translating the percentage grade to a letter grade based upon the above scale. The resultant letter grade will be reported on the student's report card. A final grade for a course will be determined by a mathematical calculation of quality points with each exam grade counting as $\frac{1}{2}$ of a nine-week grade. Based on this system, the semester exam and final exams will each have a weight of $\frac{1}{10}$ of final averages. The point values are as follows:

Letter Grade	9-Week Grade	Exam Grade
A	4	2.0
B	3	1.5
C	2	1.0
D	1	0.5
F	0	0.0

Should the final grade for a course, when using a percentage calculation, result in an average that reflects a higher grade numerically than the letter grade average, the final letter grade will be reflective of the higher percentage. It is important to note that only the final grade will be recorded on the permanent record card.

Failing Grade for More than One-Half of the Course

To receive a passing grade as the final grade for any course at Thomas Jefferson High School, a student must have passing grades for at least 50% of the nine-week grade periods and semester exams with each semester exam carrying only one-half of the grading weight as a single nine-week grade. This requirement applies regardless of other grades or quality point average. Therefore:

- In a year-long course with two semester exams, a student will receive an "F" for the course if the student receives an "F" grade for each of three nine-week grades.
- In a year-long course with two semester exams, a student will receive an "F" for the course if the student receives an "F" grade for two nine-week grades and an "F" grade for each of the two semester exams.
- In a one-semester course with one semester exam, a student will receive an "F" grade for the course if the student receives an "F" grade for any two of the three grades, those being the two nine-week grades and one semester exam.

Incomplete Rule

Major Course Requirement An incomplete grade (“I”) will be entered as the grade for any marking period when a student does not complete a major course requirement. The incomplete will remain as the grade of record until the student completes the major course requirement prior to the end of the course. If the major course requirement is not completed, the incomplete grade will remain on the report card, and the final course grade will be an “F” regardless of quality point average.

Major course requirements subject to this rule include term/research papers; notebooks required for a course; required projects in industrial technology, arts/crafts, home economics, etc. Chapter tests, homework assignments, quizzes, etc., are not considered major course requirements.

Prior approval by the principal is required to implement this rule. Once approval is given, strict procedures for notifying students and parents in advance must be followed.

An extension of time will be made to allow for students who fail to meet major course requirements due to a health problem, death in the family, or some unforeseen problem. Each situation will be evaluated on a case-by-case basis by the building principal.

Appeal Process

Should any parent or guardian have a question regarding a reported grade, it is recommended that a parent contact the school to arrange a conference with the teacher either in person or via phone to receive verification through classroom records. If further inquiries concerning the grade in question are desired, conferences with building administrators/guidance counselor and teachers may be arranged.

Honor Roll

An Honor Roll will be compiled at the end of each nine-week period. Honor Roll status is based upon a student’s earned quality point average as follows:

GPA	Award Level
4.0	Medallion
3.600 – 3.999	Gold Cord
3.200 – 3.599	Silver Cord
3.500	Cum GPA for Honor Society <i>(calculated at end of sophomore year)</i>

The cumulative grade point average for induction into (NHS) National Honor Society is 3.500. Cumulative GPA will be assessed after the completion of your sophomore year. The induction ceremony takes place in the fall of student’s junior year. Students with an “F”, “D” or “I” (incomplete) are not eligible for honor roll status.

Homebound Instruction

Students who anticipate being absent from classes due to illness for a duration of ten school days or longer should have their parents contact their counselor. Homebound instruction is appropriate for extended absences and can only be considered by the school upon receipt of a physician’s written recommendation.

PowerSchool

PowerSchool allows both parents and students to access, grades and attendance, teacher comments, school bulletins, user-designed alerts and calendars and additional items that may be added to parent and student portals at a future date.

Further information, including a demo on *PowerSchool* features can be viewed at the following link using your login and password: <http://powerschool.wjhsd.net/public/>.

Online help and *PowerSchool* guide can be accessed via the following link: <http://powerschool.wjhsd.net/public/help>

Courses

Click on the courses below to read the course description. A course with an * by it designates that is an NCAA approved course.

English Language Arts

Applied English 1	Applied English 2	Applied English 3	Applied English 4
English 1*	English 2*	English 3*	English 4*
Academic English 1	Academic English 2	Academic English 3	Academic English 4
Honors English 1*	Honors English 2*	AP English 3 *	AP English 4*
Public Speaking*	Intro to Public Relations	Intro to Film Criticism	Journalism
Creative Writing*	Film Criticism	Theater Orientation	Performing Arts

Science

Biology*	Physical Science*	Physics*	Anatomy and Physiology*
Honors Biology*	Chemistry*	Honors Physics*	Introduction to Astronomy
AP Biology*	Honors Chemistry*	College Physics*	
Environmental Science*	AP Chemistry*	AP Physics*	

Social Studies

Civics and Government*	Honors Civics and Government*	Psychology*
U.S. History	World History	Sociology*
AP U.S. History*	AP World History*	Law*
AP European History*	Shaping the Modern World*	Global Leadership Certificate

Mathematics

Algebra I*	Pre-Calculus/Trigonometry*	AP Calculus AB*
Algebra II*	Honors Pre-Calculus/Trigonometry*	Calculus*
Geometry*	Geometry Honors*	Algebra II Honors*
Statistics and Probability*	Pre-Algebra	

Business and Information Technology

Accounting I	Exploratory Business	Business Publishing and Web Design	Cyber Forensics
Accounting II	Entrepreneurship	Android Mobile Apps Programming	AP Computer Science
Accounting III	Marketing	Software Applications	Web Page Development & Design
Personal Finance	Retail Management	Visual Basic (Intro to Programming)	

Technology Education

Technology Systems	Engineering	Innovation and Invention	Architecture
Advanced Study in Technology	Robotics	TJTV	TJTV 2
Computer Aided Drafting (CAD)	Computer Aided Manufacturing (CAM)	Construction Technology	

World Languages

French I, French 2, and French 3*	Spanish 1, Spanish 2, and Spanish 3*	World Cultures Online
French 4; Honors*	Spanish 4; Honors*/Advanced Placement	

Family and Consumer Science

Introduction to Family and Consumer Science	Foods and Nutrition	Child Development I
Fabric, Fashion and Design Level I	Interior Design	Child Development II
Fabric, Fashion and Design Level II & III	Adult Living	

Fine Arts (Arts and Crafts)

Mixed Media Arts	Metals/Jewelry	Drawing
Basic Graphic Design	Ceramics Studio	Painting
Sculpture Studio	General Art	Photography/Video Production
About Art: An Introduction to Art Appreciation	AP Studio Art	Online Art Criticism

Fine Arts (Music)

Music Theory and History	Jazz Ensemble	Varsity Choir
Music Theory II	Orchestra/Strings Ensemble	Concert Choir
Marching/Symphonic Band	Majorettes	A Capella Chorus
Marching/Concert Band	Color Guard	Percussion Ensemble
Marching Band		

Physical Education and Health

Physical Education 9/10	Physical Education 11/12	Foundations of Health and Safety
Physical Education Elective (Semester)	Physical Education Elective (Full Year)	
Health 10	Sports Theory and Applications	

Steel Center Career and Technical Education

Advertising and Design	Automotive Mechanics	Baking/Pastry Chef	Building Trades
Carpentry	Collision Repair and Refinishing	Computer Information Systems	Cosmetology
Culinary Arts	Electrical Construction	Health Assistants	Heat, AC, and Refrigeration
Medium/Heavy Truck	Protective Service	Welding	

***Courses may be added or deleted at the discretion of Steel Center**

Schedule Changes

Students are expected to retain the program of studies/courses they have selected during the scheduling process. Schedule changes are permitted for valid educational reasons based upon review of the student's academic record. There are three types of schedule changes:

- Dropping/Adding a course
- Dropping a course
- Level Changes.

Dropping/Adding a Course

The Drop/Add Period covers the first 10 days of a course (the first 10 days of the year for a first-semester course and for a year-long course or the first 10 days of the second semester for second-semester courses). During this time students are able to change courses more freely than at other times of the year.

Students will have the ability to move from one elective to another elective as space permits. We want to ensure that students are in classes they want to be in. Students are not able to move from one section of a class to another section under this scenario (A student can't move from one English 10 teacher to another English 10 teacher). After the first two weeks of a grading period, students will not be able to add a new class, as too much class material will have been covered during the interim.

Dropping a Course

For a 1.0 credit class or greater (full year course) any class dropped prior to the end of the first nine weeks will not be recorded on a transcript. Classes dropped after the end of the first nine weeks will result in a "WF" on a transcript which will be part of a student's permanent record. The "WF" will be included when calculating a cumulative QPA and will be the equivalent of an "F" for the year.

For a 0.5 credit class (half year course) any class dropped prior to the end of the second week of a semester class will not be recorded on a transcript. Any half year course dropped after the end of the second nine weeks will result in a "WF" on a transcript which will be part of a student's permanent record. The "WF" will be included when calculating a cumulative QPA and will be the equivalent of an "F" for the course.

Level Changes

We know that sometimes students do not succeed in all academic endeavors. We do not want to discourage a student who chooses a challenging course. Students will be permitted to move from a higher level course to a lower level course (Honors English 10 to Academic English 10) for the first 6 weeks of the course without a penalty. **Original course grades will be**

transferred to the new course. Such a move might require that other classes be changed on a student's schedule. Level changes will be permitted only as space permits. A meeting with the current teacher may be required prior to making any change.

Schedule Change Procedures/Process

- All schedule changes must be initiated by a parent/guardian request in writing (note or email).
- A student's counselor will meet with the student to discuss the ramifications of making a change to the student's schedule.
- A schedule change form must be completed with the signatures from teachers, a parent/guardian, and the student's counselor.
- All changes are accommodated only as space permits in classrooms.

Valid reasons for a schedule change include:

- Inappropriate academic placement resulting in a D or F
- Scheduling error – If a student is incorrectly scheduled for a class, that error will be corrected upon request of a student/parent.
- Ensuring graduation requirements are being met

Invalid reasons for a schedule change include:

- Poor work ethic resulting in failing grades
- After school employment/extra-curricular activities
- Request for teacher change
- Preferred class periods (medical exceptions may apply)
- Having classes or lunch with friends

Study Hall Restrictions

Students are not permitted to have more than 8 study hall periods per week (2 or 3 during Physical Education periods and 5 for a daily study hall as an elective)

Making up Failed Subjects

If a subject is failed, it can be made up in the following ways:

- Repeating the subject the following year
- Repeating the subject at an accredited summer school program
- Repeating the subject through an administratively approved tutoring program

Students who plan to take courses during the summer in order to satisfy sequential course requirements, who plan to make up failed course or who plan to take courses for personal improvement (i.e., computer courses) must complete and submit a Summer Course Work Form to the counselor for approval before registering or beginning any courses that are to appear on the student's high school transcript. ***August 15 is the deadline for completion of such summer course work for all students unless otherwise approved by the principal.*** Courses taken will become part of the student's academic record.

Prior to moving to a next level course, the student is required to successfully pass the prerequisite course. For example, Algebra I must be passed prior to moving to Algebra II and English 1 should be passed prior to being placed in English 2.

SUMMER COURSE WORK FORMS ARE AVAILABLE IN THE GUIDANCE OFFICE. STUDENTS MUST HAVE NECESSARY PAPERWORK FROM THEIR COUNSELOR PRIOR TO STARTING SUMMER SCHOOL.

Subject Load

All students are required to carry a minimum of 6.0 credits annually. Steel Center students must carry credits totaling 3.4 credits each year at Thomas Jefferson High School. Mon Valley students must carry subjects totaling 4.25 credits each year at Thomas Jefferson High School. In conferences each year, every effort is made to give individual attention to course selection, sequential pattern of courses, and to meeting all requirements of both the State of Pennsylvania and Thomas Jefferson High School for graduation. College-bound students should carry at least four (4), and preferably five (5), strong academic subjects

each year. Colleges urge students to carry a heavy subject load in the senior year in order to prepare for the rigorous loads and faster pace which they will encounter during the college freshman year.

NCAA Clearinghouse

All students participating in athletics should be made aware that not all classes count towards the NCAA Clearinghouse. All athletes that are planning to participate in an NCAA sport are required to pass the NCAA Clearinghouse requirements. Please stop in to see your counselor or the athletic director when planning your courses in order to avoid scheduling issues and taking multiple courses to meet the requirements. More information on NCAA Eligibility can be found at http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

Course Audits

Students are permitted to audit courses for no credit provided that:

- Space is available in the course request
- Teacher approval is granted
- Student's existing schedule has free periods to assign course to be audited
- Students who choose to give up lunch in part/full are not eligible for audits but would be considered for Independent Study courses.
- Course audit must begin within first two weeks of the course.

Although course audits do not carry any credit and do not effect class rank or quality point averages, the course audited and the grade earned (A, B, C, D, or Pass/Fail) will be typed on the student's Permanent Record Card at the end of each semester. A progress report will also be placed in the student's cumulative folder.

Sample Programs

Grade Level	College Preparatory	General	Career and Technical Education
9	English 1 Social Studies Algebra I Honors Biology*** World Language or other elective* Physical Education Computers	English 1 Social Studies Algebra I or Geometry Biology*** Physical Education Computer Elective Elective*	English 1 Social Studies Biology*** Algebra I*** Physical Education Software Apps/Computer Elective Arts and Humanities Elective - 1 cr
10	English 2 or Honors English Social Studies Geometry Honors Chemistry*** World Language or other elective* Physical Education/Health	English 2 Social Studies Geometry or Algebra II*** Chemistry*** Physical Education Health Elective*	English 2 Social Studies Geometry*** Physical Science Technical Education - 4 credits
11	English 3 or AP English Social Studies Algebra II Honors Physics/AP Chemistry*** World Language or other elective* Physical Education	English 3 Social Studies Algebra II or Pre-Calculus Physics*** Physical Education Elective*	English 3 Social Studies Algebra II *** Physical Education/Health Technical Education - 4 credits
12	English 4 or AP English Social Studies** AP Science/Anatomy and Physiology/Environmental Science*** Stats and Probability/Calculus or AP Calculus Physical Education 3 Electives**	English 4 Social Studies** Environmental Science/Physics*** Pre-Calculus*** Physical Education 3 Electives**	English 4 Social Studies**** Environmental Science Physical Education Technical Education - 4 credits

*The elective must be one (1) full credit course or .5 credit course each semester.

**Must be used to meet Arts and/or Humanities requirement if not already met.

***Level of Mathematics and/or Science taken will depend on the Mathematics and/or Science taken the previous year and the grade earned.

****Must be used to meet Arts and/or Humanities requirement

*****Each student and their counselor will determine which course better suits their career plans and academic needs.

English Language Arts

The Thomas Jefferson English program allows students the opportunity to be challenged in the areas of reading, writing, listening, speaking, and thinking. Classroom activities foster reading and listening comprehension; creative and critical expression; technical, library and study skills; and cultural literacy and appreciation. The high school English program provides for the needs of all students at all levels.

English Summer Reading

Summer reading is required curriculum for all students. Selections and assignments will be distributed at the end of the school year and should be completed before entering each grade level in the fall.

English Course Offerings

Academic English 1

In this accelerated Academic English 1 course, students concentrate on developing and refining reading, speaking, listening, and critical thinking skills that will enhance their writing. Students read, analyze, and respond to a variety of literary genres (including the short story, novel, drama, mythology, and poetry) and informational texts with emphasis on close and careful reading, vocabulary acquisition, making connections among ideas between texts, providing textual evidence, and analyzing and interpreting both fiction and nonfiction. Strategies are learned and practiced to develop appropriate methodologies in analyzing the author's purpose; clarifying vocabulary meaning; comprehending the literary work; supporting interpretations; comparing, analyzing, and evaluating literary forms, elements, devices, and universal significance; and text organization. Students also work to develop skills in expository/informative, persuasive/argumentative, descriptive, narrative, and creative writing as well as the ability to engage in evidence-based analysis of texts and research that is clear and focused and conveys a well-defined perspective and appropriate content for specific audiences. Learning, reviewing, and applying conventions of Standard English grammar are an integral part of this writing process. Communication skills that enable critical listening and effective presentation of ideas are stressed through formal speaking situations, group discussions, and class presentations. A research project that demonstrates proficiency in critical thinking, analysis, and writing learned and practiced during the course must be completed satisfactorily in order to pass the course for the year. Assessments include a variety of writing responses, quizzes, tests, projects, oral presentations, homework, and class participation.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Academic English 2

The Academic English 2 class focuses on a variety of literary genres in both fiction and non-fiction, including short stories, poems, novels, plays, and essays. The emphasis of the course is on reading and writing in order to prepare for the Keystone Literature Exam taken in May. Students will focus on writing short essays that uses specific details from their texts as support for their main ideas and contains components of research. Within these writing assignments, components of research will be used. Students are expected to complete work outside of class independently, so organization and time management are necessary. Each unit of study focuses on necessary components of reading and writing, including author's purpose, text structure, point of view, the theme, plot, characters, allegory, bias and propaganda techniques, literary elements, and figurative language. Vocabulary and grammar are also major components of the Academic English 2 curriculum. The goal of Academic English 2 is to prepare students for the Keystone Literature Exam, Academic English 3, and college.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Academic English 3

The major thrust of the 11th grade Academic English course is to develop an understanding of American literature, from the nineteenth to the twenty-first centuries, through a chronological approach emphasizing the values, techniques, and historical backgrounds for each literary period. Students will examine their native literature in oral and written expression with a balance of expository analyses and creative projects, such as PowerPoint presentations, peer-teaching opportunities, newspapers, videos, journals, poetry, and descriptive, narrative and/or persuasive prose. Students will also take bi-weekly vocabulary quizzes as preparation for the SAT. The required research project involves reading an approved American novel, analyzing the text, researching a social issue relevant to the text, and writing a 7-10 page critical analysis based upon their findings and incorporating both primary and secondary sources.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Academic English 4

The twelfth grade Academic English course is designed to emulate the requirements of first year collegiate literature and composition courses in preparation for students' first year at institutions of higher learning. British literature from the Anglo-Saxon period through the twentieth century is studied chronologically and thematically using both an objective viewpoint and various critical literary theories known as "lenses." Special emphasis is paid to the application of knowledge acquired from the course's curriculum to cooperative group learning assignments, critical analyses, and creative writing projects. A major collegiate-style research essay based on a current issue facing mankind or a foreign policy simulation is required.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Advanced Placement English 3: English Language and Composition

Students enrolled in this course should welcome academic challenge and demonstrate advanced reading, writing, and critical thinking skills. In this college-level English course, students read a wide variety of academic texts and work to improve their writing style and analytical strategies through the study of rhetoric. As students digest the core texts, they examine how a given historical climate produces and influences both fiction and nonfiction literature. The writing requirements include a major independent research paper, critical literary analysis, rhetorical analysis essays, synthesis essays, and argument-based persuasive essays. By the end of the year, students should be able to closely analyze literature and write with a more focused sense of purpose and style. Students should be aware of how their writing fits with the occasion, the audience, and the purpose. Students who enroll in this course are prepared for and encouraged to take the AP English Language and Composition exam in the spring. A recommendation from the sophomore level English teacher is highly advised for entrance into this class.

Prerequisites: Students must earn an "A" or high "B" average in their sophomore-level English class (Honors or Academic) and score proficient or advanced on the Keystone Literature exam.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Advanced Placement English 4: English Literature and Composition

Admission to this course is based on the provisions set forth in this handbook. This course includes classical, world, and English literature. After reading significant poetic works, plays, and novels, the students should be able to clearly express and logically defend their ideas. Critical thinking is balanced with creative expression so that these supporting ideas are not limited to discussions and compositions, but also include oral presentations and dramatic interpretations. Accordingly, the ability to work well in group situations is essential. A major requirement is an extensive research project. Taking the AP test in May is an important component of this course and is highly encouraged. Quality points for this course are awarded under the advanced placement scale.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

English 1

The English 1 course, concentrates on developing reading, writing, speaking, listening, and study skills necessary for college by investigating a variety of genres of world literature to increase the students awareness, understanding, and appreciation of the

various forms and styles of writing. Reading, speaking, listening, and writing skills are emphasized in all units of study. The course covers literary genres including short story, drama, novel, poetry, mythology, and nonfiction. Writing skills include narrative, persuasive, and expository modes of discourse as well as research skills. Students must complete a research project that incorporates skills students learn and practice during the course and must be completed satisfactorily in order to pass the course for the year.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

English 2

The English 2 class focuses on a variety of literary genres in both fiction and non-fiction, including short stories, poems, novels, plays, and essays. The emphasis of the course is on reading and writing in order to prepare for the Keystone Literature Exam taken in May. Students will focus on writing short essays using specific details from their texts as support for their main ideas and that contain elements of research. Students will be expected to complete some work outside of class. Study skills will be incorporated that help students with time management and organization. Students will also be introduced to vocabulary and grammar concepts and asked to apply them to their comprehension and writing skills. Each unit of study focuses on necessary components of reading and writing, including author's purpose, text structure, point of view, theme, plot, characters, allegory, bias and propaganda techniques, literary elements, and figurative language. The goal of English 2 is to prepare students for the Keystone Literature Exam, English 3, and college.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

English 3

The English 3 course, designed to further develop the reading, writing, and speaking skills necessary for success in college or the next level of education for the student, is a chronological study of the major periods of American literature from the colonization of America in the early 1600s to the present day. Authors are examined in relation to the historical background of the times in which they lived. Literary changes and developments are studied by comparing different time periods and movements. Writings will include narrative, persuasive, descriptive, expository, and creative formats. A research project is required in the course.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

English 4

This English 4 course includes a chronological study various genres of British Literature from the Anglo-Saxon period to modern day. The refinement and enrichment of critical thinking, reading, and writing skills are integrated within this interpretive study of literature. Emphasis is also given to the continuing development of effective written and oral expression skills. A research project is required for graduation.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Honors English 1

In this honors level English course, students will work on developing close reading skills and focused writing strategies in order to prepare for future work in honors and Advanced Placement English courses. Students enrolled in this course should welcome academic challenge and demonstrate adept reading, writing, and critical thinking skills. The course will progress at a more rigorous pace and include more challenging readings compared with other ninth grade English course offerings. The writing requirements include an overview of all composition types expected in future honors/AP courses including but not limited to: research, literary criticism, expository/informative, and persuasive/argumentative. The study of grammar and vocabulary will be emphasized during writing instruction. Literary genres include the study of fiction, nonfiction, poetry, and drama. Students should expect to read independently outside of class and write frequently. Enrollment in this course requires a strong work ethic, good study habits, and the ability to work independently. A recommendation from the eighth grade reading and language arts teachers is highly advised for entrance into this class. **Prerequisites:** Students must earn an "A" average in their 8th grade reading and language arts classes. Additionally, they must score proficient or advanced on the literature PSSA.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Honors English 2

In this tenth grade honors English course, the student will continue to develop the reading and writing skills and strategies required for advancement into AP English. Students in this course should meet the challenges of a rigorous curriculum and have strong skills in reading, writing, and critical thinking. The course focuses on reading and exploring different genres of literature from all over the world and contains fiction and nonfiction selections on a more difficult reading level than the other tenth grade English courses. Students consider the author's purpose, audience, tone, and use of literary devices to enrich their understanding of each literary work. A major component of the course is building strong writers through frequent expository, persuasive, informative, literary analyses, and research-based writings in class and at home. In addition, the course emphasizes speaking skills that aid in clear communication. Because the class pace is accelerated and evaluative standards are high, students are awarded quality points under the honors scale. A recommendation from the ninth grade English teacher is highly advised for entrance into this class. **Prerequisites:** Student must earn an "A" average in the ninth grade Academic English class or an "A" or "B" in the ninth grade Honors English class and have scored proficient on the PSSA Literature Examination.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Keystone Literature

This course is designed for the student that has not shown proficiency on the Keystone Literature Exam. Keystone Literature is tailored to address the needs of individual students based on student-specific test data. Content emphasis will be placed on the assessment anchors and eligible content identified as "needs" in the Individual Student Reports.

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Applied English 1

This ninth grade Applied English course studies a variety of genres of literature with emphasis on reading, writing, listening, and speaking skills. Literary genres examine fiction and nonfiction selections that include short stories, legends, novels, plays, articles, and essays. Texts are selected to model and increase the student's awareness and appreciation of different forms and styles of writing. Writing skills are emphasized through the creation of short and long essays and compositions in the modes of persuasive, informational/expository, and narrative. A research project is required that incorporates the skills learned and practiced during the course. This course is not NCAA Clearinghouse approved.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Applied English 2

The tenth grade Applied English course employs basic texts that are utilized for relevant composition, grammar, reading, and project assignments. The various genres of world literature studied are nonfiction, short stories, novels, essays, plays, lyric poems, and personal narratives and essays. The course stresses character development, author's intent, literary techniques, and universal themes and prepares the student for the Keystone Literature Examinations at the end of the sophomore year. Expository compositions and essays that demonstrate an understanding the writing process, clear expression, and various modes of discourse are written. A research project is required for successful completion of this course. This course is not NCAA Clearinghouse approved.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Applied English 3

The eleventh grade Applied English course continues an emphasis in developing proficiency in reading, writing, speaking, and listening. Prose and poetry written by American authors serve as the basis for discussion, vocabulary and grammar study, oral presentations, and writing assignments. Compositions and essays focus on clear and logical expression of ideas and opinions in narrative, descriptive, expository, persuasive, and creative modes. A research project is a requirement for this course. This course is not NCAA Clearinghouse approved.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Applied English 4

The twelfth grade Applied English course includes a chronological study of British literature with emphasis on developing comprehension, vocabulary, and writing skills. Integrated within the interpretive study of literature are lessons to further

develop reading, writing, research, and oral presentation abilities. A research project is required. This course is not NCAA Clearinghouse approved.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Elective English Courses

Creative Writing

For students who are highly interested in writing creatively, this course offers the opportunity to develop skills in the writing of short stories, plays and poems. Autobiographical sketches, children's short stories, science fiction/fantasy tales and childhood narratives reflect what each student understands of narrative techniques. Individual and group satires are written in play format and presented to the class as videos. Journals are used by students for independent writing. Poetic forms are reviewed and compiled as a poetry notebook which includes each student's best samples of haiku, tanka, cinquain, sonnet, limerick and free verse writings. Students illustrate their critical abilities through class evaluations and through reviewing works to be included in the *Spectrum*, TJ's literary magazine. This course is recommended for juniors and seniors. Although Written Expression is not a prerequisite, it is strongly encouraged.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Film Criticism

In what is the sequential course to *Introduction to Film Criticism*, students will review key concepts from the introductory course for use in learning to apply literary critical reading skills to selected films and genres. Additionally, in *Film Criticism*, students will recognize and study the implementation of literary devices in film and understand how said literary devices can both help and harm a film's plot. Once a solid, baseline knowledge of these three items has been achieved, students will study three relatively unknown genres of film, including horror, science fiction, and film noir, and students will also study the authorial styles of three prominent directors from each of these genres. Ultimately, students will demonstrate their ability to recognize, apply, and analyze course material in written analyses and presentations of student-selected films pertaining to the genres and authorial styles studied during class, hopefully improving their conception of quality filmmaking along the way.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Introduction to Film Criticism

Through a thorough study of filmmaking process, cinematic conventions, and three current genres of film, students will gain an appreciation and ability to "read" a film beyond its standard on-screen meaning for deeper understanding behind the goals and motivations of the film's director, producer, and producing studio. Using this knowledge, students will present their own critique of a film in which they identify the cinematic conventions used in their selected film to discern the message or goal of the director that lies beneath the visual surface of the film. Students will further apply these skills to films of three different genres (westerns, romantic comedies, and musicals). Ultimately, students will apply their knowledge of both cinematic conventions and genre to films from the selected genres of their own choosing, creating both verbal presentations and writing comparative essays. Through an introduction to the analysis of film, students will gain a more critical eye for the world around them and be more inclined to question and ponder events and occurrences that interest them.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Introduction to Public Relations

This course is designed as an introduction to public relations that provides a foundation for understanding the role and function of public relations and public opinion in American society, business and industry, and in the international community. Students are exposed to various modes of written and verbal communication and will work on fine-tuning their presentation skills. The course begins by defining public relations and works toward applying the knowledge gained in an agency setting. Students learn how to plan and execute an event, handle publicity and media relations, and write for professional publications. This class serves as a real-world exposure to the world of PR, similar to an internship experience.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Journalism

Journalism is an exciting, ever changing field. The media is more influential than most people realize. This course provides students an overview of what journalism is in the 21st century. It will cover print journalism as well as video and audio broadcast journalism and photo essays. Students will also be asked to find and present news articles and current events. By the conclusion of the semester, students will be asked to write at least one of the following: personality profile, sports piece, interview, video broadcast, radio broadcast and opinion piece. Technology will also be emphasized with the use of multi-media projects whenever possible.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Performing Arts

This course is designed as a wide-ranged, exciting study of theatre for students with theatre experience or students who have taken Theater Orientation. It is offered each semester and follows a three-year sequence so that students may elect this course each semester during their high school career. The class develops the students' skills in self-expression and technical skills in other aspects of theater.

This class emphasizes creativity. This course will be comprised of two types of units. Core units will be offered each year in the interest of developing basic skills in performing and technical theatre. Flexible units will be offered once every three years in the interest of acquainting students with the varied elements of theater, such as armed and unarmed stage combat, special effects makeup, advanced puppetry, children's theatre, physicality, choreography, and advanced improvisation.

Prerequisites: Passing grade in Theater Orientation **AND** Recommendation from the subject department head is required.

Periods per week: 5 Unit of Credit: .5 per semester Semesters: 1 or 2

Public Speaking

This course benefits student looking to gain greater confidence in oral communication and/or those interested in careers in communications, education, law, business, or leadership in any field. Units in the ethics of communication, building confidence, speech organization, methods of delivery, and effective use of body, voice and language are included. The student is provided with the opportunity to develop communication skills in the preparation and delivery of speeches to inform, demonstrate, entertain, persuade and inspire. The student learns to think critically, express ideas clearly, gain confidence in front of an audience, and listen analytically to others.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Theater Orientation

This one-semester course offering is for students with no or little theatre experience and it introduces them to theatre at the high school while gaining performance skills and confidence. This is a participation based class with a focus on the student's own qualities as a means of self-expression. In this course, the student takes the first steps in developing the voice body, and mind as the tools of an actor through various activities and improvisation. The student has the opportunity to present a monologue, puppet show, lip synch, pantomime, and short play along with many other productions. Students will study dramatic literature, create performance pieces, and learn about staging. Students looking to get involved in the school's dramatic productions are encouraged to take this course. This course is required for Performing Arts.

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Science

The philosophy of the Science Department at Thomas Jefferson High School is to educate every student in the disciplines of the life sciences and the physical sciences. The purposes of scientific investigation and discovery are to satisfy ones quest for knowledge and understanding and to preserve and enhance the quality of life experience. We as teachers will work diligently to expose today's youth to the richness and excitement of scientific discovery through reading, writing and analysis of scientific problems. As educators, it is our duty to further our education in the scientific world, which is continuously changing. We must make informed decisions regarding contemporary issues by taking into account economic cost, respect for

living things and public policy and legislation. The development of a scientific mind requires curiosity, patience, persistence, attention to accuracy and precision, and the respect for historical contributions

Biology Courses

Biology

This is a challenging biology course designed for ninth grade students. It includes lectures, class discussions and weekly hands-on laboratory inquires, which will develop observation, reasoning and critical thinking skills. Students will explore such topics as: biological principles, the chemical basis of life, cell structures and processes, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, evolutionary theories, and ecology.

Periods per week: 6 (includes 1 lab period) Unit of Credit: 1.2 Semesters: 2

Honors Biology

This is a rigorous biology course designed for ninth grade students who have performed above average in middle math and science. This course is recommended for students who are planning to take higher level science courses throughout high school and are considering a career in a science related field. It includes lectures, class discussions and weekly hands-on laboratory inquires, which will develop observation, reasoning and critical thinking skills. Students will explore such topics as: biological principles, basic chemistry and biochemistry, cell structures and processes, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, evolutionary theories, and ecology.

Grade Recommendations: “B” or higher in Middle School Science and Algebra I

Periods per week: 6 (includes 1 lab period) Unit of Credit: 1.2 Semesters: 2 Weight: 0.1

Advanced Placement Biology

This collegiate level course is designed to prepare students for the AP Biology test and is equivalent to an introductory biology course offered to college freshmen intending to major in a biological science. This is a broadly based course has been aligned with the Four Big Ideas of Biology as defined by the College Board. There are extensive studies of cellular and molecular biology as well as genetics, biochemistry, cellular energetics, evolution and environmental science. Laboratory work includes the use of various types of laboratory apparatus and instruments which are incorporated into exercises designed to complement and supplement lecture topics and enhance science practice skills. The designs of the labs are inquiry based when applicable. *Taking the AP test in May is an important component of this course and is highly encouraged.* AP classes require a summer work assignment. Students selecting this course must see the appropriate teacher before the end of the previous school year.

Students must have access to a computer with internet access to complete the required Mastering Biology assignments and study sessions.

AP Chemistry will provide a strong foundation for the biochemistry of the course and is **encouraged**.

Grade Recommendations: “B” or higher in Honors Biology and a “B” or higher in Honors Chemistry/Chemistry

Periods per week: 7 Unit of Credit: 1.4 Semesters: 2

Keystone Biology

This course is designed for the student that has not shown proficiency on the Keystone Biology Exam. Keystone Biology is tailored to address the needs of individual students based on student-specific test data. Content emphasis will be placed on the assessment anchors and eligible content identified as “needs” in the Individual Student Reports.

Periods per week: 5 Unit of Credit: 0.5 (elective) Semesters: 1 & 2

Chemistry Courses

Physical Science

A comprehensive study of matter and energy will be presented. Students will develop an understanding of the basic principles of chemistry and physics and will be prepared for additional courses in science. This course is recommended for students who may not be ready to move on to Chemistry based on their prior work in Biology or may be taken to allow time for their Math skills to develop before entering a more rigorous Science course. Students are exposed to a broad spectrum of science study while developing critical thinking and problem-solving skills that are needed in our ever-changing modern technological world. A variety of instruction including some experiments and activities will be used to accommodate students with different learning styles.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Chemistry

This introductory course investigates the fundamental concepts of chemistry. Topics include scientific measurement, properties of matter, atomic structure, and the periodic table, ionic and covalent bonding, chemical nomenclature, chemical reactions, thermochemistry, gas laws, solutions and acids and bases. Laboratory work is an integral part of the course and includes experiments that reinforce the concepts presented in lecture. Practical applications of chemistry to the student's daily life are emphasized throughout the course.

Grade Recommendations: "C" or higher in Honors Biology / Biology

Periods per week: 6 Unit of Credit: 1.2 Semesters: 2 (includes 1 lab period)

Honors Chemistry

This course is designed to prepare students for the challenges of a college level chemistry course and is a prerequisite for AP Chemistry. It is recommended for those students planning to major in the sciences, mathematics or engineering. The topics covered include: matter, energy, measurements, problem solving, thermochemistry, atomic theory, quantum mechanics, periodic law, ionic and covalent bonding, chemical nomenclature, chemical reactions, solids, liquids, gases, acids and bases, and equilibrium. Learning is accomplished through lecture, reading, research, cooperative learning, laboratory experiments, and writing formal laboratory reports.

Grade Recommendations: "B" or higher in Honors Biology – "B" or higher in Algebra and Geometry and a proficient score on the Algebra Keystone Exam.

Periods per week: 6(includes 1 lab period) Unit of Credit: 1.2 Semesters: 2

Advanced Placement Chemistry

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For some students, this course enables them to undertake, as a freshman, second-year work in the chemistry sequence at their institution. For other students, the AP Chemistry course fulfills the laboratory science requirement of their school and frees time for other courses. Therefore, this course is designed solely to prepare students to take the AP chemistry test. This course is recommended for those planning to enter the fields of pure and applied science, medicine or engineering. The topics covered are: advanced stoichiometry, gases, advanced bonding theory, quantum mechanics, solutions, chemical kinetics, chemical equilibrium, acids and bases, titrations, buffers, thermodynamics, electrochemistry, nuclear chemistry and organic chemistry. Learning is accomplished through lecture, laboratory work, demonstrations and the completion of AP style examinations. Taking the AP test in May is an important component of this course and is highly encouraged. **AP classes require a summer work assignment. Students selecting this course must see the appropriate teacher before the end of the previous school year.**

Grade Recommendations: "B or higher in Honors Chemistry "B or high in Algebra II or Honors Algebra II"

Periods per week: 7 (includes 2 lab periods) Unit of Credit: 1.4 Semesters: 2 Weight: 0.2

Physics Courses

Physics

Physics is designed for the student who does not plan to pursue a career in a science-related field but who desires to have a well-balanced education in science. The student will be exposed to concepts from various fields of study within physics all the while maintaining an approach of real-world application supported by mathematical analysis. While covering similar material, we will take a somewhat less rigorous pace than Academic Physics. This course is recommended for students who have passed Chemistry or excelled in Physical Science. With the application of mathematical analysis, it is recommended that students be concurrently taking Algebra II or a more advanced math to be successful in this course.

Periods per week: 6 Unit of Credit: 1.2 Semesters: 2

Honors Physics

This course is available to juniors and seniors who plan to major in the sciences, mathematics or engineering. The topics of study are: systems of units, linear motion, projectile motion, vectors, torques, gravitation, work, energy, momentum, rotational motion, fluid mechanics, optics, waves, light, thermodynamics, nuclear physics (transmutation equations, half-life, and binding energy), electric charges, electrical and basic circuitry. The fundamentals will be emphasized through classroom discussions, lectures and labs. There is a strong emphasis on problem solving in Honors Physics. Equations are developed through lab experience, which will enhance the student understanding of difficult concepts. Some advanced theories will be introduced for student enrichment. It is highly recommended that students have successfully completed, or have concurrent enrollment in Algebra II or a more advanced math.

Grade Recommendations: "A" Chemistry
"B" or higher in Honors Chemistry
"B" or higher in Previous Math Courses

Periods per week: 6(includes 1 lab period) Unit of Credit: 1.2 Semesters:2

College Physics

This course is designed for those junior students who excel in mathematics and science and who plan on entering the fields of physics or engineering. This course is similar in content to Honors Physics, but covers the additional topics of electricity (electric potential, electric fields), magnetism, and quantum physics. Also the mathematical rigor of this course is much more difficult than Honors Physics. **No previous physics course is required to enter into College Physics.** This course is also available to those seniors who want to take a second year physics course but do not meet the parameters set forth in AP Physics C. It is highly recommended that students have successfully completed, or have concurrent enrollment in Honors Pre-Calculus or Calculus

Pre-requisites: "A" in Honors Chemistry

Periods per week: 6(includes lab period) Unit of Credit: 1.2 Semesters: 2

Advanced Placement Physics

This is a calculus based physics course intended for senior students who plan to enter the fields of engineering and/or physics. The course is designed for those students to earn college credit (4 or 8 credits) with the appropriate passing score on the AP Exam(s) as designated by the college or university of their choice. This course focuses on vectors, kinematics and dynamics in one and two dimensions as well as electricity and magnetism. This physics course integrates the mathematical concepts of limits, derivatives and integrals. Less time in AP Physics C is devoted to lab work since most of the lab work will have been done in Honors Physics the previous year. The remaining time will be spent on rigorous problem solving, conceptual development and preparation for the AP Exam in May. Taking the AP test in May is an important component of this course and is highly encouraged. Students can register for the AP Physics C Exam in Mechanics or Electricity and Magnetism. Some may choose to take both exams. It is highly recommended that students have successfully completed or have concurrent enrollment in Calculus. To be successful in this class, it is also recommended that students have performed above average in their previous physics course.

Prerequisites: "A" in Physics
"B" or higher in Honors Physics/College Physics
"A" in Trig/Pre-Calculus
"B" or higher in Honors Pre-Calculus

Periods per week: 7 (includes 2 lab periods) Unit of Credit: 1.4 Semesters: 2

Additional Science Courses

Environmental Science

This course will focus on society's impact on the environment, natural resources and energy use. Environmental science takes concepts from Biology, Chemistry, Ecology, Geology, and the Social sciences including economics, politics and ethics. The course topics include the study of ecosystems and community structure, population dynamics, endangered species, climate change, water quality and availability, alternative energy, pesticide and food management, land use, sustainability, and environmental ethics and laws. Class structure includes case studies and current events, environmental journals, group and individual projects, labs that simulate various environmental conditions, outside field sampling, and field trips. This course is recommended to a student with a background in biology and chemistry that wants to further their studies of environmental topics. This course will meet the third year science requirement needed for graduation for students who have completed Physical Science.

Periods per week: 5 Units of Credit: 1 Semesters: 2

Anatomy and Physiology

This course is equivalent to a college level Introductory Anatomy & Physiology class. This course is typically offered to juniors and seniors. Sophomores who have successfully completed Honors Biology may elect to take this course. This course will allow students to study and understand both the structures and function of the human body simultaneously. In Anatomy and Physiology, students will learn about the basic organization of the human body, cells, tissues and various organ systems. Students will gain an understanding of the human body by studying the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, and urinary, systems. Students will acquire this knowledge through class discussions, hands-on laboratories and activities (including dissections), diagrams, videos and much more. Throughout the year, students will be provided the means to acquire knowledge about the human body, but it will be up to them to master these concepts by devoting the necessary time and effort. Students may choose to take Anatomy & Physiology after completing Honors Biology as long as they continue to follow the required science course sequence. The course is recommended for students planning to take AP Biology. **Grade Recommendations:** "B" or higher in Honors Biology / Biology.

Period per week: 5 Units of Credit: 1 Semesters: 2

Introduction to Astronomy

This course is offered to students who have completed the recommended science courses and want to further their study to what exists beyond the Earth's atmosphere. The course focuses on an "Earth-Out" approach to studying the universe, beginning with what students are familiar with (the rotation of the Earth, seasons, moon cycles, constellations) and extends outward to study our Sun, the other planets in our solar system, the Milky Way galaxy, and finally the universe as a whole. The student will gain a fundamental understanding of the universe and our place in it. We will also explore the possibility of occurrences of life in other parts of the universe.

It is important that students who are choosing to take Astronomy have a strong interest in science and have already completed biology and chemistry and have completed or are concurrently taking physics, as important themes from each will be incorporated into the astronomy class. As such, the course enrollment will be limited to Junior and Senior students.

PLEASE NOTE: As a 0.5 credit, semester course, Introduction to Astronomy is an elective, and does not fulfill the required three science credits.

Period per week: 5 Units of Credit: 0.5 Semesters: 1

Social Studies

The goal of the Social Studies Curriculum is to prepare our students to take their place in American and World Society. Students are required to develop skills analogous to that of the historian—i.e. a problem solver. In addition, students obtain a knowledge and understanding of both American and World History. This combination of skills and understanding prepares Thomas Jefferson High School students to face an ever changing and complex global society.

Social Studies Sequence

CORE COURSES (Required for all students)

<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
Civics and Government	World History	U.S. History	World History
Honors Civics and Government	AP World History	AP U.S. History	AP European History
			Shaping the Modern World

Social Studies Course Offerings

AP European History

This course will provide an intensive study of European history for selected seniors. Teacher recommendation is required. Students will have the opportunity to take the AP exam **or** participate in the Duquesne dual enrollment program. The Advanced Placement European History course is a college-level course offered at Thomas Jefferson High School in partnership with Duquesne University. The dual enrollment course is taught on-site at Thomas Jefferson High School. Students will have the opportunity to visit Duquesne University to participate in a college lecture, tour the campus, and earn 3 college credits. . College credits may be transferrable to other universities. Students must earn at least a “C” final average or better in order to be eligible for college credits. This survey course explores European history from 1450 to the present and introduces students to historical thinking skills: patterns of continuity and change over time, periodization, comparison, contextualization, historical argumentation, appropriate use of relevant historical evidence, interpretation, and synthesis. Students will be expected to conduct historical research, evaluate primary and secondary documents, and effectively synthesize information via oral and written communication.

12th grade recommended Periods per Week: 5 Unit of Credit: 1- Extra quality point Semesters: 1 and 2

AP U.S. History

This course will cover an intensive study of American history for selected students in grade 11. It focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. Students will be expected complete daily readings and develop a writing style that is demanded of a college history class. Admission will be based on previous demonstration of qualifications leading to faculty recommendation. Quality points are awarded according to the advanced placement scale. This course will replace U.S. History III and IV.

Timed in-class writing, simulations, projects, quizzes, homework, and intense examinations will be used to evaluate student progress. The overall course objectives are to take the AP test in May and to prepare students for success. **Prerequisite:** 11th Grade students must have 85% or higher in Honors Civics/Government, or 80% or higher in AP World or 90% or higher in World History. Advanced or Proficient on their 10th grade English Keystone with a recommendation from 10th grade Social Studies teacher.

Periods per week: 5 Unit of Credit: 1 – Extra-Quality Point Semesters: 2

Advanced Placement World History (2017 – 18)

This course will cover an intensive study of world history for selected students in grade 10. Extensive collateral reading will be required. There will be an emphasis on a critical and interpretative approach to the study of world history from 1450 AD to the present. Admission will be based on previous demonstration of qualifications leading to faculty recommendation. Quality points are awarded according to the advanced placement scale. This course will replace World History.

Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress. Taking the AP test in May is an important component of this course and is highly encouraged. **Prerequisite:** 10th Grade students must have 85% or higher in Honors Civics/Government, or 90% or higher in Civics and Government with 9th grade Social Studies teacher recommendation.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Civics and Government

This course will provide students with an understanding of American civics and government. This course will allow students to engage in real world application and analysis of our political system. Topics addressed in the course include: civic responsibility, the Constitution, and the workings of the federal, state, and local levels of our government. Students will be evaluated through various means including examinations, homework, projects, worksheets, and in-class activities.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Economics

This course will provide students with a study of economics with a primary emphasis on the American economic system. Possible topics in this course will be as follows: economic systems, demand, supply, prices, marketing, capital, government impact, free enterprise, banking, the Federal Reserve, and trade. Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Honors Civics and Government

This course will provide students with an understanding of American civics and government in a rigorous academic setting. This advanced course will allow students to engage in deeper analysis of our political system as well as acquire the critical thinking skills necessary for success in future accelerated social studies courses. Topics addressed in the course include: civic responsibility, the Constitution, and the workings of the federal, state, and local levels of our government. Students will be evaluated through various means including examinations, homework, projects, worksheets, and in-class activities. Quality points are awarded according to the honors scale. **Prerequisite:** 9th Grade students must have 90% or higher in Social Studies in their 8th grade year and 8th grade Social Studies teacher recommendation.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

SHAPING THE MODERN WORLD

Shaping the Modern World is a college-level course offered at Thomas Jefferson High School in partnership with Duquesne University. Teacher recommendation is required. The dual enrollment course is taught on-site at Thomas Jefferson High School. Students will have the opportunity to visit Duquesne University to participate in a college lecture, tour the campus, and earn 3 college credits. Students must earn at least a "C" final average or better in order to be eligible for college credits. College credits may be transferrable to other universities. This survey course of world history examines major historical events around the globe and explores general themes such as tradition and modernity, war and peace, political revolutions, socio-economic change, the role of values and culture in historical development, and the complex relationship between the individual and society. A wide range of perspectives will be examined to foster critical thinking and reading skills necessary to develop the acumen of a historian and promote global diversity. Students will be expected to conduct historical research, evaluate primary and secondary documents, and effectively synthesize information via oral and written communication. This course is NCAA approved.

11/12th grade recommended Periods per Week: 5 Unit of Credit: 1- Extra quality point Semesters: 1 and 2

United States History

This course will provide students with a study of U.S. History from the turn of the 19th Century to the present day. Possible topics in this course will be as follows: World War I, the Roaring Twenties, the Great Depression, and World War II, the Cold War, Social History, the Civil Rights Struggle, the Vietnam War Era, the Fall of Communism, and U.S. involvement in the Middle

East. Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

World History

This course will provide students with a knowledge and understanding of world history and culture from 1450 AD to the present. Possible topics in this course will be as follows: the Renaissance, the Reformation, Colonization, Absolutism, the Enlightenment, the French Revolution, and the unification of Germany and Italy, the Industrial Revolution, the Growth of Western Democracies, Imperialism, New Global Patterns, Southeast Asia, the Middle East, Africa, and Latin America.

Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Social Studies Electives

Global Leadership Certificate

The Global Leadership Certificate is a multiyear program designed to prepare 10-12 grade students to be members and leaders in the global community and 21st century workplace. Through participation in the program, students cultivate their knowledge surrounding global issues; strengthen leadership potential; and network with peers and professionals. Students will participate in a wide range of globally focused experiences: video conferences, guest speakers, travel scholarships, fieldtrips, and “global gatherings.” Through participation in the program, students are challenged to investigate the world, recognize various perspectives, communicate their ideas and bring awareness to action.

10-12 grade Certificate & Transcript

Law

“Ignorance of the law is no excuse” is an often repeated phrase, but seriously, it is a binding principle that holds us all accountable for our daily acts. A little knowledge of the law can be quite useful and will help any student to know his/her legal rights and responsibilities as well as when legal counsel is needed. Topics include Introduction to the Legal Field, Criminal Law and Juvenile Justice, and Constitutional Law.

Worksheets, essays, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

11th/12th Grade Only Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Psychology

This course will deal with personality and human behavior. Possible topics for study will be as follows: learning theories, thought and memory, language development, sensation, perception altered states of consciousness, personality, psychological disorders, childhood and adolescence.

Worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

11th/12th Grade Only Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Sociology

The chief function of the science of sociology is to study the rules that govern group living. The tendency to form groups lies at the very foundation of human society. If we want to know why people act as they do, we must understand how the grouping process works. Possible topics of study will be as follows: deviance and social control, social stratification, treatment of minority groups, the impact of society on personality, adolescence and the differences and similarities between cultures.

Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

11th/12 Grade Only Periods per week: 5 Unit of Credit: .5 Semesters: 1

Mathematics

The mathematics program at Thomas Jefferson High School is a contemporary approach to teaching mathematics that exposes all students to a variety of math topics including algebra, geometry, probability, statistics, logic, and discrete math. The program is in complete compliance with national and state standards. In addition, successful completion of the program through Pre-calculus/Trigonometry assures that each student has been introduced to the skills and background necessary for success in subsequent post-secondary math courses.

Advanced Placement Calculus

AP Calculus is an advanced placement course offered to selected students who have been successful in Honors Pre-Calculus. This course will include the study of rate of change, differentiation and integration methods. Applications to curve sketching, max-min problems and related rates will also be studied. Area, volumes, length of a curve, surface area, centroid and work applications will also be discussed. A detailed study of natural log, exponentials, trig functions and inverses will also be included.

Admission is based on previous demonstration of qualifications leading to faculty recommendation. Students successfully taking the AP test may also earn college credit or entrance into an honor course depending on the college and the score. Quality points for this course are awarded according to the advanced placement scale. Taking the AP test in May is an important component of this course and is highly encouraged. **Prerequisite:** Students selecting AP courses must have recommendation from the subject department head.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Algebra I

Algebra I is the first in a series of mathematics courses which stresses the logical approach to structure and methods of rational numbers. An understanding of expressions, equations and inequalities in terms of one variable is developed. By the introduction of graphing in the coordinate plane, the algebraic system is expanded into the solution of equations and systems of equations in terms of two unknowns. The student is introduced to quadratic equations. Both factoring and quadratic formula methods of solution are developed. Verbal problems are stressed throughout the course.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Algebra II

This course offers a more extensive study of conic sections, fundamental operations, formulae, equations and graphs. The course incorporates units to better develop skills related to the current standards. Equations of higher degree are introduced. Students must have satisfactory completed Geometry to elect this course.

Periods per week: 5 Units of Credit: 1 Semesters: 2

Algebra II Honors

This course offers the most advanced study of conic sections, fundamental operations, formulae, equations and graphs. The course incorporates units to better develop skills related to the current standards. Equations of higher degree are introduced. Students must have satisfactory completed Geometry to elect this course.

Periods per week: 5 Units of Credit: 1 Semesters: 2

Calculus

This course is designed to provide a firm background and understanding of the basic concepts of calculus, including limits, differentiation, applications of derivatives, exponential/logarithmic functions, and an introduction to techniques and applications of integrations.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Geometry

This course offers a thorough introduction to the basic concepts of plane (Euclidean) geometry through a series of conjectures and formal proofs. Prisms, Pyramids, cylinders, cones and spheres as well as an introduction to applied trigonometry are also included. Much emphasis is placed on the application of algebra skills. Students must have satisfactorily completed Algebra I to enroll in this course.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Geometry Honors

This course offers advanced concepts of plane (Euclidean) geometry through a series of conjectures and formal proofs. Prisms, Pyramids, cylinders, cones and spheres as well as an introduction to applied trigonometry are also included. Much emphasis is placed on the application of algebra skills. Students must have satisfactorily completed Algebra I to enroll in this course.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Honors Pre-Calculus/Trigonometry

This course includes advanced techniques using a graphing calculator with special emphasis in the areas of polynomial and rational functions, zeros of rational functions, exponential and logarithmic functions, trigonometry, systems of equations and inequalities, matrices, sequences, counting, probability, and an introduction to Calculus. Quality points are awarded for this course. **Successful completion of this course qualifies the student for Calculus or AP Calculus.**

Prerequisite: Students selecting this course must have recommendation from the subject department head.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Keystone Algebra

This course is designed for the student that has not shown proficiency on the Keystone Algebra Exam. Keystone Algebra is tailored to address the needs of individual students based on student-specific test data. Content emphasis will be placed on the assessment anchors and eligible content identified as “needs” in the Individual Student Reports.

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Pre-Calculus/Trigonometry

This course includes advanced techniques using a graphing calculator with special emphasis in the areas of polynomial and rational functions, exponential and logarithmic functions, trigonometry, systems of equations and inequalities, matrices, sequences, counting, and probability. **Successful completion of this course qualifies the student for Calculus.**

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Pre-Algebra

Pre-Algebra is an introduction to basic concepts found in algebra as well as a review of basic mathematic algorithms. This course is designed to prepare students for successful completion of the Algebra I level course.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Statistics and Probability

This course is designed to provide an introduction to the foundations of probability and statistics. Topics will include probability, normal distributions, confidence intervals, hypothesis testing, and Chi-Square tests and distributions. This course is designed for the students that have already completed Algebra II successfully.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Business and Information Technology

The West Jefferson Hills School District's computer curriculum is based on the basic belief that ALL students should become equipped with the knowledge and technological skills necessary for being successful in post-secondary education and employment. Our software courses provide students with the knowledge and skills necessary to operate a personal computer and utilize the associated software. Our programming courses provide students with the knowledge and skills necessary to write, modify, and troubleshoot computer programs.

Two courses fulfill the Computer Credit Requirement:

- Software Applications
- Visual Basic

The West Jefferson Hills School District business education curriculum is based on two basic beliefs. The first is based on the belief that every student needs to develop skills necessary to become an educated consumer and citizen while strengthening their basic reading, writing, mathematical, and interpersonal skills. The second is that student should become equipped with the knowledge and technological skills necessary for being successful in post-secondary education and employment in a business-related field.

In order to carry out our philosophy, our courses teach the following basic skills:

1. Provide students with the knowledge and skills necessary to operate a personal computer and utilize the associated software.
2. Facilitate and encourage time management, leadership, and personal development.
3. Encourage intelligent consumer-related decisions.
4. Recognize the importance of entrepreneurship in today's global society.
5. Develop interpersonal and intrapersonal skills necessary to function effectively in life.
6. Promote the knowledge and skills necessary to obtain and maintain entry-level employment in business.
7. Foster a desire for continual learning, study, and growth in a business field.
8. Manage personal and business affairs independently.

Business and IT Course Offerings

Accounting I

This class is essential for students who plan to pursue business as a career. Accounting I provides a thorough background in the basic accounting procedures used to operate a business. Students who desire preparation for any business-related career will gain the knowledge necessary to process and interpret financial data. A required part of this course includes a simulation that is completed at the end of the course which includes all accounting work for a merchandising business for an entire month. Prerequisite: Must be in grade 10, 11, or 12

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Accounting II

Accounting II is offered to students with determined career objectives in business and/or the accounting profession. With an emphasis on corporate accounting, it is designed to complement and expand the student's ability to understand accounting procedures. Upon completion of each chapter, time will be spent in the computer lab learning automated accounting procedures. Prerequisite: Successful completion of Accounting 1

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Accounting III

This course is offered to senior students who are seriously planning to pursue higher education with an Accounting or business degree. Topics covered will include departmentalized accounting, corporate accounting, managerial accounting, cost accounting, as well as other accounting systems. Students will complete several accounting simulations throughout the year with an emphasis being placed on the ability to work independently. Portions of this course will be taught using Automated Accounting procedures. **Prerequisite:** Successful completion of Accounting II

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Advanced Placement Computer Science

This course is designed to allow students the opportunity to learn a structured programming language. Class work will consist of written assignments, problem solving, examinations and programs written in Java programming language. An extra quality point is awarded for this course. Taking the AP Computer Science test in May is an important component of this course and is highly encouraged.

Prerequisites: Successful completion of Android Mobile Apps programming with Java AND Students selecting AP courses must have recommendation from the subject department head.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Android Mobile Apps Programming with Java

This course is designed to teach programming using structured techniques. Students will develop and practice abstract problem solving techniques. Android Mobile Apps Programming emphasizes proper programming design and coding. This course will use the Object-Oriented approach to programming and introduce the students to Android Apps, XML and Java programming language. Several topics for the AP Computer Science Exam subset A will be covered.

This course is a prerequisite to AP Computer Science.

Prerequisites: Successful completion of Visual Basics and teacher recommendation.

Periods per week: 5 Units of Credit: 0.5 Semesters: 1

Business Publishing and Web Design

Students will learn elements of desktop publishing design while developing business and advertising documents for a company about to begin operation. For the remainder of the course, students will be taught web page development using Web Authoring software and will integrate elements of animation into their websites. Finally, a company website will be created at the conclusion of the course.

Prerequisites: Successful completion of Software Applications AND Must be in grade 10, 11, or 12

Periods per week: 5 Units of Credit: 0.5 Semesters: 1

Cyber Forensics

This course will teach the students about the many different components of the computer as well as how data flows and is stored on the computer. Students will also learn the different computer operating systems (Windows, Linux, and IOS etc...). Students will also learn the different viruses that exist and ways to protect the computer from them. On the Forensic portion of the course, students will be able to trace and retrieve lost data and write up court case documents to back up their findings. Students will also compete in several nationwide contest of Capture the Flag - a computer hacking competition and Cyber Forensic competition as well.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Entrepreneurship

This course is ideal for anyone interested in starting his or her own business as well as students planning to pursue a business degree in college. Students will learn what it takes to compete in the fast-paced global economy today while honing skills

necessary for success. As part of the course, students will have the opportunity to develop an abbreviated Business Plan for their own unique product or service. **Prerequisite: Must be in grades 10, 11 or 12**

Periods per week: 5 Units of Credit: 0.5 Semesters: 1

Exploratory Business

Open to 9th or 10th grade students only, this semester course will introduce students to the many aspects of business, serving as a background for other business courses the students may elect in high school and in college. This course will prepare students for future employment while they gain the knowledge, skills, and aptitudes necessary to secure and succeed in their first job and manage their personal finances as well as help them to become an educated consumer. **Prerequisite: Must be in grade 9 or 10**

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Marketing

This course is designed to expose students to the exciting and multi-faceted world of marketing. Students will learn about branding, advertising, promotion, selling, product development, pricing, and marketing research. This class is the perfect head start for any student interested in majoring in business or becoming an entrepreneur. **Prerequisite: Must be in grades 10, 11 or 12**

Periods per week: 5 Units of Credit: 0.5 Semesters: 1

Personal Finance

This course provides students with a foundation for becoming educated consumers and successfully maintaining their own financial lives. Practical application is made to simulate lifelike situations. Students will be engaged in personal money matters such as maintaining checking and savings accounts, loans and credit, identity theft, insurance, taxes and investments. This course is a must for any student looking to understand and control his or her own financial destiny.

Prerequisite: Must be in grade 10, 11, or 12

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Retail Management

This course is for the *serious* business student who plans to pursue a career in entrepreneurship, management, marketing, or sales. The students will receive real-world experience through the daily operations of the school store, *The Jaguar Den*, as well as the online store, which specializes in providing TJ apparel, accessories, and novelties to the entire West Jefferson Hills community. The students will be responsible for learning every aspect of running both the retail store and the online business. The student will be responsible for product design and development, purchasing merchandise, inventory control, marketing, publicity, bookkeeping, website management, etc. Student may take this course more than once.

Prerequisite: A minimum of one business course completed and enrolled in another from the following list (Accounting I, II, III, Personal Finance, Exploratory Business, Entrepreneurship, Marketing, Bus. Publishing/Web Design) AND students selecting this course must have recommendation from the subject department head.

Period per week: 5 Unit of Credit: 1 Semesters: 2

Software Applications

This course introduces the students to advanced capabilities of word processing and spreadsheet software. In word processing, the student will learn advanced formatting techniques such as those used in research papers; with spreadsheets the student will learn to build formulas and create attractive charts. Object linking and embedding will be used to integrate the software applications. This course fulfills the computer requirement for graduation.

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Visual Basic (Introduction to Programming)

This is an introductory course for programming taught at a ninth grade level. Students will be able to code and troubleshoot a program and design a window application. This course will introduce the students to problem solving logic techniques. Visual Basic will emphasize Object-Oriented Programming design. This course fulfills the computer requirement for graduation.

Prerequisite: Recommendation of strong math skills.

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Web Page Development & Design

This course is an introduction to the design, creation, and maintenance of web pages. Students will be able to use HTML and JavaScript Coding to develop web pages. Students learn how to critically evaluate web pages quality, learn how to create and maintain quality web pages. Students will also learn about web design standards. This course progresses from introductory work on web page development to a culminating project in which students design and develop web pages.

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Technology Education

Industrial Technology is the application of knowledge and resources to meet human needs and solve everyday problems. We use technology in an attempt to improve our environment. The improvements may relate to survival needs or human aspirations and can include unexpected benefits and risks.

Industrial Technology supports many subject areas: science, mathematics, social sciences, and various other disciplines. It introduces a hands-on form of self-projects. It promotes enthusiasm for career exploration through use of computers, machines, and other tools. Industrial Technology also provides for the development and application of three basic skills: problem solving, creativity, and critical thinking. Specific activities allow students to build these life-long skills. Students are encouraged to create and explore at their own pace, to work together in a supportive environment, and to evaluate their work with detailed guidelines.

Advanced Study in Technology

Advanced Study in Technology is a continuation of coursework for students that have successfully completed Architecture, Engineering, or CAM. It is designed so that students can develop a superior knowledge base in their chosen discipline. This class may be taken more than once with greater expectations and responsibilities placed on the student.

Prerequisite: Architecture, Engineering or CAM

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Architecture

Architecture is a semester sequential elective course for students that have successfully completed Computer Aided Drafting. Students will study architectural design and animation using Autodesk Revit Architecture. Revit Architecture is building design software that helps you capture and analyze concepts, while maintaining your vision through design, documentation, and construction.

Prerequisite: CAD Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Computer Aided Drafting (CAD)

Computer Aided Drafting is a one semester elective course for students in grades 9, 10, 11, and 12. It is designed for the novice user to develop the fundamentals of drafting using AutoCAD. AutoCAD is a state-of-the-art design and drawing software package used in today's engineering, architectural, and design industries.

Prerequisite: Open to all students

Periods per week: 5 Unit of Credit: .5 Semesters: 1

Computer Aided Manufacturing (CAM)

CAM is a semester elective course for students in grades 10, 11 and 12. This course is for students who want to apply modern industrial techniques to solve problems. Students will design and product products using MasterCAM. MasterCAM is manufacturing design software currently used for the operation of tools and machines.

Prerequisite: Open to students in grades 10, 11 and 12

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Construction Technology

Construction Technology is a one semester elective for students in grades 10, 11, and 12. It is designed toward developing the necessary knowledge and skills needed to maintain one's home. Students will study current issues in construction, specifically in the areas of electric, plumbing, framing, and finish carpentry.

Prerequisite: Must be in grades 10, 11, or 12

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Engineering

Engineering is a semester sequential elective course for students that have successfully completed Computer Aided Drafting. Students will study mechanical design and simulation using Autodesk Inventor. Inventor is product design software that takes your beyond 3D. It enables you to produce a more accurate model that can help you design, visualize and simulate your ideas.

Prerequisite: CAD Periods per week: 5 Units of Credit 0.5 Semesters: 1

Innovation and Invention

Innovation and Invention is a one semester elective that is focused on developing advanced creative thinking and problem-solving skills. Students will work in teams to design, develop, and test a fully functional prototype.

Prerequisites: Technology Systems *AND* Computer Aided Drafting

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Robotics

Robotics is a semester elective for students in grades 10 thru 12. This is an interdisciplinary course in which students combine science, technology, and math to design and create a robotic device that performs a specified function. The Robotics class is for creative students interested in working hands-on. Students will use tools, machines, and computers develop the robots.

Prerequisite: Open to students in grades 10, 11 and 12

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

Technology Systems

Technology Systems is a semester elective, primarily for students in grade 9. It is designed to broaden students' knowledge of technology while developing creative thinking and problem solving skills. It offers unique opportunities to apply numerous academic concepts through practical, hands-on applications. Students will study the five systems of technology including construction, transportation, manufacturing, communication, and biotechnology. **This course may be selected either one or two semesters.**

Periods per week: 5 Unit of Credit: 0.5 Semesters: 1

TJTV

Thomas Jefferson Television is a semester elective course for students in grades 9 through 12. It is a hands-on course set around the creation of daily television announcements and productions. Students will be involved in announcing, scripting, producing and interviewing, directing, shooting and editing. Productions will require students to attend and report on various activities after school hours.

Periods per week: 5

Unit of Credit 0.5

Semesters 1

TJTV 2

This advanced course will require student to be able to work collaboratively with their peers to produce announcements. In addition students will Livestream special events including the set-up and tear down camera equipment, as well as the creation of pre-production packages that are related to field production at various special events in the district.

Periods per week: 5

Unit of Credit 0.5

Semesters 1

World Languages

The West Jefferson Hills World Language Department recognizes the factors that are calling for change in the language curriculum that reflect the changing world. They include:

- Given the necessary level of support and opportunity, all students can learn a language.
- Learning a language requires active participation.
- Language instruction must be relevant, student centered, process driven to accommodate the needs of a changing world.
- Learning is a collaborative responsibility among students, educators, parents and community.

The World Language Department will encourage students to become motivated, enthusiastic learners in all phases of instruction. This will be accomplished by incorporating:

- A communication based curriculum.
- Contextualized learning.
- Learner centered instruction.
- Cooperative learning.
- A developmental approach to grammar.
- A contextualized approach to vocabulary.
- An integrated, participatory approach to culture.

French Courses

French 1

French I is an introductory, yet fast-paced course designed to give students the basic tools of language learning. Students will be introduced to the language by integrating vocabulary, grammar, and culture into real world scenarios. Students are expected to move from a proficiency level of novice low to novice high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course is available to students in grades 9-12 and is a prerequisite for French II.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

French 2

French II builds cumulatively on the knowledge learned in French I. Students continue to develop their familiarity of the language by integrating vocabulary, grammar, and culture into real world scenarios. Students are expected to move from a proficiency level of novice high to the intermediate low as identified in the foreign language proficiency guidelines established

by ACTFL. This course is available to students who have completed French I with a final grade of C or better and is a prerequisite for French III or Honors French III.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

French 3

French III builds cumulatively on the knowledge learned in French I and II. Students continue their language study through more complex integration of vocabulary, grammar, and culture into real world scenarios. Students are expected to move from a proficiency level of intermediate low to intermediate mid as identified in the foreign language proficiency guidelines established by ACTFL. This course is available to students who have completed French II with a final grade of C or better. French III is a prerequisite, with teacher recommendation, for Honors/AP French IV.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Honors French 3

Honors French III is a rigorous course that prepares students for Honors/AP French IV. Students will practice speaking, reading, writing and listening skills and will receive comprehensive grammar instruction. Students are expected to move from a proficiency level of intermediate to intermediate mid as identified in the foreign language proficiency guidelines established by ACTFL. This course is available to students who have completed French II with a final grade of B or better. Honors French III is a prerequisite for Honors/AP French IV.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Honors/AP French 4

Honors/AP French IV is a rigorous course that prepares students for the AP French Language and Culture Exam. Students will practice listening, reading, writing and speaking with authentic texts, video and audio resources using the three modes of communication: interpersonal (person to person listening, speaking and writing), presentational (speaking and writing) and interpretive (listening and reading). Students are expected to move from a proficiency level of intermediate mid to intermediate high/advanced low as identified in the foreign language proficiency guidelines established by ACTFL. All students in Honors/AP French IV will receive honors level quality points. However, those who participate in the AP French Exam will receive Advanced Placement level quality points. This course is available to students who have completed Honors French III with a grade of B or higher, and to students who have completed French III with teacher recommendation, and a grade of B or higher.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Spanish Courses

Spanish 1

Spanish I is an introductory, yet fast-paced course designed to give students the basic tools of language learning. Students will be introduced to the language by integrating vocabulary, grammar, and culture into real world scenarios. Students are expected to move from a proficiency level of novice low to novice high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). This course is available to students in grades 9-12 and is a prerequisite for Spanish II.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Spanish 2

Spanish II builds cumulatively on the knowledge learned in Spanish I. Students continue to develop their familiarity of the language by integrating vocabulary, grammar, and culture into real world scenarios. Students are expected to move from a proficiency level of novice high to the intermediate low as identified in the foreign language proficiency guidelines established by ACTFL. This course is available to students who have completed Spanish I with a final grade of C or better and is a prerequisite for Spanish III or Honors Spanish III.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Honors Spanish 3

Spanish III builds cumulatively on the knowledge learned in Spanish I and II. Students continue their language study through more complex integration of vocabulary, grammar, and culture into real world scenarios. Students are expected to move from a proficiency level of intermediate low to intermediate mid as identified in the foreign language proficiency guidelines established by ACTFL. This course is available to students who have completed Spanish II with a final grade of C or better. Spanish III is a prerequisite, with teacher recommendation, for Honors/AP Spanish IV.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Honors/AP Spanish 4

Honors/AP Spanish IV is a rigorous course that prepares students for the AP Spanish Language and Culture Exam. Students will practice listening, reading, writing and speaking with authentic texts, video and audio resources using the three modes of communication: interpersonal (person to person listening, speaking and writing), presentational (speaking and writing) and interpretive (listening and reading). Students are expected to move from a proficiency level of intermediate mid to intermediate high/advanced low as identified in the foreign language proficiency guidelines established by ACTFL. All students in Honors/AP Spanish IV will receive honors level quality points. However, those who participate in the AP Spanish Exam will receive Advanced Placement level quality points. This course is available to students who have completed Honors Spanish III with a grade of B or higher, and to students who have completed Spanish III with teacher recommendation, and a grade of B or higher.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

World Cultures Online

This online course taught via Google Classroom will examine, compare, and reflect upon Francophone and Hispanic Cultures from a historical perspective. Aspects such as history, customs, art, dance, music, food, and traditions of Francophone and Hispanic Cultures will be included in this course. Current cross-cultural happenings, indigenous cultures, and geography will be included in this course as well. Students will respond to posts, start productive discussions, complete essays, and research pertinent topics. This course is instructed in English and requires Internet access outside of school. Students must have reliable technology to support online learning, such as a computer and the internet.

Periods per week: Online

Unit of Credit: .5

Semesters: 1

Family and Consumer Science

Family and Consumer Sciences has its focus on preparing individuals to become independent, to assume family roles, to contribute to the good of the community and society, to balance work and family, and to transfer personal skills to the workplace.

Adult Living

This course prepares students to live as responsible, independent individuals. Students will gain knowledge of living on their own and how to survive in the world of adulthood. Topics include: values, decision making, skills, goals, self-awareness, communication skills, families, and the individual's roles and responsibilities within the family and community, money management, and basic kitchen skills. Emphasis will be placed on the student becoming an independent individual.

Prerequisite: Must be in grade 11 or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Child Development I

This course is required for students who are interested in taking Child Development II. Students are provided with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance techniques and child related issues are studied. To prepare the student for Child Development II, instruction is given regarding standards involved with childcare, employment skills needed to work with young children, how to maintain a healthy environment for children, developmentally appropriate practices, learning activities and observation techniques in working with groups of young children are included. **Prerequisite:** For grades 10, 11, or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1 (second semester only)

Child Development II

This course is available to seniors only or to underclass students who have taken and passed Child Development I. The magic world of the developing child from conception to age four is covered in this course. Theories of development are covered in the first four weeks. Also, during this time, setting up and learning how to run a preschool is studied. For the next twelve weeks, children, ages two and a half to four, will come to the high school three days a week. The students will plan, prepare, implement and assess activities for the children. This course is good for anyone interested in working with children as a career. **Prerequisite:**

1. Successful Completion of Child Development I
2. The following three PA Child Protective Services Law (CPSL) Clearances:
 - Act 34 Criminal History Record Check
 - Act 151 Child Abuse History Clearance
 - Act 114 FBI Fingerprint Background Check

Periods per week: 5

Unit of Credit: .5

Semesters: 1 (first semester only)

Fabric, Fashion, and Design Level I

This is a one semester course that is offered to students in their 10th, 11th, or 12th year. This course is designed for the beginner sewer. Basic seam finishes and beginning textiles will be covered. The student will be provided with the opportunity to apply principles of art and design to fashion, while learning the basic techniques of clothing construction. The student must complete three projects. All materials and supplies are to be provided by the student. **Prerequisite:** For grades 10, 11, or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Fabric, Fashion, and Design Levels II & III

This course is offered to students in 10th, 11th, or 12th grade who have successfully completed Fabric Fashion and Design Level I. The student will learn and apply more difficult construction and design skills, how to use the serger, work with more difficult fabrics, and other more advanced sewing technology. A student may take this course once on Level II and once on Level III. Level III will complete projects that are more advanced than those on Level II. Each time the student must complete three projects based on his/her skill level. All materials and supplies are to be provided by the student. **Prerequisite: For grades 10, 11, 12 who have passed Level I and/or II**

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Foods and Nutrition

It's not just a cooking and eating course!! This course begins with the study of nutrition and diet analysis, allowing the student to make decisions to improve and maintain a healthy lifestyle. Food purchasing, label reading, and setting up a kitchen are included. This is followed by planning and preparing foods in a group. Throughout the semester, wise use of time, energy, money and equipment is emphasized while learning to apply healthy eating styles. **Prerequisite:** Must be in grades 10, 11, or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Interior Design

The Interior Design course emphasizes the use of art principles in decorating a home. Students learn housing styles, floor plans, and furniture style and arrangement. These principles are applied to a major project. Creativity through decorating for less projects finishes out the course. Students must supply all of their own materials. **Prerequisite:** Must be in grades 10, 11, or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Introduction to Family and Consumer Science

It's not just cooking and sewing! This is a course for 9th graders only. It is designed to introduce the student to semester courses offered in their 10th, 11th, or 12th grade year. Learning to make healthy choices in lifestyle and nutrition, to be a contributing member of family and community, to make smarter consumer decisions, and child care are the major areas covered. Hands on projects are part of the course. The student must supply all materials for the projects. **Prerequisite:** 9th graders only

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Fine Arts

Thomas Jefferson High School intends to make the values of the fine arts visible to our students. The fine arts, involving music and the visual arts, helps prepare students for further education in careers involving creativity, and it brings exhilaration to the whole learning process. Students become interested in learning, adding new dimensions to what they already know, enhancing knowledge through creative interpretation. Through active participation in various forms of self-expression, the student is continuously challenged to develop intelligent behavior and social skills that affect their overall lives in society and culture. Students learn to adapt and respect others' ways of thinking, working, and expression. Significant opportunities are provided for students to progressively broaden views of the world. Fine arts education enables students to develop the self-esteem, individuality and motivation necessary for success in all facets of life. The pleasure and meaning of learning becomes real, tangible and powerful through the fine arts.

Arts and Crafts Course Offerings

All arts and crafts courses meet (5) five days per week for one semester. One-half (1/2) credit is awarded for each course. Since a variety of experiences in arts and crafts is encouraged, no student will be permitted to repeat a course. The policy of the Art Department is that a student selects a maximum of **two** art courses per semester unless departmental approval is obtained for a student to take additional courses. Students with no previous art or crafts classes in the high school should select mixed media arts and general art. Students with exceptional ability demonstrated through a portfolio may progress to a higher sequence without the preliminary requirements. However, students may not regress and acquire credits for lower sequence courses. Please refer to page 25 for information on sequential subjects.

Advanced Placement Studio Art

AP Studio Art is an advanced course designed for students who are seriously interested in the practical experience of art. The students will prepare a portfolio for evaluation by the College Board at the end of the school year with a variety of wet and dry drawing media. The three areas of development that will be addressed throughout the course are (1) a sense of quality in the student's work, (2) the student's concentration on a particular visual problem, and (3) the student's need for breadth of experience. Admission is based on previous demonstration of qualifications leading to faculty recommendation and approval. Quality points are awarded according to the advanced placement scale. ***As a prerequisite, students must have taken General Art PRIOR to enrolling in this course. Also as prerequisites - Drawing and Painting must be taken prior or while enrolled in AP course.***

Period per week: 5

Unit of Credit: 1

Semesters: 2

About Art: An Introduction of Art Appreciation

About Art is an introductory course focusing on the value of Art Appreciation. Students are introduced to the basic principles of visual literacy that enhance understanding and enjoyment of works of visual art. Students also become aware of the important connections and impressions the visual arts have in the world around them. Aesthetics, art criticism and evaluation, media and processes, art history and careers in art are some area students will explore throughout the course. Students will engage in a variety of learning activities including, but not limited to, perceiving and discussing art works, critical and creative writing assignments and studio art experiences. This course is recommended for students of all backgrounds and interests. It's also important to note this course acts as an essential an inspiring complement to any course in the studio art program.

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Art Criticism (Online Course)

Students will learn methods used by art critics to examine, discuss and make personal decisions about artworks. This online course teaches students to study and gain information from artwork through a process that uses visual literacy to soundly judge if an artwork is successful. Students will become aware of aesthetic schools of thought and develop conclusions based on the student's own ideals. This experience will empower students with the ability to construct and defend judgments with informed knowledge, reason and intelligence, rather than casual observation. Students must have reliable technology to support online learning, such as a computer and the internet.

Periods per week: Online

Unit of Credit: .5

Semesters: 1

Basic Graphic Design

The course will cover a whirlwind of basic design techniques providing proficiency in both hand and computer generated imagery as well as Product Advertising. Elements of line, type, shape and texture will embrace principles of balance, contrast, unity, color, and value. Throughout the course, students will learn to use the Adobe Photoshop program. This course is a definitive college/career option for many students and utilizes the school's classroom technology resources. **Prerequisites** Must be in grade 10, 11, or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Ceramics Studio

The Ceramics course is for the 10th, 11th and 12th grade student who has an interest in working with clay. Hand-forming techniques such as pinch pots, coil pots and slab construction will be explored initially, after which the student will attempt to acquire some proficiency on the potter's wheel. Clay modeling and sculpture will also be explored along with glazing and decorating techniques. **Prerequisite:** Must be in grade 10, 11, or 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Drawing

The drawing course emphasizes, reinforces and builds on the rudimentary principles and elements of Art learned from the General Art course. *Teacher recommendation/approval needed for students not scoring proficiently in General Art.*

A variety of media and techniques will be explored throughout that cater to the serious art student. Focus within the course revolves around composition, realism, abstraction, still life, the figure and alternative surface rendering. Studio projects are designed through a sensitive relationship with classroom environment while focusing on one's original concepts and interpretations.

Prerequisite: Grade 10-12 – General Art achieving a grade of B or better

Periods per week: 5

Unit of Credit: .5

Semesters: 1

General Art

This course serves as the gateway to the TJHS Art Department. Rudimentary instruction is offered in two-dimensional media to provide the student with a fundamental understanding of line, shape, space, value, media, composition, color and subject matter. Where applicable, an exposure to art history and interdisciplinary learning is incorporated within the studio experience. The Principles and Elements of Art are explored, which provide the platform for further course study within the department. It is STRONGLY suggested that General Art be taken before Drawing, Painting and Graphic Design.

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Metals/Jewelry

The course is designed for the student who has the patience that is required for the many detailed and intricate steps of metalworking and jewelry making. Several basic projects will be assigned to familiarize the student with the proper use of

tools, variety of media, techniques and safety procedures of the jewelry making process. A variety of media is offered to satisfy the creative expressions and aesthetic designs of the individuals.

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Mixed Media Arts

This course is open to students who wish to challenge themselves with a variety of mixed materials that incorporate a creative individual approach. Basic techniques in Printmaking, Sculpture and Application provide a variety of lessons in both 2-D and 3-D concepts. While not an advanced Art study, the course provides expectations to challenge beyond basic requirements. A variety of subject matter and media is presented to provide meaningful experiences for the student. This class along with General Art will serve as a foundation for the student who elects more advanced classes in the future. **Prerequisites:** Offered to grades 10, 11, 12

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Painting

The general Painting course is designed for the interested student to provide a wide range of experiences in all painting media. Teacher recommendation/approval needed for students not scoring proficiently in General Art. Instruction will be concerned with the basic principles of painting involving media, techniques, composition, color theory, materials and historical development. The course is directed at individual personalities and styles of painting that will develop as more experiences and mastery of media are explored. Various media include activities in tempera, watercolor, acrylic and mixed media. The course will include assignments of painting of traditional and modern subjects.

Prerequisite: General Art

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Photography/Video Production

This course is intended to be a basic guide to photography and video production. Photography starts at the beginning and assumes the student has no prior understanding of the subject. Photography follows all the necessary steps from the beginning of picture-taking through developing film and making prints, to the understanding of 35mm cameras and lenses. We will start with film and continue through the camera, lights, flash, composition and finally darkroom procedures. Students will also learn basic video production, editing and titling.

Prerequisite: Open to all grades

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Sculpture Studio

This class is primarily intended to help the student in the development of 3-dimensional thinking (length, breadth and depth). Through the work process and through an understanding of the materials used, a sense for the student will acquire making 3-dimensional artwork. Modern and traditional (abstract and realistic) sculpture techniques will be used as a means of direction.

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Music Course Offerings

Music Theory and History

This course is offered as an elective for one semester for students in grades 10, 11, and 12. The purpose of the course is to develop an understanding of the fundamentals of music theory and history. Ear training, part writing, analysis, form, and musical time periods are all covered. This class is intended to prepare a student for study in the field of music, and a fundamental knowledge of the elements of music is a prerequisite for the course. Students applying for this course must meet with the music staff to determine whether their background is adequate for successful completion of the course.

Prerequisites: Open to 10th, 11th, and 12th Graders, AND Music teacher recommendation is required.

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Music Theory II

This course is offered as an elective for one semester for students in grades 10, 11, and 12. The purpose of the course is to develop an understanding of the fundamentals of music theory and history. Ear training, part writing, analysis, form, and musical time periods are all covered. This class is intended to prepare a student for study in the field of music, and a fundamental knowledge of the elements of music is a prerequisite for the course. Students applying for this course must meet with the music staff to determine whether their background is adequate for successful completion of the course.

Prerequisites: Successful completion of Music Theory and History, AND music teacher recommendation.

Periods per week: 5

Unit of Credit: .5

Semesters: 1

Instrumental Music Program

The Instrumental Music Program is a one (1) year course. Students scheduling for Band are to register for Marching Band for the first semester, then either Marching/Concert Band or Marching/Symphonic Band for the second semester. Students must participate in both semesters to be part of the Thomas Jefferson Instrumental Music Program. Junior High Band students must fulfill all the requirements of the Pleasant Hills Middle School Instrumental Program to be eligible to participate in the Thomas Jefferson High Instrumental Music Program. Students not participating in the West Jefferson Hills School District Instrumental Music Program must successfully pass the audition requirements to be eligible to enter or re-enter the Thomas Jefferson High School Instrumental Music Program. Students will also be eligible to participate in the Pennsylvania Music Educator Association (PMEA) sanctioned events (Honors Band, District Band, Regional Band, All-State Band, District Jazz Bands All State Jazz Band, and Band Adjudication Festivals). All criteria and standards are given below for each performing group. *Students not enrolled in the Thomas Jefferson Instrumental Music program will not be eligible to participate in a PMEA sanction event.*

Marching Band

The Thomas Jefferson High School Marching Band consists of all woodwind, brass, and percussion from the Concert and Symphonic Bands, color guard, and majorette members in grades 9-12. Registration for Marching Band begins in the spring. Recruitment activities include a student presentation at Pleasant Hills Middle School, a director's presentation at the middle school, and an informational parent meeting in April.

Each student will receive a handbook that contains all the rules and regulations for marching band, including attendance requirements and a schedule of rehearsals and performances. The Marching Band performs at all varsity football games, community events, and at parades and festivals throughout the region.

The Thomas Jefferson High School Marching Band is an educational arts program dedicated to providing the youth of our high school and community with the means to develop life skills, musical skills, performance skills, build character and foster teamwork while cultivating the talents of tomorrow's leaders.

Marching/Symphonic Band

The Marching/Symphonic Band is open to students in grades 10, 11 & 12 enrolled in the Thomas Jefferson Music Program. The objective of this Band is to strive for the highest possible musical achievement through the performance of intermediate to advanced band literature. The band will reinforce and master it's musical knowledge through a wide range of musical styles and composers by way of studying a variety of classical band works, orchestral transcriptions, marches, and popular music. The Marching/Symphonic Band typically performs two concerts a year and at Graduation and Commencement ceremonies. Other festivals and community performances may be added from year to year at the discretion of the director. The Marching/Symphonic Band begins to rehearse at the conclusion of Marching Band season.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Marching/Concert Band

The Marching/Concert Band is opened to students in grades 9, 10, 11 & 12 enrolled in the Thomas Jefferson Music Program having completed instrumental band through the eighth grade or its equivalent. The objective of this Band is to strive for the highest possible musical achievement through the performance of intermediate to advance band literature. The band will be introduced to and develop new musical techniques through a wide range of musical styles and composers by way of studying a variety of classical band works, orchestral transcriptions, marches, and popular music. The Marching/Concert Band typically performs two concerts a year and at Graduation and commencement ceremonies. Other festivals and community performances may be added from year to year at the discretion of the director. The Marching/Concert Band begins to rehearse at the conclusion of Marching Band season.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Varsity Choir

The Thomas Jefferson High School Varsity Choir is open to any student, grades 9-12, who expresses a sincere desire to sing. Students will learn to read music and will learn good singing techniques. Also, vocal technique and sight-reading skills are a part of each rehearsal.

They will prepare and present two major concerts a year. Attendance to these concerts is mandatory. In addition, other performances are held in the community throughout the school year. Students demonstrating exceptional abilities in Varsity Choir may audition for PMEA District Chorus in the fall.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Concert Choir

The Thomas Jefferson High School Concert Choir is an auditioned-entry Choir. Students who are very serious about singing have the opportunity to prepare and audition for this advanced Choir. The Concert Choir is open to all students in grades 10-12. Vocal technique and sight-reading skills are a part of each rehearsal. Students in Concert Choir are expected to be able to sing their part independently and with good vocal technique and musicianship. They will prepare and present two major concerts a year. Attendance to these concerts is mandatory. In addition, other performances are held in the community throughout the school year. Students in Concert Choir are encouraged to audition for PMEA District Chorus in the fall.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

A Capella Choir

The A Capella JagChoir is a year-long course open to students in Grades 9 – 12. These students must audition and be placed into this ensemble. They perform at all concerts, as well as school functions and community events. This group primarily performs contemporary a cappella music. Maximum class size: 24 students.

Periods per week: 5 Unit of Credit: 1 Semesters: 2

Majorettes

The Majorette Squad is an elective for students in grades 9 through 12. Students are chosen by audition. Marching routines and feature routines are taught so that the Majorettes can perform with the Marching Band at all performances. All performances shall be considered authorized school activities and attendance is required for course completion and credit. Majorettes that play a woodwind, brass, or percussion instrument must sign up for and audition for the Concert Band 11 –12 or the Concert Band 9 -10. Those members will receive a full credit for Majorettes and Band. Majorettes, who do not participate in band, will receive ¼ credits for completion of the fall football season.

Periods per week: 5 Unit of Credit: .25 Semesters: First 9 weeks

Color Guard

The Color Guard Squad is an elective for students in grades 9 through 12. Students are chosen by audition. Marching routines and feature routines are taught so that the Color Guard can perform with the Marching Band at all performances. All

performances shall be considered authorized school activities and attendance is required for course completion and credit. Color Guard members that play a woodwind, brass, or percussion instrument must sign up for and audition for the Concert Band 11-12 or the Concert Band 9-10. Those members will receive a full credit for Color Guard and Band. Color Guard members, who do not participate in band, will receive $\frac{1}{4}$ credits for completion of the fall football season.

Periods per week: 5

Unit of Credit: .25

Semesters: First 9 weeks

Jazz Ensembles

The Jazz Ensembles are groups of approximately 20 instrumentalists who are chosen by audition in the spring of each school year. Students are placed in either Jazz Ensemble I or II based on their performance and knowledge in the jazz idiom. There are two bands that meet during 5th and 6th period (Jazz I meets period 6 and Jazz II meets period 5) and after school at the conclusion of the Marching Band season. Advanced arrangements in the various jazz styles are studied and played. An introduction to improvisation and solo playing is also provided. The bands perform at several festivals, concerts, and community events throughout the area. Students are made aware of the attendance requirements upon auditioning for the ensembles. Students wishing to participate in the Jazz Ensembles must also be enrolled in the Symphonic/Marching Band or Symphonic/Concert Band for the academic school year.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

String Ensemble

The String Ensemble is a group made of musicians who play primarily but are not restricted to stringed instruments. (i.e. violin, viola, cello, bass, guitar, etc, etc.). The goal of this course is to enrich the skills and awareness of each student, to offer a venue and ensemble for instrumentalists of string instruments or instruments that don't fit within the conventional repertoire and to offer rewarding musical experiences with in the musical aesthetic. The ensemble meets for rehearsal during period 4 each day and after school on predetermined, coordinated and selected days in the band room. In this course of study the students are exposed to and study an assortment of musical arrangements in many distinct styles from classical, folk, rock, Latin to jazz and bluegrass. Also in this, students are introduced to the musical act of improvisation and its application to modern and historic music. The Ensemble performs several times throughout the year including holiday performances and an annual "String Collective" towards the end of the year. Upon inquiring about participation with instructor, students are made aware of the rehearsal and performance commitments for that given year. Students wishing to be a part of the String Ensemble are not required to be a part of the band or chorus program though we do accept members who are.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Percussion Ensemble

This year long one credit class provides percussion students with experience in the percussion idioms including snare, multiple percussion, timpani, mallet instruments (glockenspiel, xylophone, and marimba) and auxiliary percussion usage. Students will study music theory concepts, and will learn to apply those concepts to their various repertoires. Students will also study the fundamental rudiments of percussion and apply those rudiments to their various repertoires. This is accomplished through the guidelines of the National and State Standards of Music Education. This class serves as the percussion section to the Marching Band, Concert Bands, Jazz Bands, as well as a self-supporting performance Ensemble. Activities include school and community concerts, all marching band activities such as football game and parades. All students enrolled in this course will be members of the Thomas Jefferson Instrumental Music Department and will be member of the Concert and Marching Bands. All Percussionists must take this course.

Periods per week: 5

Unit of Credit: 1

Semesters: 2

Physical Education and Health

Physical education's primary goal at Thomas Jefferson is to provide students with the necessary skills and knowledge that will allow them to lead healthy, active lifestyles.

To meet this goal, we present students with a primarily cooperative atmosphere, focusing on three areas:

- Developmentally appropriate tasks, such as throwing, catching, and striking, providing the skills foundation for future physical activity.
- The role of physical fitness in a student's life, and what one can do to achieve then maintain a high level of fitness.
- Constant affirmation of affective skills, such as sportsmanship, patience, and concentration, from which everyone can benefit.

The primary goal of health education at Thomas Jefferson is to influence healthy living and healthy choices for a lifetime.

- Have students develop an understanding of the components of health – physical, mental, emotional and social.
- Have students understand that physical activity should be part of your daily routine that promotes good health throughout a lifetime.
- Learning the basics of nutrition that can help you become a more healthful eater both now and later in life.
- Learn that nutrition and exercise are important to maintain healthy bones and muscles.
- Learning preventative measures from diseases and disorders.
- Learn how to handle and deal with stress in life.
- Provide students with the knowledge of the systems of the body, including integumentary, skeletal, muscular, and reproductive.
- Have students develop an understanding of the common sexually transmitted infections and how to prevent them.

Physical Education and Health Courses

Foundations of Health and Safety (Elective)

The goal of this course is to help students recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course teaches skills that students need to know to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. We will focus on basic first aid guidelines, and the use of CPR/AED when needed. The students will analyze different scenarios and act in the appropriate manner in order to help the victim. Upon conclusion of the course, students will have the opportunity to earn an American Red Cross certification in the following areas:

- Adult/Child/Infant CPR
- Adult/Pediatric AED
- Basic First Aid and Safety
- Anaphylaxis and Epinephrine Auto-Injector
- Using a Tourniquet
- Asthma Inhaler

Periods per Week: 5

Unit of Credit: 0.5

Semester Course

Health 10

Health is usually scheduled in the student's sophomore year. Those students who do not receive health in their schedules during their sophomore year can take it in summer health or their junior or senior year. The Health program offers the student information to consider when deciding to use or not use alcohol, tobacco and drugs. This information is presented from the physical, mental/emotional and social aspects experienced by students. In other units, major emphasis is placed on care of the human body, wellness and several major topics including nutrition, fad diets and eating disorders, stress, stress management and coping. A unit is presented on characteristics of, dealing with and prevention of sexually transmitted disease, along with AIDS/HIV prevention and treatment and human reproduction. Resource persons are used to supplement instruction whenever possible. Supplemental materials in the form of video films, resource papers and handouts are used in class work along with implementation of technology and labs. Health is offered during the regular school year or student may elect to enroll in the summer health program for 3 hours per day for ten days.

Periods per week: 3

Unit of Credit: 0.3

Semesters: 1

Physical Education 9/10 and 11/12

High school students will acquire, develop, and improve fitness and coordination skills in order to participate in moderate to vigorous activities. Students will select a team and/or lifetime activity at the beginning of each nine-week period and engage in a total of eight activities, four activity-based and four fitness-based, during the year.

Periods per week: 2

Unit of Credit: .4

Full year course

Physical Education Elective – Full Year Course (Offered to Grades 9-12)

High school students have the opportunity to sign up for an elective physical education course based on a variety of team sports, and lifetime and fitness activities including basketball, volleyball, hockey, low-organizational games (mat ball and dodge ball), flag football, soccer, speedball, lacrosse, handball, baggo, ping pong, badminton, double Dutch jump rope, golf putting, bowling, pickle ball, tennis, aerobics, walk/jog using cardio machines, Pilates, taebo, Dance Dance Revolution, and yoga. This elective will take place one day a week for the entire school year.

Periods per week: 1

Unit of Credit: .2

Full year course

Physical Education Elective – Semester Course (Offered to Grades 9-12)

High school students have the opportunity to sign up for an elective physical education course based on a variety of team sports, and lifetime and fitness activities including basketball, volleyball, hockey, low-organizational games (mat ball and dodge ball), flag football, soccer, speedball, lacrosse, handball, baggo, ping pong, badminton, double Dutch jump rope, golf putting, bowling, pickle ball, tennis, aerobics, walk/jog using cardio machines, Pilates, tae bo, Dance-Dance Revolution, and yoga. This elective will take place one day a week for a semester.

Periods per week: 1

Unit of Credit: .1

Semester course

Sports Theory and Applications

The overall goal of this course is to have students apply the theoretical background of sports to the practical side of competitions. We will focus on the development and history of sports and the social implications associated with significant sports moments. Specific emphasis will be placed on the theoretical background of seasonal sports predicated by the Olympic Games. The students will evaluate and analyze sports play, sports officiating, and different game strategies of these sports. The students will be involved in researching, debating, and officiating in order to create their own sports theories and strategies. Relevant topics that influence public perception of sports, such as diversity and cheating, will be discussed and debated as well. It is expected that students will research a sports topic of their choice and create a professional presentation to defend their findings.

Prerequisites: Grades 11 or 12 only

Periods per week: 5

Unit of Credit: .5 elective credits; does not count as P.E. credit

Semesters: 1

Career Work Study Program

Purpose

To provide career education and exploration through supervised community work activities.

Student Responsibilities

1. Request admission into program and complete application form.
2. Choose the work site.
3. Attend three class periods per day (minimum) at the high school.
4. Maintain a satisfactory school record. (Not more than one failure per semester.)
5. Maintain a satisfactory work record.
6. Abide by the work schedule agreed upon by the student, employer and school.
7. Not terminate employment during any given semester without the approval of the employer and school supervisor.

Parent Responsibilities

1. Provide liability coverage for student covering transportation to and from work.
2. Sign the application form.
3. Contact school supervisor concerning any problems pertaining to the job.

Guidance Counselor Responsibilities

1. Verify accurate credit count to Associate Principal for student applying to work study program Verification by guidance counselor's signature on application.
2. Make all necessary changes to student's schedule **after** final approval has been granted by Principal.

Employer Responsibilities

1. Abide by all laws and regulations governing the employment of students and minors.
2. Require a work permit if student is younger than 18 years of age.
3. Assist school officials with the evaluation of the student's work performance.
4. Report any irregularities to school officials immediately, including termination.
5. Sign the application form.

Associate Principal Responsibilities

1. Maintain accurate record for student participating in the work study program.
2. Send evaluations via US Mail to student's employer for each nine week period.
3. Record grades to student's permanent record. (Student will not receive credit if **EMPLOYER** fails to return evaluation.)
4. After final approval of Associate Principal, copy of complete application will be forwarded to Guidance Counselor for their files.

Time Requirements

1. Must be during school hours.
2. Should be a daily work schedule.

Academic Credits

1. One credit = one hour per day five days per week.
2. Two credits = two hours per day five days per week.
3. Three credits = three hours per day five days per week.

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Steel Center for Career and Technical Education

Students who attend Steel Center can gain a labor market advantage through active learning that meets the expectations of 21st century employers and colleges. Each program will guide students through rigorous career oriented practical activities reinforced through core academic instruction. Students' employability will be further promoted by their opportunity to gain Industry Standard Certifications required by local employers. Students also have the opportunity to join a Career and Technical Student Organization where they will learn leadership and citizenship principles. For more information about the opportunities offered at Steel Center, please visit www.steelcentertech.com.

PA Department of Education Programs of Study

In accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Act), all Postsecondary Institutions receiving funds under the Act are required to award **college-level credit or equivalent clock hours** to a matriculated student and apply that credit toward the completion of the approved Pennsylvania Department of Education (PDE) Program of Study, leading to an industry-recognized credential or certificate **at the postsecondary level, or an associate or baccalaureate degree**. The purpose of this Agreement is to ensure that students make the transition from a

school entity (**Steel Center**) to another school entity, college or university or a business/industry without experiencing delays in or duplication of learning. This Agreement sets forth the terms and conditions for the awarding of college-level credit or equivalent clock hours to students who complete the approved PDE Program of Study at a Secondary School so that those students can seamlessly continue their education in a related Program of Study at a Postsecondary Institution. This agreement outlines the general conditions between secondary and postsecondary institutions.

Steel Center Course Offerings

Advertising & Design (Program of Study)
CIP Code: 50.0402, 3 credits/year.

Grades 10-12

Industry Certifications Available: Adobe Certified Associate CS6 Photoshop, InDesign, Illustrator, NOCTI Skills Testing Certification

An instructional program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. This program includes instruction in concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage and computer graphics.

Automotive Mechanics (Program of Study)
CIP Code: 47.0604, 3 credits/year.

Grades 10-12

Industry Certifications Available: Pennsylvania State Automotive Safety Inspection, Pennsylvania State Emissions Inspection and EPA, NOCTI Skills Testing Certification

An instructional program that prepares individuals to apply technical knowledge and skills to engage in the servicing and maintenance of all types of automobiles and light trucks. This program includes instruction in the diagnosis and testing, including computer analysis, of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems and drive train and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as cooling systems, drive trains, fuel system components and air conditioning and includes the use of technical repair information and the state inspection procedures.

Baking/Pastry Chef (Program of Study)
CIP Code: 12.0501, 3 credits/year.

Grades 10-12

Industry Certifications Available: National Registry of Food Safety Professionals (FSM), NOCTI Skills Testing Certification

Specialized classroom and practical work experiences associated with the preparation of breads, crackers, cakes, pies, pastries and other bakery products for retail distribution, for consumption in a commercial food service establishment or for special functions. Instruction includes making, freezing and handling of bake products; decorating; counter display; and packaging of merchandise. This is a comprehensive program to prepare individuals for employment in a variety of occupations in the baking industry.

Building Trades (Program of Study) Grades 10-12

CIP Code: 46.0401, 3 credits/year.

Industry Certifications Available: NOCTI Skills Testing Certification, Pennsylvania Builder's Association Certification (PBA), OSHA-10 Hour Training CareerSafe

An instructional program that prepares individuals to apply technical knowledge and skills to keep a building functioning, and to serve a variety of structures including commercial and industrial buildings and mobile homes. Instruction includes the basics of carpentry, millwork, plumbing, painting, glazing, electricity, plastering, welding, minor sheet metal, concreting, bricklaying, tile setting, hardware usage, heating, ventilation, waterproofing, roofing and record keeping.

Carpentry (Program of Study)

Grades 10-12

CIP Code: 46.0201, 3 credits/year.

Industry Certifications Available: NOCTI Skills Testing Certification, Pennsylvania Builder's Association Certification (PBA)

An instructional program that prepares individuals to apply technical knowledge and skills to lay out, fabricate, erect, install and repair structures and fixtures using hand and power tools. This program includes instruction in common systems of framing, construction materials, estimating, blueprint reading and finish carpentry techniques.

Collision Repair and Refinishing (Program of Study)

Grades 10-12

CIP Code: 47.0603, 3 credits/year.

Industry Certifications Available: Collision Safety & Pollution Prevention (S/P2), I-CAR Welding, NOCTI Skills Testing Certification

An instructional program that prepares individuals to apply technical knowledge and skills to repair damaged automotive vehicles such as automobiles and light trucks. Students learn to examine damaged vehicles and estimate cost of repairs; remove, repair and replace upholstery, accessories, electrical and hydraulic window and seat operating equipment and trim to gain access to vehicle body and fenders; remove and replace glass; repair dented areas; replace excessively damaged fenders, panels and grills; straighten bent frames or unibody structures using hydraulic jacks and pulling devices; and file, grind and sand repaired surfaces using power tools and hand tools. Students refinish repaired surfaces by painting with primer and finish coat.

Computer Information Systems (Program of Study)

Grades 10-12

CIP Code: 52.1201, 3 credits/year.

Industry Certifications Available: Microsoft Certified Professional, NOCTI Skills Testing Certification

An instructional program that prepares individuals to apply technical knowledge and skills to support the design and development of software applications, manage data systems and related mathematical statistics for analysis and forecasting of business data, process and retrieve business information, and prepare and interpret process and data models. Students will create a relational database, receive instruction in a variety of computer programming languages including writing, testing and debugging code; writing related system user documentation; demonstrating an understanding of core computer concepts to include the internet and the basic functions of business desktop applications; and analyzing common hardware, software and network processes. Students will receive instruction in business ethics and law, economics, office procedures and communications. Students will learn office safety, computer fundamentals, database administration and computer maintenance/troubleshooting.

Cosmetology (Tech Prep Articulation Agreement with Douglas Education Center)**Grades 10-12***CIP Code: 12.0401, 3 credits/year.***Industry Certifications Available:** Cosmetology License, Manicurist, Esthetician, NOCTI Skills Testing Certification

An instructional program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination.

Culinary Arts (Program of Study)**Grades 10-12***CIP Code: 12.0508, 3 credits/year.***Industry Certifications Available:** National Registry of Food Safety Professionals (FSM), NOCTI Skills Testing Certification

An instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instruction skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.

Electrical Construction (Program of Study)**Grades 10-12***CIP Code: 46.0399, 3 credit/year.***Industry Certifications Available:** NOCTI Skills Testing Certification, Pennsylvania Builder's Association Certification (PBA)

An instructional program that prepares individuals to apply technical knowledge and skills necessary to install, operate, maintain and repair electrically-energized residential, commercial and industrial systems, and DC and AC motors, controls and electrical distribution panels. Instruction emphasizes practical application of mathematics, science, circuit diagrams and use of electrical codes and includes blueprint reading, sketching and other subjects essential for employment in the electrical occupations. Reading and interpretation of commercial and residential construction wiring codes and specifications, installation and maintenance of wiring, service and distribution networks within large construction complexes are also critical components of the program.

Health Assistants (Program of Study)**Grades 10-12***CIP Code: 51.0899, 3 credits/year.***Industry Certifications Available:** Pennsylvania Nurse Aide Registry, Basic Life Support Health Care Providers, NOCTI Skills Testing Certification

A cluster program with a combination of subject matter and experiences designed to prepare individuals for entry-level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

Heating, Air Conditioning & Refrigeration (Program of Study)**Grades 10-12***CIP Code: 47.0201, 3 credits/year.***Industry Certifications Available:** EPA 608 Technician Certification, NOCTI Skills Testing Certification, Pennsylvania Builder's Association Certification (PBA)

An instructional program that prepares individuals to apply technical knowledge and skills to install, repair and maintain commercial and domestic heating, air conditioning and refrigeration systems. Instruction includes theory and application of basic principles involved in conditioning of air (cooling and heating); filtering and controlling humidity; operating characteristics of various units and parts; blueprint reading; use of technical reference manuals; the diagnosis of malfunctions; overhaul, repair and adjustment of units and parts such as pumps, compressors, valves, springs and connections; and repair of electric/electronic and pneumatic control systems.

Medium/Heavy Truck (Program of Study)**Grades 10-12***CIP Code: 47.0613, 3 credits/year.***Industry Certifications Available:** Pennsylvania State Automotive Safety Inspection, Pennsylvania State Emissions Inspection and EPA, NOCTI Skills Testing Certification

A program that prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Includes instruction in diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair.

Protective Service (Program of Study)**Grades 10-12***CIP Code: 43.9999, 3 credits/year.***Industry Certifications Available:** National Incident Management System, Emergency Medical Responder, Basic Life Support Health Care Providers, Hazardous Materials Response Awareness, NOCTI Skills Testing Certification

An instructional program that prepares individuals to apply technical knowledge and skills required for performing entry-level duties in law enforcement, firefighting, EMT and other safety services. This program stresses the techniques, methods and procedures peculiar to the areas of criminal justice and fire protection especially in emergency and disaster situations. Physical development and self-confidence skills are emphasized due to the nature of the specific occupation(s). In addition to the application of mathematics, communication, science and physics, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.

Welding (Program of Study)**Grades 10-12***CIP Code: 48.0508, 3 credits/year.***Industry Certifications Available:** NOCTI Skills Testing Certification, American Welding Society Certification (forthcoming)

An instructional program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting and plastic welding. Hand, semi-automatic and automatic welding processes are also included in the instruction. Students learn safety practices and types and uses of electrodes and welding rods; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by ultrasonic methods and destruction and hardness testing; use of manuals and specification charts; use of portable grinders and chemical baths for surface cleaning; positioning and clamping; and welding standards established by the American Welding Society, American Society of Mechanical Engineers and American Bureau of Ships.

School Sports and Organizations

School Sponsored Organizations	
*Academic League	Monticello
Computer Club	**National Honor Society
Drama Club	Outdoor Club
French Club	Prom
French Honors Society	Science Club
Future Business Leaders of America	Spanish Club
GSA	Spectrum
History Club	Spanish Honors Society
Interact Club	Statesman Newspaper
Intramurals	Student Council
Kids 4 Wish Kids Club	The Future is Mine
Mock Trial	Winterguard
*Must complete a test to qualify	**Must qualify academically
School Sponsored Sports	
Baseball (Freshmen)	Swimming (Boys/Girls)
Baseball	Tennis (Boys/Girls)
Basketball (Boys/Girls)	Cross Country (Boys/Girls)
Cheer	Track and Field (Boys/Girls)
Football (10 th Grade)	Volleyball (Boys/Girls)
Football	Junior High Wrestling
Golf (Boys/Girls)	Wrestling
Soccer (Boys/Girls)	Softball
School Affiliated Sports Organizations: Bowling, Gymnastics, and Hockey	

Completed PIAA Comprehensive Sport forms are required for all athletic groups listed and must meet PIAA academic and attendance requirements

Child Find

CHILD FIND – Screening and Evaluation Services for School-age Students

The West Jefferson Hills School District provides a free, appropriate public education to eligible students. To qualify as an eligible student, the child must be of school age, in need of specially designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities, as set forth in Individuals with Disabilities Improvement Act, IDEIA and referenced by Pennsylvania State Standards; autism, deaf blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment including blindness.

The district uses the following procedures for locating, identifying, and evaluating specified needs of school-aged students requiring special programs or services. Screening efforts are designed to identify potential signs of developmental delays and other risk factors that could indicate disabilities. These procedures, as required by law, are as follows:

As prescribed by Section 1402 of the School Code, the district routinely conducts screenings of a child's hearing acuity in the following grades: Kindergarten, 1, 2, 3, 7 and 11. Visual acuity is screened in every grade. Speech and language skills are screened in Kindergarten and on a referral basis. Gross motor and fine-motor skills, academic skills, and social and/or emotional skills are assessed by classroom teachers and support staff on an on-going basis. Screening activities include review of group-based data, such as cumulative enrollment and health records, report cards, curriculum-based and performance-based assessments, and ability and achievement test scores. Identified needs from these screening sources as well as information obtained from parents and outside agencies, are assessed and noted within student records. School records are always open and available to parents, and only to school officials who have legitimate "need to know" information about the

child. Information from the records is released to other persons or agencies only with appropriate authorization, which involves written permission, by parents.

If it is determined that a child needs additional services/interventions, the instructional team will make adjustments relative to such things as the child's learning style, behavior, physical inabilities, and speech problems to be more in keeping with traditional classroom expectancies. Parents are encouraged to be actively involved in the planning and implementation of intervention strategies. When the student does not make expected progress with this assistance or the screening results suggest that the student may be eligible, the district seeks parental consent to conduct a multidisciplinary evaluation.

If a MDE is appropriate, the district will provide "Permission to Evaluate" form to the parent outlining the purpose of the evaluation and the type of assessments that will be used. Parents must provide informed consent by signing and returning the permission before any evaluations can be completed. The purpose of the MDE is to establish the student's eligibility and need for special education and/or related services. Upon receipt of the signed permission, the district has 60 calendar days to complete the evaluation process. Parents who suspect their child is eligible may request an evaluation at any time to the building principal or contact the Special Education Department at 412-655-8450, ext. 2243. The request must be in writing. If the request is made orally, a copy of the "Permission to Evaluate" form will be provided to the parents within 10 calendar days of the oral request.

After the assessments are completed, an Evaluation Report (ER) will be compiled with parent involvement. The ER will determine if the student has a disability and requires specially designed instruction. The report will include specific recommendations for the types of intervention(s) necessary to deal with the child's specified needs. A copy of the Evaluation Report will be provided to the parent and the instructional team working with the student. For the student who has been found to be eligible for and in need of special education services, a meeting of the Individualized Education Program (IEP) team will be scheduled with parent involvement in order to develop the IEP for the student.

Eligible students are provided with a continuum of supports and services designed to meet their individual needs. These services may include supplementary aids and services, and/or itinerant, supplemental or full-time support. The extent of special education services and the location for the delivery of such services are determined by the parents and staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age, and the intensity of the specified intervention. The school district also provides related services, such as transportation, physical therapy, and occupational therapy that are required to enable the student to derive educational benefits. Services are provided in the least restrictive environment to the maximum extent appropriate. The IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

Prior to the initiation of services, a "Notice of Recommended Educational Placement" (NOREP) must be signed by the parent indicating approval for the services to be provided. Parents may obtain additional information regarding special education services and/or parental due process rights by contacting the child's school principal or the Special Education Department at 412-655-8450, ext. 2242.

Services for Students in Nonpublic Schools

Parents of nonpublic school students who suspect that their child is eligible and in need of special education services may also make a request for screening and/or evaluation. Parental requests should be made in writing and directed to the West Jefferson Hills School District Special Education Department at 835 Old Clairton Road, Jefferson Hills, PA 15025. Special education services are accessible to nonpublic school students through dual enrollment following the multidisciplinary evaluation and the development of the IEP.

Services for Protected Handicapped Students / Chapter 15 Regulations

In compliance with state and federal law, the West Jefferson Hills School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities to the extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible students enrolled (or seeking enrollment) in special education programs. To obtain additional information about the evaluation procedures and provisions of services to protected handicapped students, contact the Special Education Department at 412-655-8450, ext. 2242.

Services for Preschool Age Children

Act 212, the Early Intervention System Act, entitles all preschool age children with disabilities to appropriate early intervention services. Young children experiencing developmental delays or physical or mental disabilities are eligible for early intervention services.

The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. Contact: The Alliance for Infants and Toddlers, 2100 Wharton Street, Suite 705, Pittsburgh, PA 15203, 412-431-1905.

The Pennsylvania Department of Education is responsible for providing services to preschool age children from ages three through five. Contact Project DART, 475 E. Waterfront Drive, Homestead, PA 15120 or by phone at 412-394-5739 for more information.

Services for Gifted Students

According to the Pennsylvania Regulations and Standards in Special Education, mentally gifted pupils are defined as having:

“Outstanding intellectual and creative abilities the development of which requires special services not usually available in the regular education program. This term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in the Department of Education guidelines indicate gifted ability. Determination of gifted ability shall not be based on IQ score alone. Intellectual ability is and should reflect a range of assessments including a student’s performance as well as potential. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment and comprehensive report by a public school psychologist specifying the nature and degree of the ability.”

West Jefferson Hills School District reviews student performance data to identify when a student may require differentiated instruction. These data include; standardized and criterion referenced test data, developmental checklists, curriculum-based assessments, formative evaluation procedures and portfolios. For students who require differentiated instruction, the instructional team reviews the strengths of the child and plans strategies designed to meet the child’s needs (strengths). When a student’s needs cannot be met within the general curriculum, a gifted multidisciplinary evaluation will be initiated upon written permission from the parents. If appropriate, a Gifted Individualized Education Plan (GIEP) will be written.

If you suspect your child may be mentally gifted, please contact the building principal or Special Education Department at 412-655-8450, ext. 2242.