Shenandoah Valley

Curriculum Guidelines

2025 - 2026

The philosophy of the Shenandoah Valley School District is to encourage and assist all children of the District toward the achievement of their fullest potential and self-fulfillment. To this end, every effort is made to provide optimum usage of facilities and personnel for the attainment of this goal.

The administration and staff of Shenandoah Valley Jr./Sr. High School is committed to the idea of a safe and orderly educational environment for all of our students. As a means to this end, good discipline is one of our major goals. As a staff, we are very much aware that all children need guidance and direction in the development of acceptable behavior patterns.

Included in this handbook you will find course descriptions, graduation requirements, grading system information, discipline policies, as well as school policies and guidelines to the smooth functioning of our school building. The school staff will continually monitor and document the educational needs and behavior of students in our school. Parents and staff working together will insure the best possible educational environment for all children.

Because parents have the most power to guide their children and to reinforce proper behavior, or change that, which is unacceptable, we ask that you review this handbook with your child/children.

1. Discuss the rules contained in this letter with your son/daughter, so they know you are willing to work together with the school.
2. Tell your child/children clearly and specifically to follow the rules.
3. Inform your child/children that you, as a parent, are willing to take an active role to insure that all rules are followed.
4. When necessary, you will be contacted at home or work concerning a discipline problem.
5. If disruptive behavior continues, you, as a parent, will be asked to come to school to discuss the behavioral problems.

We hope by working together, to continue to provide an organized setting which is conducive for students to learn, develop, and mature into responsible young citizens.

Finally, we ask that you sign and return the bottom portion of this letter stating that you have not only read it, but support the rules contained herein. Together, we can provide a positive atmosphere in which every student can realize his/her full potential.

Thank you,
John Brennan
Secondary Principal

I/We have read and explained all of the Shenandoah Valley Jr./Sr. High School Policies to my child/children. If a problem develops, I/we are willing to cooperate with the school staff

Student Name:_____ Grade:_____ Date:_____

Parent's Signature:_____ Home Phone:_____Work Phone_____

FORWARD

The public school in the United States is an institution created by society for the betterment of society. It functions in various ways to accomplish this goal. One usually thinks of the school in terms of reading, writing, homework, and detailed instructions in many subject areas, but it should not be overlooked that our school is one of the many testing grounds for future life. Here we can learn the best way to get along with others and how to accomplish our goals. As we walk this road, we are better able to cope with the adult world.

ASSURANCE OF NONDISCRIMINATION
Special Education Services

Students and parents are assured that the Shenandoah Valley School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, or disability in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. The Shenandoah Valley School District also provides a variety of special education services. The Title IX Section 504 Coordinator is:

Shenandoah Valley School District
West Center Street
Shenandoah, PA 17976 -1401
(570) 462-1936

Brian Waite, Superintendent
John Brennan, Secondary Principal
Chris Conroy, Assistant Principal
Melissa Mikita, Guidance
Gina Miscannon, Guidance

ALMA MATER

Oh dear Alma Mater, by us you'll always be
Loved and respected with fidelity
We'll always remember your teaching and your rule
All Hail! Shenandoah, our own dear school.

All Hail! Alma Mater to thee we're always true,
Hail Shenandoah, thy colors white and blue.
Our Lives thou hast molded, our spirits strong and free
All Hail! Shenandoah, all hail to thee.

SCHOOL COLORS

COLUMBIA BLUE & WHITE

MASCOT

BLUE DEVIL

CURRICULUM GUIDELINES

Table of Contents

INTRODUCTION

The purpose of this guide is to assist parents and students in the selection of a program of studies for Grades 7 through 12. The guide contains a description of the senior high school programs of study, a list of required courses by grade, the requirements for graduation, an explanation of grading and rank in class, and course descriptions for all course offerings.

The guidance counselor will meet with each student to assist him/her in scheduling his/her program of study for next year. Parental involvement in this guidance session is encouraged and can be arranged by calling 462-1957 for an appointment.

PROGRAMS OF STUDY

Below is an explanation of Shenandoah Valley's Programs of Study followed by the required course sequence by grade. In Grade 9 students begin one of three Programs of Study; these programs include College Preparatory/Academic, Applied/Business, and Vocational/Technical. Here is a description of the three programs:

COLLEGE PREPARATORY/ACADEMIC

Designed for the student who wants to attend a college or university, a junior college or community college, a business school, or another post-secondary institution, the College Preparatory Program of Study is academically demanding. Students who elect this program will have some flexibility in terms of the number and difficulty level of the mathematics courses they elect. Students who successfully follow this program for four years should qualify for admission to the above-referenced post-high school institutions. Students also have the opportunity to take AP Courses (11^{th}/12^{th} grade) and Dual Enrollment (see Young Scholars description) courses (12^{th} grade).

APPLIED/BUSINESS

Designed for the student who wants to enter the work force upon graduation from high school, the Applied/Business Program of Study provides students with the core competencies they will need to excel in the work place of the 21st century. Those core competencies are primarily taught within the context of Communication Arts, Mathematics, and Science courses. For students whose career goal is to work in or own a business, business electives are available to them beginning in Grade 10.

VOCATIONAL/TECHNICAL

The Vocational/Technical Program of Study is available to students who meet eligibility criteria established by Shenandoah Valley and by the Schuylkill Technology Center. Any ninth grade student whose goal is to attend the vocational-technical school to learn a specific trade should take the Applied/Business Program of Study as a freshman. Courses at the vocational/technical school begin in tenth grade. Information on the career course offerings available at the vocational-technical school and on the application process for admission to the school appear later in this guide.

SPECIAL NOTE ON ELECTIVES

Electives are available to all students in Art, Music, Social Studies, Science, Math, Band, Computer Applications, School-To-Work (STW - selected Seniors only), Shadowing*, and Business. *Shadowing opportunities will be offered on a selective short-term basis.

COURSE SEQUENCE

GRADE 7

Science Applications
Geography
Math 87 (Block periods) or Pre-Algebra
ELA 7 (Block periods)
Futures I
Physical Education/ Health 7
Music 7
Art 7
Computers 7

GRADE 8

ELA 8
(Algebra ½, Honors Algebra I)
Science 8
Civics and Pennsylvania History
Music 8
Art 8
Keyboarding
Futures II
Physical Education/ Health 8

Electives

Band
Jr. High Current Events

GRADE 9

As was explained earlier in this guide, students begin a Program of Study in Grade 9. The courses that are required appear below.

Core Courses

English 9 (block periods)
Honors Algebra II
Algebra I
American History I
General Science
Algebra I or IA
Physical Education

Electives

Band
Music Theory
Art I
Spanish I
Latin
Geography
Physical Education
Applied Chemistry
Piano Lab
Finance Basics
Principles of Information Technology

All English, Mathematics, Science, and Social Studies courses meet every day for the full academic year. All other courses meet less frequently in keeping with Pennsylvania curriculum regulations.

Course Offerings:

TENTH	ELEVENTH	TWELFTH
Algebra IB	Honors Trigonometry or Calculus	Calculus or AP Calculus
English 10	English 11	English 12
Biology I	Chemistry	Physics w/Lab
Phys. Ed.	Chemistry Lab	Health
Health	American History 2	Phys. Ed
World Cultures	Geometry	Trigonometry
Art	Phys. Ed	Earth Science
Art II	Biology II	Space Science
Spanish II	Algebra II	Physical Science
SAT ERW	Environmental Science	
SAT Math		
Geometry		
Algebra 2		

TECHNICAL

TENTH	ELEVENTH	TWELFTH
Spring	**Fall**	**Spring**
English 10 A	English 11A	English 12A
English 10B	English 11B	English 12B
Algebra II	Geometry	Math Applications
Biology 1	Chemistry	Space Science
Phys. Ed	Analysis & Research	Environmental or Physical Science
Phys. Ed	Health	

Electives

General Business
Anatomy/ Physiology (12)
Analytical Geometry (12)
Current Events
World War II
Cold War
Earth Science
Accounting I
Computer Applications
Personal Finance
YES Program
Analysis and Research
Band
AP US History
Mass Media
AP European History
Graphic Design
Spanish II
Art
Honors Biology (12)
American Government
Economics
America Goes To War
Space Science
Spanish III
Computer App. III
School To Work
Personal Finance B
Art I
Piano Lab
Music Theory
AP Music Theory
Chemistry II
Art II
Dual Enrollment Courses

PROGRAMS AND SERVICE

SPECIAL EDUCATION

Educational programs (itinerant, resource rooms, supplemental, or full-time) are available through the District or by contract with support agencies for students found to be exceptional. The following categories are included for exceptional students: Gifted Support, Learning Support, Emotional Support, Deaf or Hearing Impaired Support, Blind or Visually Impaired Support, and Physical Support.

In compliance with state and federal law, the District will provide appropriate services and accommodations to each protected disabled student without discrimination or cost to the student or family. The appropriate related aids, services, and accommodations will also be offered in order to provide equal opportunities to participate in, and obtain the benefits of, the Districts programs and extracurricular activities to the maximum extent of the student's abilities. If you have any questions regarding the Special Education process, please contact Mrs. Michelle Zinkus, Director of Special Education.

TUTORING SERVICES

The Successful Student Partnership Program is designed to assist students in academic areas and increase the graduation rate at Shenandoah Valley. The goal of the program is to increase the level of achievement for students and promote academic success. Both tutoring and credit retrieval are offered to individuals who are in need of immediate academic intervention and/or credit retrieval. These services are offered to students in grades 7 through 12 every Monday through Thursday from 3 to 4 pm. Students must have a prearranged ride home at 4:00pm and a permission slip signed by parents. Students will be expected to bring work from their classes. Both qualified teachers and peer tutors will be available for assistance in all subject areas.

REQUIREMENTS FOR GRADUATION

Each student is responsible for being sure that his/her graduation requirements are met. The guidance counselor is available for assistance during scheduling, but the final responsibility lies with the student.

To be eligible for graduation, each student must satisfactorily complete the requirements listed below. These requirements are in accordance with the curriculum regulations of the Pennsylvania Department of Education. These courses must be taken while in grades 9, 10, 11, and 12.

Subject	Course Units	Semester Courses
English	4	8
Social Studies	3	6
Science	4	8
Mathematics	4	8
Physical Education	1	2
Health	.5	1
Arts/Humanities	2	4
Electives	4	8
Total	22.5	45

* American History, World Cultures, American History 2, AP US History, or AP European History - required in the year 2019.
** Plus Student Project (Community Service Guidelines - pages A24 - A29 and Graduation Project Policy - pages A-30 - A-41).

REQUIREMENTS FOR PROMOTION

To be promoted to:	Student must have passed:
Grade 8	3-core courses and 2 electives
Grade 9	6-core courses and 4 electives
Grade 10	4 High School course units
Grade 11	6 High School course units
Grade 12	14 High School course units
Graduation*	22.5 High School course units

Promotion to the next succeeding grade shall occur at the end of the school year, i.e., students will not be promoted at the end of the first semester.

In grades nine through twelve, no student will be required to repeat a course that has been passed. Likewise, a student may not repeat a course for credit or to get a better grade.

EXPLANATION OF GRADING SYSTEM
For Grades 7 through 12

The grading system consists of 45 day marking periods. Semester grades for students will be calculated by averaging the quarterly grades. The grading scale will be determined by the following formula: 60% test grades; 20% homework assignments; 20% classroom participation. The final grades for a course will be the average of the semester grades. For one-semester courses the semester average will constitute the final grade.

Reports of student progress are issued every nine (9) weeks. Parents are asked to review the progress reports and to consult with the guidance department if they wish to schedule a conference with a teacher or email the teacher directly. Email addresses are on the school website svbluedevils.org

Although most of the graduation requirements will be met in the school district, some may be met in educational settings other than the Shenandoah Valley High School. Some students could meet requirements at the vocational-technical schools, through co-operative education experiences, Accredited Summer University courses, Summer Schools of Excellence and Distance Learning Courses could provide students opportunities to meet the requirements. Student Individual Education Plans (IEP'S) or the completion of any other approved appropriate alternative educational program established by the Superintendent will be used to determine the completion of graduation requirements.

	Letter Equivalent	Numeric Grade	Weight
Excellent	A	94-100	Dual Enrollment- 1.08
Good	B	86-93	Advanced Placement- 1.06
Fair	C	78-85	Honors- 1.04
Poor	D	70-77	
Failure	F	69 or Below	

HONOR ROLL DESCRIPTION & CRITERIA

Perfect Honors - are average of 96.00 or higher and no grade lower than a 94.00 for the marking period

Superior Honors - are average of 91.00 to 95.99 for the marking period.

Honors - are average of 86.00 to 90.99 for the marking period.

NOTE: A grade below 78 (D) or an unsatisfactory in any subject disqualifies a student from the honor roll.

EXPLANATION RANK IN CLASS

Rank in class, a numerical rank order of students, is used by many colleges for general admission. It is also used to determine Valedictorian, Salutatorian and Class Speaker. To be eligible to be recognized as Valedictorian, Salutatorian, or Class Speaker, a student must complete a minimum of 16 credits at the Shenandoah Valley brick and mortar school. The Shenandoah Valley School District shall have a class rank computed by the guidance department at the end of grade 11. The rank in class will be determined by the highest grade-point average:

$$\textbf{Grade Point Average} = \frac{\Sigma \text{ Numeric Grade} \times \text{Weighing Points}}{\Sigma \text{ Credit Points}}$$

The grade is the numerical equivalent grade. The weighing is determined by the number of weeks a course is in session i.e., full year = 1, semester = .5, and quarter = .25, and the course rigor. Students in honors courses, A.P. courses, dual enrollment courses, and Calculus, Trigonometry, Physics w/lab, Analytical Geometry, Probability & Statistics, Anatomy, Honors Biology, Honors Algebra , Honors Geometry, and Spanish IV, will receive approved weight to be used in calculating the grade point average.

Note: Students who transfer to SV from schools that utilize a letter grading system will have their numeric score calculated by using the median score of the school's grading scale. If the school does not provide a grading scale, the Shenandoah Valley grading scale will be used in the calculation.

CALCULATION OF RANK IN CLASS

The student with the highest grade point average who has completed a minimum of 16 Shenandoah Valley brick and mortar school credits is number one in his/her class (valedictorian), the student with the second greatest number (salutatorian) of quality points is number two in his/her class, etc.

Students receive credit for regular course work only. Pass/fail courses and courses taken beyond the normal school day apply to graduation requirements but are not used to determine class rank.

COURSE RESCHEDULING/DROPPING PROCEDURES

Students will receive their schedules before school starts and have the opportunity to make appropriate adjustments prior to the beginning of school. No student will be allowed to drop or reschedule a course after a course has been in session for 10 days; students must carry the course to completion. Students who drop courses will receive a WF (Withdraw Failure). Difficulty of a course is not a reason to drop a course.

COURSE DESCRIPTIONS

MATHEMATICS

SEVENTH GRADE/MATH 87
Math 87 is made up of five instructional components: Daily Warm-up, Daily Lesson, Daily Practice, Daily Problem Set, and Cumulative Tests.
Math 87 provides students with a solid foundation of skills and concepts needed for success in analytic and quantitative courses. Math 87 emphasizes concepts and skills including the following:
Ratios and proportions
Rate, percents, indirect measure, integers, and exponents order of operations, variables, and algebraic terms inequalities, functions, and geometric construction measurement, scientific notation, and data collection, Pythagorean Theorem and prime factorization, Properties of real numbers and prime factorization.

PRE-ALGEBRA

- **PRE-ALGEBRA** -is the study of operations with Positive and Negative Fractions, Integers, and Decimals
- Basic Geometry Applications
- Percents, Proportions, Ratio
- Order of operations
- Pythagorean Theorem
- Functions
- Scientific Notation
- Graphing
- Central Tendency
- Unit Conversion
- 1, 2 and Multi-Step Equations
- Variables
- Laws of Exponents

ALGEBRA 1A –
Covers operations with real numbers and expressions, Properties of exponents, scientific notation, Factoring algebraic expressions, Linear equations, and Linear Inequalities.

ALGEBRA 1B –
Covers a review of Algebra 1a, Functions, Systems of Equations and Inequalities, Data Analysis, and preparation of the Algebra 1 Keystone exam that will be administered at the end of the year.

ALGEBRA I –
Is the study of addition, subtraction, multiplication, and division of positive and negative numbers, and variables. Simplifying algebraic expressions; solving linear and quadratic equations; and factoring binomial and trinomials are also taught. Word problems are an integral component of most of the topics covered in this course.
Pre-requisite (if any): Grade 8 Math

ALGEBRA II –
Is the study of real numbers, linear sentence, polynomials, rational expressions, system of linear sentences, relations, function, quadratic sentences, conic, quadratic systems, exponents, logarithms, sequences and senses.

HONORS ALGEBRA I (GRADE 8)-
Pre-requisite (if any): 94% and teacher recommendation.
Is the study of addition, subtraction, multiplication, division of positive and negative numbers, and variables. Simplifying algebraic expressions; solving linear and quadratic equations; and factoring binomial and trinomials are also taught. Word problems are an integral component of most of the topics covered in this course.

HONORS ALGEBRA II –
This course is the study of equations, inequalities, functions, graphs, linear systems, matrices, quadratic equations, polynomials, radical and rational functions, rational exponents, exponential and logarithmic functions, conic sections, and sequences.
Pre-requisite – Completion of Algebra I with an A avg. or teacher recommendation.

GEOMETRY –
Pre-requisite: Algebra I
The study of Geometry includes math vocabulary, organization of proofs, points, lines, planes and angles, parallel lines and planes, transformations and congruence, congruent triangles, similar polygons, right triangles, circles, areas of plane and solid figures, volumes and surface areas of solids, using formulas in solving problems, visualizing geometric situations, and using geometric ideas in real life situations.

HONORS GEOMETRY-
Pre-requisite: A grade of 86 or above in Honors Algebra I or teacher recommendation
Honors Geometry is designed to explore topics in an organized, logical way, with an emphasis on proof. We will cover the regular curriculum in greater depth and detail. The study of geometry includes math vocabulary, organization of proofs, points, lines, planes and angles, parallel lines and planes, transformations and congruence, congruent triangles, similar polygons, right triangles, circles, areas of plane and solid figures, volumes and surface areas of solids, using formulas in solving problems, visualizing geometric situations, and using geometric ideas in real situations, and reasoning to justify conclusions. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments.
A variety of applications and some general problem-solving techniques including algebraic skills will be required. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning.
Major Units
1. Points, Lines, and Planes
2. Conditional Sentences, Reasoning and Proof
3. Parallel and Perpendicular Lines
4. Triangles
5. Quadrilaterals
6. Polygons
7. Similarity
8. Right Triangles
9. Circles

10. Area
11. Surface Area and Volume

ANALYTICAL GEOMETRY WITH ADVANCED ALGEBRA
Pre-requisite: Successful Completion of
Algebra II & Geometry
Topics include:

- Area & Volume of two and three dimensional figures
- Congruence, the Pythagorean Theorem
- Similarity of figures and proportionality
- Fractional and Radical Equations
- Systems of three linear equations; Nonlinear Systems
- Inductive and Deductive Reasoning, Proofs
- Circles and their Properties; the unit Circle
- Intersecting Secants and Tangents
- Quadrilaterals and their Properties
- Exponentials and Logarithms
- Advanced word problems
- Functions and functional notation
- Conic Sections
- Complex Fractions & Numbers; Abstract Equations
- Angles of Elevation & Depression
- Polar Coordinates; Vectors
- Summation; Permutation; Combinations

MATH APPLICATIONS

This course is a survey of contemporary mathematical topics, most non-algebraic presenting realistic applications of math skills and concepts that students will use in their daily life. Emphasis is placed on the applicability of the mathematics. Topics include finances, statistics, probability and scheduling.

TRIGONOMETRY
Pre-requisite: completion of Algebra II
Text – Trigonometry – Lial, Hornsby & Schneider
Topics Include:

- characteristics of trigonometric functions
- trigonometric identities
- applications of trigonometric vectors
- angles & angle relationships
- acute, obtuse, & right triangles
- radian measure
- circular functions
- complex numbers and polar equations

PROBABILITY & STATISTICS –
Pre-requisite: Satisfactory Completion of Algebra II

Text: The Basic Practice of Statistics by David S. Moore
This course is an introduction to the basic concepts of probability and statistics that emphasizes balanced content, working with real data, and statistical ideas. The intent of this course is to provide college bound student's exposure to the concepts the student will encounter at the college level.

- Picturing Distributions with Graphs
- Describing Distributions with Numbers
- Normal Distributions
- Scatter plots and Correlation
- Regression
- Producing Data: Sampling and Experiments
- Introducing Probability
- General Rules of Probability

PSSA PREP-
This course is designed to prepare students to master grade-appropriate skills in mathematics and to take the Grade 11 PSSA Test, which is the test administered each year in the state of Pennsylvania. The skills taught will be based entirely on the Pennsylvania State Standards and Anchors. Students will also be taught test- taking strategies

CALCULUS-

Pre-requisite: Satisfactory Completion of Trigonometry and/or Algebra II
Text – Calculus Larson/Hostetler
This course is a slow down version of College Calculus for any student who plans on following a college curriculum that requires the student to take a Calculus course. The intent is to provide the college-bound student an exposure to the concepts of Calculus that the students will encounter at the next level of education.
Topics include:

- functions and functional notation - slopes of tangents - limits, limits at infinity - 4 step differentiation - power rule for differentiation - product and quotient rule differentiation – velocity - related rates and rates of change - relative maximums and minimums- first and second derivative tests - curve stretching & graphing - integration

AP CALCULUS-

Pre-requisite: Satisfactory Completion of Trigonometry and/or Algebra II
Topics include the following:
Limits and Continuity - Differentiation: Definition and Fundamental Properties - Differentiation: Composite, Implicit, and Inverse Functions - Contextual Applications of Differentiation - Analytical Applications of Differentiation - Integration and Accumulation of Change - Differential - Applications of Integration

SAT MATH-
This course is designed to prepare students for the SAT. Students will be taught the format of the test and provided strategies and practice for questions on the math portion of the SAT. In addition to reviewing topics from pre-algebra, algebra, probability and statistics, and geometry, students will

become familiar with problem-solving skills. Much time will be devoted to practicing problems similar to those on the SAT using various resources.

Text: The Official SAT Study Guide (CollegeBoard)

LANGUAGE ARTS

SEVENTH GRADE LANGUAGE ARTS –
(Year)- This course consists of dealing with language-grammar, usage, and mechanics which give students the concepts, terms and practice they need in order to make language work for them. Vocabulary, spelling, and literature are also introduced to enrich the students' understanding and application of both oral and written language.

EIGHTH GRADE LANGUAGE ARTS –
(Year) - This course reviews and develops language arts skills by providing a comprehensive check of grammar, usage, and mechanics units covered throughout the year. Students learn to develop and apply writing, speaking, listening, and study skills so that they learn to express themselves more creatively and effectively.

NINTH GRADE ENGLISH –
(Year) - This is a literature-based course that also covers vocabulary, grammar, speech and composition skills. Students are introduced to all genres of literature including drama ("Romeo and Juliet"), short story, poetry and epics ("The Odyssey"), from different time periods and nations.

ENGLISH, GRADES 10, 11, 12. All include speech, vocabulary, composition, grammar, & literature.

Literature	Grade
American Literature	10
British Literature	11
World Literature	12

These courses also vary in depth and rigor. Academic and college preparatory English courses conduct a more intensive study of literature and require a greater degree of writing.

AMERICAN LITERATURE
(Year) This course will allow students to study the birth of our nation through various genres. The students will study Pilgrims coming to America, experience the American Revolution, enjoy the reconstructive period, gain insight into the philosophies of the transcendental era, agonize with the conflicts of the Civil War and move into modern day philosophies and writers. Students will be expected to read and comprehend stories, essays, poems, etc. This course will allow students to identify specific formats and creatively produced their own works.

BRITISH LITERATURE
(Year) - English literature is a study of literature beginning with the Anglo-Saxon period and continuing through the 1800's. This includes several works by Shakespeare, John Donne, William Blake, and Samuel Taylor Coleridge among others. The course also involves composition and poetry writing, literary analysis, research writing, and the use of MLA to provide textual citations.
Pre-requisite: English 10- American Literature

WORLD LITERATURE-
(Year) Through this course, students will gain an understanding of different cultures and places. Works by Shakespeare will be the main emphasis. However, other authors will be covered through their short stories and poems. Oral and written test will be given to ensure that students can analyze and evaluate any given piece of literature.

ANALYSIS AND RESEARCH – (Semester) (Elective)
Analysis and Research is intended as a mandatory writing intensive class for all eleventh grade students, with the exception of students enrolled in the Vo-Tech program. The course focuses on developing and strengthening students' writing skills through the preparation and execution of multiple literary analysis essays, as well as a research paper. This course is designed to stress the importance of a student's improvement in writing over the whole of the course. Development of organizational skills and documentation of sources using MLA format and APA format as appropriate are also course expectations.
Pre-requisite: Successfully complete English 10

PUBLISHING - (Semester) (Elective)
Description: Independent Publications Management is a course designed for seniors willing and capable of working on school publications in an independent setting. Students would be responsible for a variety of aspects in the yearbook creation process as well as cooperative tasks with the school newspaper, website and other public relations media. Tasks would include photography, photo editing and photo management; writing articles, captions and press release summaries; page and template design and layout; proofreading and editing pages; liaison with yearbook company and other publications representatives; communications with school administration, office personnel and other yearbook staff members; and coordination of projects and deadlines.
Requirements: Applicants must be seniors with an "A" or "B" average and have demonstrated responsibility and self-motivation in their academic careers. Only three students per semester may be accommodated.

Mass Media and Communications
Course description: The Mass Media and Communications course will provide an introduction and understanding to the media (journalism - newspapers, TV, magazine) and communications (marketing/media relations). Students will learn the rights, responsibilities, laws and ethics of journalism; AP newswriting style and editing; newswriting; newspaper design; broadcast; digital age news reporting (social media); photography and videography; media advertising; and public/media relations.

Course requirements: Strong willingness to write, interview and research. Ability to attend local government meetings for a few assignments during the course of the academic year. Field trips to various news outlets and companies. Access to a camera.
Prerequisites: Students must be in grades 11 or 12 and have successfully completed English 9, English 10 and Research and Analysis (or be taking it concurrently).

SCIENCE

7TH GRADE GENERAL SCIENCE –
The primary emphasis in this course is on life science. Biological and chemical concepts are related to the environment and human biology. Topics that are given special emphasis are the cell, diseases and the organisms that cause them, genetics and the systems of the human body. Ecology and conservation topics are presented throughout the year.

8TH GRADE GENERAL SCIENCE –
This primary emphasis is this course is on Earth and Space science. The major topics of study include the scientific principles, concepts, and methodologies required to understand the relationship of the earth and its systems; including plate tectonics, and weather, along with its relationship to space and other bodies in our solar system and universe.

GENERAL SCIENCE
This course is the 9th grade science course which will cover science basics, inquiry, scientific method, ecology, population growth, and threats to biodiversity. It will also cover the topics of basic Biological principles, characteristics of life, cell types, cell structure and function.

PHYSICAL SCIENCE –
This course is an introduction to the physical science of chemistry and physics. This is a starting point for college preparatory students who will be exposed to chemistry and physics in the upper grades. Topics include composition of matter, energy, forces, motion. The main emphasis is for the student to learn problem solving skills to apply the above topics to everyday life.

APPLIED CHEMISTRY-(Semester) (Elective)
This course is an introduction to chemical concepts, using practical issues and applications to illustrate the principles of chemistry. The course covers the language of chemistry, scientific method and measurement, and current issues with application to chemical principles. One year of high school algebra is recommended.

EARTH SCIENCE- (Semester) (Elective)
This course studies the origin, structure, and physical phenomena of the earth. This course will allow students to study topics that include formation of igneous, sedimentary, and metamorphic rocks, identification and classification of rocks and minerals, geological divisions of the earth, formation of land forms and basic mountain types, fundamentals of plate tectonics, formation of rivers and water systems, glaciers, the hydrologic cycle, physical oceanography, meteorology, including development of hazardous weather, weather mapping, weather systems, frontal development, and satellite imagery, types of soils and erosion, and renewable and nonrenewable energy resources.

SPACE SCIENCE- (Semester) (Elective)
This course deals with fields of science that are concerned with the study or utilization of outer space. Students will study the nature of science, the universe and the solar system, the developmental cycle of stars, the earth-moon system, and space exploration.

ENVIRONMENTAL SCIENCE-(Semester) (Elective)
This course is designed as an all purpose course to prepare the student to identify components in the environment. Interrelationships between plants and animals, as well as their conservation, will be stressed. Emphasis will be placed on skill development to include the scientific method applicable to problem solving and graphing earth and space.

ENVIRONMENTAL SCIENCE 1 - (Semester) (Elective)
This course provides students with a foundation of understanding, knowledge and skills to deal effectively with environmental problems such as global warming, acid rain, endangered species and invasive plants and animals. The course incorporates both academic and applied studies. The structure and function of natural ecosystems, the history of the environmental movement, impact of legal, economic and political systems on environmental concerns is taught. An emphasis is placed on students using critical thinking and analytical skills to make a positive impact on the environment.

ENVIRONMENTAL SCIENCE 2 -(Semester) (Elective)
The primary emphasis in this course is Environmental Science II. It provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

BIOLOGY I –
This specialized science course emphasizes the study of living things, the origin, development, and cellular basis of life. Unifying themes (evolution, developmental, structure and function, reproduction and inheritance, and energy relationships) will help develop a deeper understanding of basic biological principles. The course will involve the student in a laboratory approach to learning. Contemporary social problems, technology, and the biographies of the biologists will be included.

PHYSICS WITH LAB –
This course deals with matter and forces, and their interactions in the areas of mechanics, heat, sound, light, electricity, magnetism, and nuclear energy. The course is taken in the senior year and requires the completion of chemistry and trigonometry as prerequisites.

CHEMISTRY –
This course deals with the composition, structure, and properties of matter. The transformation that matter undergoes and the energy involved in these transformations is investigated. The course is taken in the junior year and requires the completion of Biology I and Algebra as prerequisites.

CHEMISTRY LAB –
Chemistry Lab serves as a lab course to accompany Chemistry; the lab will develop knowledge of

chemical concepts, experimentation, and of laboratory instruments and techniques introduced in the regular Chemistry class. Course duration is one semester

CHEMISTRY II

Prerequisites:

Chemistry I with a grade of 90% or greater or with teacher recommendation.
Algebra II

Grade Level: 12

This course is designed for students who have shown a proficiency in studying science and who have exhibited interest in and enthusiasm for science. Topics to be studied include acid-base chemistry, properties of solutions, atomic chemistry, reaction rates, atomic structures, thermodynamics, and electrochemistry. Emphasis will be placed on critical thinking, the ability to carry out systematic thought processes in making decisions and solving problems. Since there is an importance placed on both the theoretical and practical aspects of chemistry, students should expect an emphasis on problem solving. This course is designed to prepare students planning to attend college.

ANATOMY/PHYSIOLOGY--(Year) (Elective)

The aim of the anatomy/physiology program is to provide a basic knowledge and comprehension of the structure of body parts and their functioning in the human body. (Prerequisites Biology I and II)

HONORS BIOLOGY-

This is a two semester advanced college preparatory lab science course designed to teach students the concepts and principles of biology. Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Students will learn about the scientific process, molecules and cells, cellular reproduction and genetics, evolution, ecology, and the form and function of animals. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Biology.

STEM

STEM includes content and skills from science, technology, engineering, and math. Students will use the design process to solve problems. Students will develop and expand skills relating to idea development, research, creating and testing models, evaluating designs, collaboration, and communication.

SOCIAL STUDIES

7th GRADE GEOGRAPHY-

Geography is the study of the world's people, places, and environments. In studying this broad area of

information, the course will focus on the five themes of geography: (1) location, (2) place, (3) Human/Environment interaction, (4) movement, and (5) regions. Students will explore the earth's physical systems, political systems, and cultures with a concentration in North America, South America, and Europe. Students will also understand the uses of geography and become skilled in reading maps, graphs, charts, and diagrams.
Credit Value: 1.0

8th CIVICS AND PENNSYLVANIA HISTORY-8th Grade –
This is a two-fold course, divided into two semesters. First, students will trace the history of our national government, the meaning of citizenship in a democracy, and explore the responsibilities and privileges that accompany living in a democratic society. Second, students will trace the history of Pennsylvania including its founding, major personalities, historic sites, and the conflict and cooperation among social groups and organizations.
Credit Value: 1.0

AMERICAN HISTORY I – (9th grade) –
Students will be provided with a comprehensive and chronological account of American history which will include developments which led to the exploration and colonization of North America and the subsequent events leading to the American Revolution. The course will further emphasize the birth and growth of the United States as a democratic republic under the political framework of the Constitution. An examination of the young nation's territorial growth will be made as well as a comparison of the various sections of the country from a political, social, and economics perspective. The course will culminate with an in-depth look at the Civil War, with an emphasis on background causes, key personalities, battles, and legacies.
Credit Value: 1.0

WORLD HISTORY-(10th Grade) -
This course traces the development of humans from the prehistoric period to the present day. Students will have an understanding of how humans have developed the present political, economic, and social philosophies.

AMERICAN HISTORY II - (11TH Grade)-
This course includes a basic study of key events, personalities, concepts, and improvements that have shaped our history from Reconstruction to the present. Students must demonstrate an understanding of the political, economic, and social developments of the United States in order to successfully complete this course.
Pre-requisite (if any): American History I

AMERICAN GOVERNMENT- (Semester) (Elective)
This course is a study of government at three levels: local, state, and federal. Each of these levels will be studied in the following areas: (1) structure of government; (2) political parties, campaigns, and elections; and, (3) citizenship and participation.
COLD WAR-(Semester) (Elective)-
This course is an in-depth study of the political, social, military, and ideological struggle between the United States and her allies and the Soviet Union and her allies between 1945 and 1992. Suspicion and hostility between the communist and western nations led to the Cold War, a conflict raged primarily by economic and political means, as each side sought to extend its influence among other nations of the world. In this course students will examine the Cold War through a vast array of materials including Primary source documents, power points, presentations, journal articles, the course textbook, videos and

movies. Students will also write a research paper on a person or event from the Cold War era.
Pre-requisite (if any): American Cultures

ECONOMICS – (Semester) (Elective)-
This course, a requirement for all seniors, emphasizes the application of concepts of economics to the United States economy. Areas covered include (1) the basic economic problems of scarcity and choices; (2) economic systems; (3) markets; (4) supply and demand; (5) the roles of business, labor and government in the economic system; (6) money and banking (7) measurement of economic performance; (8) monetary and fiscal policy; and, (9) the world economy. An important focus of the course will be relating economic concepts to relevant life situations.

WORLD WAR TWO- (Semester) (Elective)-
This course is a study of the causes, battles, and results of World War Two. The war will be studied from a variety of viewpoints of all the participants involved in it. The goal is to provide a more well-rounded view of the war, and how it still affects the world today.
Pre-requisite (if any): American Cultures (American History II)

AMERICA GOES TO WAR – (Semester) (Elective) -
This course is designed to allow the students to formulate a philosophy of the concept of war. Through a series of films, lectures, notes, and speakers, the student will be provided with an awareness of war from an economic, social, political, and militaristic viewpoint. Furthermore, the various categories of war will be examined with characteristics assigned to each type.
Pre-requisite (if any): American History/ American Cultures (American History I and II)

CURRENT EVENTS – (Semester) (Elective) -
This course is a study of current events at the local, state, national, and international levels. Students will discuss various events, and their impact at the local, state, national, and international levels.

AP US HISTORY –
This course is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP EUROPEAN HISTORY

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

FOREIGN LANGUAGE

SPANISH I -(Year)(Elective) –
This course will begin with a geographical, historical, and cultural study of the Spanish-speaking countries. Students will begin to learn how to speak Spanish - the second most commonly spoken

language in the United States. By the end of the course, students will be able to say and write basic expressions and simple sentences to communicate more effectively with Spanish speakers. This course will be conducted in English and Spanish.

SPANISH II -(Year) (Elective –
This course will begin with a general review of the topics taught in Spanish I. Students will continue to expand their vocabulary and create more complex sentences using the past tense and advanced grammatical concepts. Although this course will be conducted in English and Spanish, it is expected that students speak in Spanish as much as possible.

SPANISH III -(Year) (Elective –
This course will begin with a review of the topics taught in Spanish I and II. Students will explore more advanced concepts such as specialized vocabulary, grammar, and verb tenses. Students will also continue to converse in situational dialogues. During the second semester students will read one or two novels to improve their reading and comprehension skills. This course will be conducted primarily in Spanish.

LATIN – (Semester) (Elective) -
This course is an introduction to all aspects of the Latin language and Roman culture. It will include instruction on the pronunciation, writing, and vocabulary from which English in part is derived. A study of the ancient Roman way of life is conducted as well as its influence on modern customs and society.

BUSINESS EDUCATION

Y.E.S. PROGRAM- (Year) (Elective) –
The Y.E.S. (Your Employability Skills) Certificate Program is a 1-credit, 120-hour, yearlong elective course targeted at high school seniors. The program is designed to bridge the worlds of education and work by developing and enhancing students basic job skills that managers in all businesses and industries require. The course curriculum consists of 34 modules that are meant to give students "real life" knowledge they can apply both on and off the job. Students participate in plant/business tour(s) throughout the year and business professionals present in the classroom to further discuss the modules and how they are applied in the work environment. Key areas of study include communication, teamwork, personal development, technology, safety and health, quality of work, and the development of reading and math skills.

GENERAL BUSINESS –(Semester) (Elective) -
The students will study our economic system and how businesses are set up. They will be introduced to services provided by banks, including handling a checking account. The students will have a unit on insurance, including automobile coverage. Time will be spent in the course to make them better, more informed consumers.

ACCOUNTING I –(Year) (Elective) –
In Accounting I, students are first introduced to the major job opportunities in the accounting field. The course then shows students how to start an accounting system for a small service business organized as a sole proprietorship. Students will analyze transactions into debit and credit parts, journalize and post business transactions, plan adjusting entries on a worksheet, and complete end-of-fiscal period work.

These activities will also be completed for a merchandising business organized as a partnership.

PERSONAL FINANCE A– (Semester) (Elective) -
The student is presented with the basic money management skills needed to make informed purchasing decisions. The course will include units on budgeting, banking services including checking accounts and savings options, pay, benefits, working conditions, investments, and using credit

PERSONAL FINANCE B- (Semester) (Elective) -
The student is presented with the basic money management skills needed to make informed purchasing decisions. The course will include units on buying a home, renting a residence, family decisions, retirement and estate planning, and insurance coverage including property, auto, health, and life insurance.

INTRODUCTION TO COMPUTERS –(7^{th} grade) (Elective) -
The course will include how computers work, history of computers, keyboarding, and the Internet. This course also discusses Internet Safety, Cyber bullying, and Identity Theft. Students will use word processing software to create all of their notes and study guides.

COMPUTERIZED KEYBOARDING & WORD PROCESSING BASICS -8^{th} Grade (Semester)-
Students will learn to type using correct finger placement and without the need to look at their hands. In addition to building speed and accuracy, students will learn to use Microsoft Word to create letters, memos, tables and reports. Students will learn to proof read and correct errors as they develop usable computer skills.

COMPUTERS APPLICATIONS- (Semester) (Elective)-
This course is designed to provide students with an overview of spreadsheet basics. Using Microsoft Excel and Microsoft Word, students will continue with spreadsheet design and word processing features. Students will also gain knowledge of the basics of creating, designing and presenting a project using Microsoft PowerPoint.
Pre-requisite: Keyboarding

COMPUTER APPLICATIONS II- (Semester) (Elective)-
This course will provide the students with advanced word processing features, advanced spreadsheet features, and desktop applications. The Microsoft Office suite of programs will be utilized – using Word, Excel, and Microsoft Publisher.
Pre-requisite: Computer Application Basics

COMPUTER APPLICATIONS III- (Semester) (Elective)-
This course will provide the students with the basics of creating and designing a database using Microsoft Access 2000. Using the internet for research, students will create and present a research project using the slide show presentation program in Microsoft Power Point .
Pre-requisite: – Computer Application II

FINANCE BASICS-

Students will be provided with basic financial tools and knowledge that will help enable them to build the lives they envision. The course will cover financial responsibilities, planning for the future, budgets, income and careers, spending and credit, including consumer protection.
This course is designed to prepare students for the SAT. Students will be taught the format of the test and provided strategies and practice for questions on the math portion of the SAT. In addition to reviewing topics from pre-algebra, algebra, probability and statistics, and geometry, students will become familiar

with problem-solving skills. Much time will be devoted to practicing problems similar to those on the SAT using various resources.

Principles of Information Technology

Grade 9
1 Semester

In this course students will be introduced to the concepts of computers and computing while investigating the major components of computers and the suitability of these components for particular applications.Students will be provided with opportunities to become "computational thinkers" by applying a variety of problem-solving techniques as they create solutions to problems that are situated in a variety of contexts. Students will develop an understanding of the importance of cyber security not only on a personal level but a global one as well. Finally students will take an in-depth look at the variety of careers available for the computer science field.

Digital Photography/Videography

Gr 11-12
Year Course

A rigorous course that consists of both digital photography and videography. This course utilizes digital editing programs on district provided student computers. Programs covered included Adobe Creative Suite and basic photograph editing software. Students will explore art through the use of digital still cameras to produce original photographically-based artwork. This course requires a basic knowledge of computer skills and access to a digital camera.

During the second semester, students will have the opportunity to prepare and complete a series of digital video productions that would meet the criteria of the television and movie industry. This course also offers students knowledge of the television business through various art mediums, primarily,their own sense of creation. Through this semester students will have a further understanding of the various techniques that one creates when trying to prepare a movie story, as well as the determination necessary and the technology available to complete their various projects.

FINE AND PERFORMING ARTS

ART I (7TH AND 8TH GRADES) –
Students develop a basic knowledge of media (materials), necessary skills, and techniques that promote creative expressional growth. Along with student experimentation, all classes set direct goals toward individual and group projects at each student's artistic ability. Introduction to computer projects and its use in Art are also covered.

ART II (9TH GRADE) –
The student's artistic foundation has been set in both 7th and 8th grades. The next step is to develop the understanding of both materials and artistic skill. A visible improvement in projects is expected. Computer projects, both individual and group, will introduce students to computer art.

ART (10TH, 11TH, 12TH GRADE - ELECTIVE) –

Students create various individual projects which will be developed and completed because of skills and art knowledge each has acquired in their hands-on work experience. Levels for electives, 10, 11, 12, can repeat the same course, but as each student does, a higher level of accomplished projects will be expected. Computer work for individuals, as well as group projects, is introduced through use of class computers, as well as computer lab.

Art I (semester) - for students who are taking art as an elective for the first time.

Course Description: Students will be introduced to a variety of art styles, as well as various techniques and mediums through the study of the elements and principles of design.

Art II (semester) - for students who are taking an art elective for the 2nd time and successfully completed Art I with a C average or higher.

Course Description: Students will continue to explore different art styles, and use a variety of techniques and mediums through the study of the elements and principles of design.

Art III (semester) - for students who are taking art as an elective for the 3rd time and successfully completed Art II with a B average or higher.

Course Description: Students will use advanced drawing skills and creativity. Techniques that were learned and mediums that were used in Art 1 and Art II will be built upon in this course. This course is for students who are interested in furthering their knowledge and skills in the visual arts.

Portfolio Prep (semester) - an independent study for seniors who have successfully completed Advanced art with a A average or higher, or upon teacher approval.

Course Description: This course is for prospective art majors or minors. It is designed to prepare the students for his or her portfolio review, which is needed for admission into most higher education art programs. The completed portfolio will demonstrate the strengths and versatility of the student's artistic talents.
**Note: Students do not need to be going to college for art in order to take this course, but they should be serious art students who are mature enough to handle a somewhat self-directed schedule.

Graphic Design (semester) - for students who elect to take this course and are in 10th, 11th, and 12th grade.

MUSIC - (7TH GRADE) (Quarter)
Music is presented as the universal language. The components of music are taught in an effort to have each statement develop a basic working knowledge of music. The instruments of the band/orchestra are presented as is the keyboard laboratory. Students have a lot of opportunity to interact with the instruments and possibly discover that there is hidden talent waiting to be extracted from the student. Listening skills are stressed.

MUSIC - (8TH GRADE) (Quarter)
General music in the eighth grade begins with a presentation of “The Elements of Music.” The course also walks through the Eras of Music and Art from the Dark Ages to the present. A short study of Opera is presented embarking on a study of the American Musical Theater. Students are challenged to think

critically and be able to express why they like some forms of music and dislike others.

BAND -
Band is a daily class teaching high school instrumental band. During the fall of the year the focus is marching literature and both field and parade music. In mid-October the focus begins gradual shift to concert band literature with both winter and spring concerts as part of the student's assignment. Improvement of one's technical facility on their instrument and "ensemble play" is stressed. Sight reading is strongly included to build the student's reading and interpretation skills. All elements of music, tempos, rhythms, melody, harmony, dynamics, form, tone color and interpretation are stressed.
Pre-requisite: Basic Experience on an Instrument

INDEPENDENT PIANO LAB-
Course book guides student through an independent guided course of study, providing the student with a basic knowledge of piano. The instructor periodically "listens in" and offers support, redirecting the student and assessing their progress.
Credit Value: Variable credit

MUSIC THEORY-
Music theory methodically introduces a student to all the elements of music. There will be an emphasis on learning to work with and develop a strong understanding of music notation, melody, and harmony. Ear training will be included along with sight singing. The course could be taken for multiple years as a student progressed through material in a "guided" independent study.
Pre-requisite: Music interest is helpful

AP MUSIC THEORY-
This class is designed for the student who plans to be a music major in college or who is very serious about and highly interested in music theory. This course will cover approximately a semester and a half of college-level theory, sight singing, and ear training. Students in this course must be highly motivated, self-disciplined, and eager to learn.
Prerequisite: Student must be a junior or senior, have completed at least one year of Independent Music Theory, and have teacher permission.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - (GRADE 7 - 12) –
The purpose of physical education is to aid the child in discovering and developing his/her particular abilities so that he/she may become a happy and more successful member of our society. It provides us with things such as games, sports, and activities that have carry-over value into adult life. It also helps develop strength, coordination, endurance, agility, balance, grace, and poise through various and vigorous physical activities. Physical Education provides a well-rounded program including mental, emotional, and social development of the student so that he/she can better adjust to life situations.

HEALTH AND PHYSICAL EDUCATION –
(7th Grade) In this course students will study these content areas: Mental Health; Personal Hygiene; The Life Cycle; Drugs, Alcohol and Tobacco, Diseases, (including AIDS); and Nutrition. The purpose of this course is to help our students achieve overall well-being---- Mental, Physical, and Social.
Credit Value: 0.5

SCHOOL TO WORK-COOPERATIVE EDUCATION-
School To Work Cooperative Education is usually paid work experiences for eligible students released

from school and supervised by a certified School To Work coordinator. Student eligibility is determined by an evaluation of their grades, attendance, punctuality, career goals, attitude, and other factors. Students may be either in the CAPSTONE program where they are trained and placed in related employment or DIVERSIFIED OCCUPATIONS programs where they are not trained and placed in career related employment with provisions made for related classroom instruction. Both programs require written cooperative arrangements between the school (administration and guidance), parent, student, employer, and certified School-To-Work Co-op coordinator. Participating schools maintain options regarding credit and grade.

ENGLISH AS A SECOND LANGUAGE PROGRAM

The Shenandoah Valley School District will run an English as a Second Language (ESL) program. An ESL team reviews student background information and test results. An instructional plan will be developed that is appropriate to the student's language proficiency level and congruent with the District curriculum. The student will be placed in an ESL program in place of a language arts program. The student will be placed in the regular education program for all other subject areas and activities. ESL classes must be part of the daily schedule and thoughtfully planned from the administrative level so that students are not removed from other content classes. As the proficiency of the student advances, a student may require only minimal instructional time, which may be in the form of ongoing support; however, this support must be planned, structured time with the school day. The number of recommended instructional hours will be determined by the student's needs.

Recommended instructional hours are as follows:

a. Entering (Level 1)/ Beginning (Level 2) students: up to 2 hours
b. Developing (Level 3) students: 1-2 hours
c. Expanding (Level 4) students: up to 1 hour
d. Bridging (Level 5) students: up to 1 hour or support dictated by student need
**Levels are defined by the PA ELPS*

Any student who may be classified within any of the following categories should be provided English as a Second Language instruction:

- A student who understands, speaks, reads and writes his/her native language fluently but who does not understand, speak or write English.
- A student who understands and speaks his/her native language but has limited or no ability to read and write his/her native language and who does not understand, speak or write any English.
- A student who has limited understanding of spoken English but does not speak it.
- A student who understands and speaks English on a limited basis but who is unable to read or write English.
- A student who apparently understands and speaks English but who encounters difficulty in comprehending the specialized language and concepts contained in the different content areas.
- A student who understands and speaks English with a limited vocabulary.

YOUNG SCHOLARS

Young Scholar or Dual Enrollment courses are offered to seniors ranked in the top 25 of their class. Students' receive High School and College Credit for a College Level course approved by the school. If they chose to take advantage of this unique opportunity, the potential exists to experience the challenges that only "college" can provide at a time when you have not made a definitive decision regarding their future. Currently, four classes are offered at SV – Research and Composition, Introduction to Psychology, Speech and Introduction to Sociology. Students passing all four can earn 12 college credits.

SHENANDOAH VALLEY SCHOOL DISTRICT

ADMISSIONS POLICY
FOR THE
SCHUYLKILL TECHNOLOGY CENTERS

Any student who resides within any Schuylkill County School District and who will be promoted to the tenth grade or above may apply to attend the Schuylkill Technology Centers. The Schuylkill Technology Centers admits qualified students who have completed ninth grade or above, without regard to an applicant's race, color, national origin, sex, or disability. Students who would have been in the tenth grade but, because of academic failure were retained in a lower grade, may also apply.

Enrollment vacancies for Shenandoah Valley School District and other participating school districts are based upon 17% of the student population in grades 9, 10, and 11, including those who are enrolled in non-public and special education school/facilities. Enrollment vacancies not filled by a school district shall be distributed to another school district having a waiting list of qualified applicants. Adults who reside in the participating school districts' areas and students who reside outside of the participating school district's areas will be considered for admission only in the event that all waiting lists are exhausted.

In the fall semester, the Schuylkill Technology Centers will present their programs to the SV freshmen and the SV freshmen will tour the Schuylkill Technology Centers. Applications are due in the late

winter/early spring. Applicants may choose up to three programs; first, second and/or third choice.

The School District has established eligibility criteria in order to predict an applicant's ability to succeed in a vocational education program at the Schuylkill Technology Centers.

	CRITERIA	POINT VALUE
1.	APTITUDE	35
2.	INTEREST	30
3.	ATTENDANCE	35
	TOTAL POINTS	100

1. **APTITUDE:** A student's aptitude will be determined based on the following scale using the student's current GPA: Above Average (H) (35 points) = GPA 90-100; Average (M) (25 points) = GPA 80-89; and Below Average (L) (15 points) = GPA 70-79.

2. **INTEREST:** Each applicant will be interviewed by a counselor or vocational-technical school representative to ascertain the student's knowledge of the program(s) chosen and the respective career field, and his/her vocational career objectives. The results of the interview will be numerically tabulated based on a counselor's questionnaire. In addition, the student must complete an interest inventory and supply their Holland Code.

3. **ATTENDANCE:** All applicants will be rated, based on the number of unexcused absence days, beginning September of the current school year: 0-2 unexcused absence days (35 points), 3-4 unexcused absence days (25 points), 5-6 unexcused absence days (15 points) and over 6 unexcused absence days (5 points). Of a possible 100 total points, applicants who score 50 points or higher are qualified applicants. Those who score lower than 50 points do not qualify. All qualified applicants residing within Shenandoah Valley School District will be ranked, from high to low points, for their first-choice program. In February of each year, the highest ranking applicants for a first-choice program will be selected until vacancies are filled. If vacancies remain for a program, qualified applicants for a second-choice program will be ranked and selected for their first and second-choice programs will be ranked and selected to fill those vacancies. Finally, qualified applicants who haven't been selected for their first and second-choice programs will be ranked and selected to fill any vacancies in programs chosen as their third-choice.

If a waiting list of qualified applicants results, these applicants will be ranked and listed together for each first, second, and third-choice programs. When an admitted student cannot fulfill his/her obligation to attend the Schuylkill Technology Centers, the highest-ranking applicant on the appropriate waiting list will be selected first. In the event that Shenandoah Valley School District has no waiting list for that program or has exhausted its waiting list, the highest-ranking applicant on waiting list(s) from other participating school district(s) will be selected. If there is no waiting list of qualified applicants from all participating school districts, the vacancy will be available to adults in the community.

Questions regarding this application process may be referred to:

Guidance Department
Shenandoah Valley School District
805 West Center Street
Shenandoah, PA 17976
(570) 462-1957

SCHUYLKILL TECHNOLOGY CENTERS

Name of Vocational Education Program | Last Name of Applicant, First

District Name: Shenandoah Valley | Circle Applicant's Program Choice: 1 2 3

Criteria	**Scale**	**Points Earned**

Student Interest:

See counselors' questionnaire for points earned during interview.

Attendance

Number of unexcused absence days:
0-2 = 35 points
3-4 = 25 points
5-6 = 15 points
Over 6 = 5 points

Aptitude*

GPA of 90-100= Above Average (H) = 35 points
GPA of 80-89= Average (M) = 25 points
GPA of 70-79= Below Average (L) - 15 points

*Applicant for technology programs must also achieve a "C" or better in 9th grade Algebra. Check the box if applicant has earned a "D" or less.

TOTAL POINTS EARNED

Total points needed to qualify are 50. If the applicant scores lower than 50, the applicant does not qualify. However, this applicant may be accepted under provisional status if there are remaining vacancies following the admittance of all qualified applicants. Such student shall be notified of his/her provisional status.

Schuylkill Technology Center

The Schuylkill Technology Center is an elective option of high school course selection designed to provide the basic technical skills to assist all students to prepare for a career in tomorrow's high tech workforce and enable students to get a "head start" on post-secondary career. Programs offer basic entry-level skills with "hands-on" training on computerized and technical equipment. Students must have completed the ninth grade to enroll in the Technology Center. All Schuylkill Technology Center Programs of Studies have articulation agreements to various post-secondary/ higher education institutes, thus providing for advanced placement and advanced skill opportunities. More information regarding program of studies and articulation agreements can be obtained from Schuylkill Technology Center- Guidance Department at 570-544-4748 and 570-874-1034 or on the web at www.stcenters,org .

Schuylkill Technology Center
Program of Study (POS)

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires the development and implementation of career and technical programs of study (POS). Programs of Study incorporate secondary education and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

Programs of Study Consist of:
High Priority Occupation (HPO) from PA Department of Labor and Industry
Align POS selection from PA approved CIPs
Scope and Sequences of Courses
Integration of Academics Standards
Recognized PA Industry Certifications aligned to CIPs
Statewide articulations for POS students to postsecondary institutions that continue career pathways
Assessments for end of program at secondary and postsecondary (e.g. NOCTI)

Schuylkill Technology Center's Career Clusters and Program of Study

Architecture and Construction

- Carpentry
- Computer Aided Drafting
- Masonry
- Plumbing & Heating Technology
- Residential/Industrial Electricity

Health Science

- Health Careers

Human Services

- Cosmetology
- Culinary Arts
- Occupational Child Care
- Ornamental Horticulture/Environmental Landscaping

Information Technology

- Computer Information Systems

Manufacturing

- Electromechanical Technology
- Machine Trades Technology
- Welding Technology

Marketing Sales & Service

- Marketing

Transportation, Distribution & Logistics

- Automotive Technology
- Collision Repair & Custom Refinishing
- Small Engine Technology

Schuylkill Technology Center's
Career Clusters and Program of Study
Descriptions

Architecture and Construction

Carpentry
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.

Computer Aided Drafting
An instructional program that generally prepares individuals to apply technical knowledge and skills as each relates to gathering and translating of data or specifications including basic aspects of planning, preparing and interpreting mechanical, architectural, chemical, structural, civil, pneumatic, marine, electrical/electronic, topographical and other drawings and sketches used in various engineering fields. Instruction is designed to provide experiences in drawing and CAD; the use of reproduction materials, equipment and processes; the preparation of reports and data sheets for writing specifications; the development of plan and process charts indicating dimensions, tolerances, fasteners, joint requirements and other engineering data; the development of models; and drafting multiple view assembly and sub-assembly drawings as required for manufacture, construction and repair of mechanisms.

M**asonry**
An instructional program that prepares individuals to apply technical knowledge and skills in the laying and/or setting of brick, concrete block, glass block, hard tile, marble and related materials using trowels, levels, hammers, chisels and other hand tools.

Plumbing & Heating Technology
A program that prepares individuals to practice as licensed plumbers by applying technical knowledge, safety and skills to lay out, assemble, install and maintain plumbing fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling and industrial processing systems in home and business environments. Includes instruction in source determination, water distribution, waste removal, pressure adjustment, basic physics, technical mathematics, blueprint reading, pipe installation, pumps, brazing and soldering, plumbing inspection and applicable codes and standards.

Residential/Industrial Electricity
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 Science

Health Careers
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.

Human Services

Cosmetology
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
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.

Occupational Child Care
An instructional program that prepares individuals for a variety of occupations in child care and guidance often under the supervision of professional personnel in child or day care centers. This program includes instruction in growth and development; nutrition; program planning and management; safety; behavior guidance; play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; and laws, regulations and policies relating to child care services.

Ornamental Horticulture/Environmental Landscaping
An instructional program having a combination of organized subject matter and practical experiences that generally prepares individuals to produce, process and market plants, shrubs and trees used principally for ornamental, recreational and aesthetic purposes and to establish, maintain and manage horticultural enterprises. Instruction emphasizes knowledge, understanding and application important to establishing, maintaining and managing horticultural enterprises such as arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management and turf management.

Information Technology

Computer Information Systems
An instructional program that prepares individuals to apply technical knowledge and skills to support the design and development of software applications. This program is designed to provide the capacity to prepare and interpret process and data models, develop and structure software components and to validate the functionality, usability and reliability of those components. Validation skills include testing and debugging. System, component and user documentation is to be performed throughout the process. This program will provide students with the ability to integrate new and existing components. Students will receive instruction in at least two programming languages including at least one procedure-oriented language and one object and visually-oriented language. This course provides a thorough practical knowledge of the concepts, theories, logic and critical thinking skills required when building software applications. Students completing the program will possess a basic technical foundation needed to pursue postsecondary degrees leading to a career as a software developer, analyst project leader or in the management of information technologies. Students may prefer to immediately enter the labor market in an entry-level position as developer or analyst.

Manufacturing

Electromechanical Technology
An instructional program that prepares individuals to apply basic engineering principles and technical skills in both the mechanical and electrical fields. Instruction is planned to provide preparation in the design, development and testing of electromechanical devices and systems such as automatic control systems, servomechanisms, vending machines, elevator controls, missile controls, tape-control machines and auxiliary computer equipment. Instruction also includes feasibility testing of engineering concepts, systems analysis including designs, selection and testing and application of engineering data and the preparation of written reports and test results in support of mechanical and electrical engineers.

Machine Trades Technology
An instructional program that prepares individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills and computer operated equipment (CNC and CIM). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares students to operate all types of hand and computer controlled machines.

Welding Technology
An instructional program that prepares individuals to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting. Hand, semi-automatic and automatic welding processes are also included in the instruction. Students learn safety practices and types and uses of electrodes; 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.

Marketing Sales & Service

Marketing
An instructional program that provides instruction in the fields of sales, distribution and marketing operations and focuses on the process and techniques of direct wholesale and retail buying and selling operations. This program is concerned with marketing, sales, distribution, merchandising and management including ownership and management of enterprises engaged in marketing. Marketing education programs prepare individuals to perform one or more marketing function such as selling, pricing, promotion, product/service management, distribution, financing and marketing information management. In addition, instructional programs include varying emphasis on technical knowledge of products and/or services marketed; related communication, economic, technological and computation skills; and abilities and attitudes associated with human relations. The program may also include management functions associated with owning and operating a business. Sales, distribution and marketing operations prepares individuals for occupations in such businesses as retail and wholesale trade, finance, insurance, real estate, entertainment, hospitality, food service, communications, storage and distribution.

Transportation, Distribution & Logistics

Automotive Technology
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.

Collision Repair & Custom Refinishing
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.

Small Engine Technology
An instructional program that prepares individuals to apply technical knowledge and skills to repair, service, maintain and diagnose problems on a variety of small internal-combustion gasoline engines and related systems used on portable power equipment such as lawn and garden equipment, chain saws, outboard motors, rotor tillers, snowmobiles, lawn mowers, motorcycles, personal watercraft and pumps and generators. This program includes instruction in the principles of the internal-combustion engine and all systems related to the powered unit. Instruction also includes the use of technical and service manuals, state inspection code, care and use of tools and test equipment, engine tune-up/maintenance, engine overhaul, troubleshooting and diagnostic techniques, drive lines and propulsion systems, electrical and electronic systems, suspension and steering systems and service operations and parts management.

Academic Courses

American Studies - 1cr

American Studies is a Level I course that focuses on the history of the United States from 1900 to present. Through readings, literature excerpts, political cartoons, simulations, technology projects and more, students will gain insight into the nation's past by examing period accounts and first person voices. Students will use varied resources to examine the links and make connections between events being studied in the textbook/ learning guides and events that are taking place today. The major focus is the state history standards: content, chronology, analysis, and interpretation. Related concepts found in the state civics, economics, and geography standards are a supporting focus.

World Studies - 1cr

World Studies is a Level II course focusing on the diverse ways of life found around the world. Through study of the pertinent issues to the major regions of the world, students will recognize and evaluate the relationships between people, places, regions, and environments. Students will further explore how physical environments affect human events and build a global perspective that allows them to understand the connections between global and national issues. The major focus is the state's geography standards: maps, environments, places, and regions. Related concepts found in the state civics, economics, and history standards are a supporting focus.

Civics/Economics - 1cr

Civics/Economics is a Level III course that is comprised of two disciplines. Economics is a course that teaches students how to make reasoned economic choices and provide ways they can effectively participate in an increasingly competitive and interdependent global economy. Students will access the impact of market influences and governmental actions on our economy through the use of real world economic applications and analyze how different economic systems interact. In Civics, students will learn about the basic freedoms traditionally enjoyed by American citizens and about the qualities of a good citizen. Students will explore issues about U.S. citizenship and their rights and responsibilities and roles in their communities by putting them in decision-making simulations and assessments that will enable them to acquire the skills necessary to participate in our democratic processes. The major focus of the course is state civics (government, politics, participation, citizenship) and economics (microeconomics, macroeconomics, economic systems, international trade) standards. Related concepts found in the state geography and history standards are a supporting focus.

Electives:

Cooperative Education

School-to-Work activities include: Cooperative Education, Internships, and Job Shadowing.
Cooperative education is a structured program integrating classroom activities (emphasis placed on employability skills) with work experiences in a field related to a student's program of study. Cooperative education is a partnership among students, educational institutions and employers, with specified responsibilities for each party.
Who is eligible to participate: Students (third year, Level III) who have completed 75% of the program, which already have a job or a good prospect for a job defined by the student's career objective.
What are the requirements: Students must be recommended by their course instructor and have a completed résumé. Attendance, grades, attitude, and behavior are considered in the decision-making

process.

- Work permit (if under 18 years of age)
- Approved student transportation
- Proof of auto insurance
- Senior Portfolio obligation

All school debts must be satisfied
Valid PA driver's license
Up-to-date task listing

Shenandoah Valley School District
Community Service Guidelines

Dear Parents,

The Shenandoah Valley School District is instituting a Community Service program in which your child will be participating.

The purpose of this program is to involve our students in their community. Students should learn that a wellrounded education needs to extend beyond the school building. All of us, including students, have special talents and abilities that can be used for the betterment of the communities in which we live.

The Shenandoah Valley School Board has approved this program and participation will be a requirement for graduation.

The .25 credit earned by each student will be recorded after 32 hours of volunteer service over a four year time period. This credit will be placed with the Social Studies requirement of each student.

Your child will receive an orientation concerning details and expectations of this program. Attached is a copy of the current program as approved by the local school board.

Thank you.

Sincerely,

Stuart Tripler
Secondary Principal

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COMMUNITY SERVICE IS GOOD FOR OUR STUDENTS BECAUSE:

It can increase a student's self-confidence and esteem.
It can provide opportunities for positive role models and mentors.
It can allow students to achieve trust and a caring relationship with others peers, children both younger and older, and adults.
It can make students feel that they can make a difference in other people's lives.
It can serve as an opportunity to explore or be exposed to new careers.
It is usually a hands-on experience.
It can foster students taking a more involved role in activities in their community, including their education.
It can promote their acquiring skills in problem solving.
It will close the gap between academic learning and what is happening in real life.

SERVICE LEARNING IS GOOD FOR SCHOOLS BECAUSE:

It initiates connections between the business world, social agencies, and the school system.
It provides schools the opportunity to be viewed as a valid resource for the community.
It gives students the power to make a difference in both the school and the community by providing a service.
It gives the community the ability to share the challenge of educating our students.
It combines scholastic work with social and service action.
It encourages learning by doing by applying skills and information while meeting needs in the school and community.

Community Service Rationale

This program will be instrumental in achieving the citizenship goals of standardsbased education.

Community service will challenge our students to move beyond a selfcentered life of civic indifference. It will build their selfesteem, ability to cooperate with adults, and create a sense of community pride.

Program Overview

The program will include all students in 9th, 10th, 11th, and 12th grades. Community service will be mandatory for a total of 32 clock hours during the students' high school years. The accumulation of these hours should occur at the rate of approximately eight hours per year and there shall be minimal interference with the students' scheduled classes.

Basic Guidelines

A few basic rules for the community service program will be:

- Someone receives a service which would not be done if the student had not volunteered; no one person or profit making organization can make money from the students' services, nor may a student be paid for his or her services; all assignments will be age and ability appropriate.

- This program will only be successful with the support of school personnel, community, parents and students. It will be the task of the school and the community to provide avenues of community service. * (see following page with list of ideas for community service)

Opportunities for service may stem from several areas:

Schoolsuggested tasks. Contact is made through the school by community organizations for volunteers. Students may then sign up for these tasks with the program coordinators. Anyone agreeing to do such a task must have a parent's permission card before doing the task.

Studentinitiated opportunities of service. Students may come up with community service possibilities on their own. Activities such as churchrelated volunteerism, helping the elderly or handicapped, etc., can count toward their requirement. If there is doubt concerning the validity of task, the student should contact a program coordinator.

School related volunteer opportunities. School personnel may submit requests to program coordinators for student volunteers. Some of these activities completed outside the school building or beyond the school day will need a parent permission card signed prior to the student doing the task.

All service time must be documented on an appropriate and standard community service card and then signed upon the task's completion by the responsible adult in charge.

Who Will Facilitate the Program?

This program will require a facilitator(s) whose duties will include:

1. Keeping records of each student's hours of service **(see sample of a community service record card);**
2. Contacting community organizations for avenues of service;
3. Connecting jobs with students;
4. Follow-up on services rendered (was the service completed adequately?); and
5. Informing the community of progress and instructing organizations as to how to request services.

Other Ways of Insuring the Program's Success:

The community service philosophy and requirements will be placed in both the curriculum guide and the student handbook. An explanation of the program and a supporting philosophy will be provided to the parents. The students in grades nine through twelve will be introduced to the program by the coordinators who will explain all the facets of the community service requirement.

Program Requirements

Each student will be required to perform a minimum of eight hours of service time per year from grade nine up to and including grade twelve for a total of 32 hours.

Transfer students will be treated on an individual basis and their community service requirement designed to reflect time spent in this school and/or community service credit from previous schools, if it's a part of their transcript.

Guidelines for Student Community Service Workers

1. Be 100% dependable. Arrive on the time agreed to; give ample notice if you cannot be there when you promised.
2. Try to understand and accept those you are helping in terms of their own values, manners, vocabulary, and backgrounds. Many of these traits may be different than your own.
3. Don't be afraid to use your ideas and good judgment; however, if you don't know what to do, ask someone in charge.
4. Dress appropriately for the service you are performing.
5. Be sure your family comprehends and approves of the tasks you are doing.
6. Remember your supervisor is always responsible for what you are doing and is the final say in your tasks and evaluation.
7. Be a good listener instead of a good talker. Be at home with silence.
8. You must respect the confidentiality of your relationship with an organization. What you know of their affairs is information to be shared only with responsible staff members.
9. Speak and walk quietly. Pay attention, don't be in a hurry and stay calm.
10. What you say and what you do should agree whenever you deal with those you are helping.

SHENANDOAH VALLEY HIGH SCHOOL
COMMUNITY SERVICE PROGRAM
PARENTAL PERMISSION FORM

Student'sName_____

Address:_____
Telephone: _____Grade: _____ Homeroom:_____
Organization:_____

Service to be Performed:_____
_____
Day(s) and Hours of Service:
_____
Signature of Supervisor_____

I/We,_____ (parents or guardian), the parent(s)/guardian, of (student), understand that as part of the curriculum required by the Shenandoah Valley School District, a student is required to perform community service.

Intending to be legally bound, I give my authorization and permission for said student to participate in the Community Service Program of the Shenandoah Valley High School by performing the service described above for the organization (or individual) listed.

By signing this form I consent to the participation of my child in the activity described, realizing that transportation and supervision will not be provided by the Shenandoah Valley School District or its employees. I absolve, release, and exonerate the Shenandoah Valley School District from all claims, financial or otherwise, due to any injury or damage incurred by the above named child while engaged in activities associated with this program.

Date: _____
Signature of parent or guardian: _____

Please return this form to:

Shenandoah Valley High School
805 West Center Street
Shenandoah, PA 17976 - 1401

YOUNG PEOPLES' BILL OF RESPONSIBILITIES

To My Country, My Parents and Myself that I May:

1. Honor my parents, my elders and my teachers.
2. Take care of my body, mind and spirit.
3. Improve myself through education, in preparation for the future.
4. Perform my work to the best of my ability.
5. Develop high moral principles and the courage to live by them.

6. Grow in character and ability as I grow in size.
7. Respect the rights and feelings of others.
8. Be honest with others and myself in everything I say and do.
9. Set a good example so others may enjoy and profit from my company.
10. Obey the laws of society and live in harmony with others.
11. Preserve and support our American way of life and the government of our people.
12. Keep in mind that I was not put on this earth to amuse myself or simply enjoy the fruits of the labors of others. I shall endeavor to be of service to my fellow man and leave the world a better place than I found it.

YOU MUST LIKE PEOPLE FOR WHAT THEY ARE,
NOT BECAUSE THEY ARE THE SORT OF PEOPLE YOU LIKE.

Contact:

Shenandoah Valley School District
805 West Center Street
Shenandoah, PA 17976-1401
(570) 462-1957
(570) 462-2982 - Fax

Shenandoah Valley Senior High School
Graduation Project Policy

Dear Student:

Beginning with the class of 2000, all students who intend to graduate from Shenandoah Valley Senior High School must undertake and complete a graduation project, which meets the standards and provisions stated by the Pennsylvania State Board of Education and the Shenandoah Valley School District Board of Directors. This manual is written with the intent of providing you with very specific guidelines and procedures, which will help you, meet that responsibility.

Please share this document with your parents and review its contents with them. It is very important that they have a complete and thorough understanding of the importance of your project and the seriousness with which our faculty views the requirement.

As your principal, I encourage you to select a project that is both challenging and significantly meaningful to you. Our staff will provide you with the direction and guidance necessary to help you with this endeavor, but we clearly recognize that the primary focus of this assignment rests with you, the student.

Best wishes,

John Brennan
Secondary Principal

High School Graduation Requirement

"In order to graduate from Shenandoah Valley Senior High School, a student shall complete a project in one or more areas of concentrated study while under the guidance and direction of the high school faculty advisor. The purpose of the project, which may include research, writing, or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students or groups of **no more than 3** students."

Mission Statement

Shenandoah Valley Senior High School is a comprehensive public secondary school dedicated to the ideal of pursuing excellence. Our learning environment, for both students and staff, fosters intellectual development and personal achievement. Our goal is to develop lifelong learners and provide them with the ability to gain access to information that will contribute to knowledge which meets individual needs. To reach this goal, we teach problem solving, analytical thinking, organized reasoning, appreciation for fine arts, proper health management, and facility in oral, written, and technological communication. We promote quality academic instruction to insure that our students will be able to complete successfully in a global market. We are committed to integrating the best curriculum opportunities into our scholastic and extracurricular program in order to produce productive, achieving citizens.

Introduction

A project is defined as a formal assignment chosen by a student or small group of students that combines essential learning activities and skills. It is designed and intended to be comprehensive and to be of the highest quality, both in scope and breadth. A project is primarily a learning activity; however, a formal evaluation is conducted at the conclusion.

A Project Assignment

- Provides a significant learning experience
- Provides choice, allowing students to pursue individual interests
- Provides students an opportunity to express ideas and talents
- Promotes the opportunity for creativity as well as practicality
- Promotes the self confidence gained by completing a project
- Provides for individual learning differences
- Integrates learning
- Promotes the idea of ownership
- Applies to all students
- Provides an opportunity for cooperative learning experiences
- Promotes accountability and responsibility

Standards and Regulations

In order for your graduation project to be a successful learning experience and to have it represent your best effort, you must thoroughly understand and adhere to all standards and regulations. The information provided on this page of the manual is critically important to you. It is provided to you to insure that you have all of the requirements at your disposal and that you refer to them as needed when working on your project. You should check with your advisor when appropriate to make certain that any questions or concerns that you may have are addressed. Remember.....it is your responsibility to be aware of and follow all steps and procedures.

Project Characteristics.....Your Student Project

Shall involve a project outside of any existing curriculum requirement
May be an "extension" of a course or program
Shall contain at least 40 hours of documented effort
Shall be "original" as defined by the personal nature of the project as indicated on the application
Shall contain a written plan of action
Shall contain a written goal or outcome which indicates the purpose of the project
Shall not involve more than 3 students (students shall not cross grade levels)
Shall contain a written self-evaluation
Shall contain the written consent of your parent or guardian and the approval of your advisor
Shall adhere to all checkpoint and timeline requirements (variations to these standards and regulations must receive the written approval of the principal)
May take the form of: service, visual presentation, research, demonstration problemsolving, performance, oral presentation, and written presentation

Timeline and Checkpoints

Timelines and checkpoints are provided for you to serve as "benchmarks" for your project. You must adhere to the calendar shown below so that you do not fall behind, and also so that we have an accurate accounting of your progress. Although sufficient time is given for your entire project, we suggest that you get started immediately in developing your initial proposal. Very often, the most difficult task is determining a project topic or goal.

Junior Year

- Analysis and Research Course
- Students will complete a required paper to plan their projects

Senior Year

October 1 Submit your final project to your advisor, including:

Proposal application
Written plan
Time log
Selfevaluation
Project

(Projects that involve performance, demonstrations, presentations, etc. will be scheduled for a specific date in which to share your project)

January 1 April 15 A final project assessment will be given to you.

(Note: Upon agreement with your advisor, you may accelerate the timeline described here.)

Parents Will Be Notified of Any Deficiencies.

Proposal and Application

During the first semester of your sophomore year, as indicated on the timeline chart, **you will submit a written proposal that will serve as your project application**. In general, your application will state what your project is about, what you hope to learn, and how you intend to undertake your project. You will share your proposal application with your parents for their advice and subsequently with your advisor for review and authorization.

Finally, in February, you will submit a final copy of your proposal application to be kept with your graduation project file. You may then begin to work on a written plan that will describe, in detail, your project.

Your written plan serves to document and explain all of the components of your project including:

Personal interest
Project plan
Resources
Timeline
Project exhibition (what final form will your project take)

Your written plan must be typed, dated, and signed. Also, it must be of sufficient length to appropriately describe your project (3 6 pages).

Self-evaluation

One of the most important components of the graduation project requirement is the self-evaluation. Because of the personal nature of your project, a great deal of value is placed on how you feel about the work you have done. What you have learned, and what new knowledge you have gained, represents the true significance of this assignment. As such, we have included a self-evaluation form for you to complete while you are working on your project or at the time of completion. The form requires that you write your thoughts according to the information or questions asked.

Please be thorough and complete with your responses. Your self-evaluation will become a part of the overall assessment of your project. It must be completed satisfactorily in order to be included with your project.

Assessment

There are two components or parts to the assessment of your graduation project. The first is your self-evaluation. How you "feel" about how you have performed with this responsibility is very important. The second portion of your project assessment is the formal part conducted by our staff. The formal assessment or evaluation of your project will ultimately determine whether it is deemed acceptable as one of your graduation requirements. As such, your final project will receive careful scrutiny by the 3-person evaluation team (including advisor) assigned to review your work.

You must make certain that all five parts to your project are submitted to your advisor before October 1st of your senior year. Those parts are: proposal, application, written plan, time log, self-evaluation, and the project itself. Failure to address these responsibilities may lead to your project being rejected.

Project Proposal and Application
(Individual or Group)

Name(s):	
Advisor:	Date:
Project Title:	

Brief Description:

1. Project outcome or goal: (If this is a group project, why is it being proposed?)

2. Relationship to "self": (Why did you select this particular project?)

3. Project completion strategies: (How will you go about doing your project?)

4. Project resources and materials: (What will you use to do your project?)

5. Project exhibition: (What form will your project take?)

Student Signature(s) Parent Signature(s)

Satisfactory Completion of this Project Is a Requirement for Graduation.

Written Plan

(Individual or Group)

Name(s):	
Advisor:	Date:
Project Title:	

Describe in detail how you plan to carry out your project (3 6 pages). What is the purpose of your project, resources utilized, timeline, format, etc.? (Groups may submit one plan.)

Student Signature(s) Advisor Signature

Timelog
(Individual)

Name (s):	
Advisor:	Date:
Project Title:	

Complete the following time log as your work on your project. **A minimum of *40* hours is required**. (Advisor must initial the log.)

Date	Activity	Time Spent	Advisor's Initials

Student Signature(s) Advisor Signature

Every member of a group must complete a log.

***Formal* Assessment**

Name(s):	
Advisor:	Date:
Project Title:	

1. Originality and Creativity: Selection, meaning, personal relevance, clear statement, ingenuity

Unsatisfactory		Satisfactory		Good		Excellent			Score
1	2	3	4	5	6	7	8	9	10	

2. Organization and Preparation: Structure, consistency, continuity, logical, sequential, clear

Unsatisfactory		Satisfactory		Good		Excellent			Score
1	2	3	4	5	6	7	8	9	10	

3. Thoroughness and Depth: Comprehensive, focused, time commitment, critical thinking, personal skills involved

Unsatisfactory		Satisfactory		Good		Excellent			Score

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	

4. Goal Definition: Challenging, purposeful, high expectations, relevant learning, shows student understanding

Unsatisfactory	**Satisfactory**	**Good**	**Excellent**	**Score**

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	

5. Overall Project Exhibition: Communicated appropriately, quality, expressive, addresses original goal involved

Unsatisfactory	**Satisfactory**	**Good**	**Excellent**	**Score**

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
									Total Score =	

You Must Obtain a <u>Minimum of 20 Total Points</u> In Order for Your Project to Be Accepted.

SelfEvaluation
(Individual)

Name(s):	
Advisor:	Date:
Project Title:	

Directions: Respond in writing to the following set of questions or statements.

1. What knowledge, skills, or abilities have you gained as a result of this project?

2. How might you apply what you have learned in the future?

3. What do you consider to be a strength of your project?

4. Knowing that there is always room for improvement for each of us, what would you do differently in order to improve your project if you were to undertake it again?

_____ _____

Student Signature(s) Advisor Signature

This SelfEvaluation Must Be Written in Ink or Typewritten.

SAMPLE PROPOSAL AND APPLICATION

Name(s): John Miller	
Advisor: Mr. Smith	Date: 01/25/03
Project Title: Investigations of the Environmental Impact of Suburban Landfills	

Brief Description: In my investigation, I will look at the pros and cons of the economic, ecological, and political issues surrounding the placement of landfills in or near suburban communities.

1. Project outcome or goal: To obtain a greater understanding of our environment; to understand more fully the interrelationships of government, science, and society; to understand decision-making processes in various forms.

2. Relationship to "self": I plan a future career in science and may specialize in environmental science or technology. I have always maintained an interest in the outdoors and view the balance of nature with man to be important.

3. Project completion strategies:

research landfill sites
will interview residents, politicians, scientists and environmentalists
study ecological relationships affected by landfills

4. Project Resources and Materials:

library resources
county and state government laws
3 landfill sites
surveys and interviews

5. Project Exhibition:

- written report
- video
- survey and interview results
- findings and recommendations

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Student Signature(s) Advisor Signature