

Shenandoah Valley Jr./Sr. High School

Curriculum Guidelines

2026 – 2027

The philosophy of the Shenandoah Valley School District is to encourage and support all students in achieving their fullest potential and self-fulfillment. Every effort is made to utilize facilities and personnel effectively to reach this goal.

The administration and staff of Shenandoah Valley Jr./Sr. High School are committed to maintaining a safe, orderly, and supportive educational environment. A key component of this commitment is promoting positive behavior through guidance and clear expectations.

This handbook contains important information including course descriptions, graduation requirements, grading procedures, discipline policies, and general school guidelines. Our staff continuously monitors both the academic progress and behavior of our students. A strong partnership between school and home is essential to ensure the best possible educational experience.

Because parents/guardians play a critical role in shaping student behavior, we ask that you review this handbook carefully with your child.

We ask you:

1. Review and discuss the rules so your child understands that school and home are working together.
2. Clearly expect and reinforce that all rules are to be followed.
3. Take an active role in supporting appropriate behavior.
4. Be available for communication should concerns arise.
5. Participate in school meetings if ongoing behavioral issues occur.

By working together, we can provide an organized and positive environment where students can learn, grow, and become responsible citizens.

Thank you,
John Brennan
Secondary Principal

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

INTRODUCTION

This Program of Studies Guide is designed to assist students and parents in selecting an appropriate educational program for grades 7 through 12. The guide contains descriptions of available courses and programs, graduation requirements, required courses by grade level, grading procedures, class rank information, and course offerings across all academic disciplines.

Students will work closely with the school counselor during the course selection process to develop an individualized program of study that aligns with their academic abilities, career goals, and postsecondary plans. Parent and guardian involvement is strongly encouraged throughout this process. Conferences with the school counselor may be scheduled to discuss course selections and long-term educational planning.

PROGRAMS OF STUDY

Shenandoah Valley offers several Programs of Study designed to meet the diverse educational and career goals of its students. Beginning in Grade 9, students select a program that best supports their future plans. These programs include College Preparatory/Academic, Applied/Business, and Vocational/Technical pathways. While each program has specific requirements and recommendations, all students are encouraged to challenge themselves academically and pursue opportunities that align with their interests and aspirations.

COLLEGE PREPARATORY/ACADEMIC

The College Preparatory/Academic Program is designed for students planning to attend a four-year college or university, community college, business school, technical institute, or other postsecondary educational institution. This academically rigorous program emphasizes critical thinking, advanced communication skills, mathematics, science, and college readiness.

Students have flexibility in selecting courses that match their abilities and academic goals, particularly within the mathematics and science curricula. Advanced Placement (AP) courses and Dual Enrollment opportunities are available for qualified students, allowing them to earn college credit while still in high school. Successful completion of this program prepares students for admission to a wide variety of postsecondary institutions and fields of study.

APPLIED/BUSINESS

The Applied/Business Program is designed for students planning to enter the workforce directly after high school or pursue career-focused education and training. This program emphasizes practical applications of learning and the development of workplace competencies that are essential for success in today's economy.

Students build skills in communication, mathematics, science, problem-solving, teamwork, and technology while exploring career interests and occupational opportunities. Beginning in Grade 10,

students may select business electives that provide additional preparation for careers in business, entrepreneurship, finance, and related fields.

VOCATIONAL/TECHNICAL

The Vocational/Technical Program is intended for students who wish to develop specialized career and technical skills while completing their high school education. Participation is available to students who meet the eligibility requirements established by Shenandoah Valley School District and the Schuylkill Technology Center.

Students interested in pursuing a vocational-technical education should typically follow the Applied/Business Program during Grade 9 and may begin career and technical training at the Schuylkill Technology Center in Grade 10. Students receive both academic instruction and hands-on training in their chosen career area, preparing them for employment, apprenticeships, industry certifications, military service, or continued postsecondary education. Information regarding available career programs and the application process is provided later in this guide.

Special Note on Electives

Electives are available to all students in the following areas: 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 or Pre-Algebra
 - ELA 7
 - Futures I
 - Physical Education / Health 7
 - Music 7
 - Art 7
 - Computers 7
-

Grade 8

- ELA 8
- Algebra ½ or 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 explained earlier in this guide, students begin a **Program of Study** in Grade 9. Required courses are listed 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 daily for the full academic year. All other courses meet less frequently in accordance with Pennsylvania curriculum regulations.

Course Offerings

Grade 10

- Algebra IB
 - English 10
 - Biology I
 - Physical Education
 - Health
 - World Cultures
 - Art / Art II
 - Spanish II
 - SAT ERW
 - SAT Math
 - Geometry
 - Algebra II
-

Grade 11

- Honors Trigonometry or Calculus
 - English 11
 - Chemistry
 - Chemistry Lab
 - American History II
 - Geometry
 - Physical Education
 - Biology II
 - Algebra II
 - Environmental Science
-

Grade 12

- Calculus or AP Calculus
- English 12
- Physics with Lab
- Health

- Physical Education
 - Trigonometry
 - Earth Science
 - Space Science
 - Physical Science
-

Technical Program

Grade 10 (Spring)

- English 10A / 10B
 - Algebra II
 - Biology I
 - Physical Education
-

Grade 11 (Fall)

- English 11A / 11B
 - Geometry
 - Chemistry
 - Analysis & Research
 - Health
-

Grade 12 (Spring)

- English 12A / 12B
 - Math Applications
 - Space Science
 - Environmental or Physical Science
-

Electives (Grades 10–12)

- General Business
- Anatomy & Physiology (12)
- Current Events
- World War II

- Cold War
- Earth Science
- Accounting I
- Computer Applications
- Personal Finance / Personal Finance B
- YES Program
- Analysis and Research
- Band
- AP U.S. History
- Mass Media
- AP European History
- Graphic Design
- Art / Art I / Art II
- Honors Biology (12)
- Analytical Geometry (12)
- American Government
- Economics
- America Goes to War
- Space Science
- Spanish III / Spanish II
- Computer Applications III
- School-To-Work
- Piano Lab
- Music Theory / AP Music Theory
- Chemistry 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 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 need 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.

<u>Subject</u>	<u>Course Units</u>	<u>Semester Courses</u>
•		
• 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:

- Grade 7
electives
- Grade 8
- Grade 9
- Grade 10
School course units
- Grade 11
- Grade 12
- Graduation *

Student must have passed:

3-core courses and 2

3-core courses and 2 electives

6-core courses and 4 electives

4 High

6 High School course units

14 High School course units

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 grade 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 on 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 svbluedevelils.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 1.08	A	94-100	Dual Enrollment-
• 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:

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

Σ 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 can 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 consists of five instructional components: Daily Warm-up, Daily Lesson, Daily Practice, Daily Problem Set, and Cumulative Tests.

This course provides students with a strong foundation in analytical and quantitative skills. Key topics include:

- Ratios and proportions
 - Rate, percent, and indirect measurement
 - Integers, exponents, and order of operations
 - Variables and algebraic expressions
 - Inequalities and functions
 - Geometric construction and measurement
 - Scientific notation and data collection
 - Pythagorean Theorem
 - Properties of real numbers and prime factorization
-

Pre-Algebra

Pre-Algebra introduces foundational algebraic concepts and skills, including:

- Operations with positive and negative fractions, integers, and decimals
 - Basic geometry applications
 - Percents, proportions, and ratios
 - Order of operations
 - Pythagorean Theorem
 - Functions and graphing
 - Scientific notation
 - Measures of central tendency
 - Unit conversion
 - One-, two-, and multi-step equations
 - Variables and laws of exponents
-

Algebra I

Prerequisite: Grade 8 Math

Topics include:

- Operations with positive and negative numbers
 - Simplifying algebraic expressions
 - Solving linear and quadratic equations
 - Factoring binomials and trinomials
 - Word problem applications
-

Algebra II

Topics include:

- Real numbers and linear equations
 - Polynomials and rational expressions
 - Systems of equations
 - Functions and relations
 - Quadratic equations and systems
 - Conic sections
 - Exponents, logarithms, and sequences
-

Honors Algebra I (Grade 8)

Prerequisite: 94% average and teacher recommendation

This course covers Algebra I topics at an accelerated pace with greater depth, including:

- Operations with real numbers
 - Algebraic expressions
 - Linear and quadratic equations
 - Factoring
 - Word problem applications
-

Honors Algebra II

Prerequisite: Completion of Algebra I with an A average or teacher recommendation

Topics include:

- Equations and inequalities
 - Functions and graphs
 - Linear systems and matrices
 - Polynomials and quadratic equations
 - Radical and rational functions
 - Exponential and logarithmic functions
 - Conic sections and sequences
-

Geometry

Prerequisite: Algebra I

Topics include:

- Points, lines, planes, and angles
 - Parallel lines and transformations
 - Congruence and similarity
 - Triangles and polygons
 - Circles
 - Area, volume, and surface area
 - Problem solving and real-world applications
-

Honors Geometry

Prerequisite: 86% or higher in Honors Algebra I or teacher recommendation

This course emphasizes logical reasoning and proof, including:

- Paragraph, two-column, indirect, and coordinate proofs
- Advanced geometric concepts and applications
- Use of technology (graphing tools, software, etc.)

Major Units:

1. Points, Lines, and Planes
2. 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

Prerequisite: Successful completion of Algebra II and Geometry

Topics include:

- Area and volume of 2D and 3D figures
 - Congruence and similarity
 - Systems of equations (linear and nonlinear)
 - Exponentials and logarithms
 - Functions and conic sections
 - Complex numbers and equations
 - Vectors and polar coordinates
 - Probability (permutations and combinations)
 - Advanced problem solving
-

Math Applications

This course focuses on practical, real-life math skills. Topics include:

- Finance
 - Statistics
 - Probability
 - Scheduling and everyday applications
-

Trigonometry

Prerequisite: Algebra II

Topics include:

- Trigonometric functions and identities
 - Angles and relationships
 - Triangles
 - Radian measure
 - Circular functions
 - Vectors and polar equations
 - Complex numbers
-

Probability & Statistics

Prerequisite: Algebra II

This course introduces key statistical concepts using real data. Topics include:

- Graphing and distributions
 - Descriptive statistics
 - Normal distributions
 - Correlation and regression
 - Sampling and experiments
 - Probability rules
-

PSSA Prep

This course prepares students for the Grade 11 PSSA Exam. Instruction is aligned with Pennsylvania State Standards and includes:

- Skill reinforcement
 - Test-taking strategies
-

Calculus

Prerequisite: Trigonometry and/or Algebra II

This course introduces college-level calculus concepts, including:

- Functions and limits
 - Derivatives and differentiation rules
 - Rates of change
 - Curve analysis and graphing
 - Integration
-

AP Calculus

Prerequisite: Trigonometry and/or Algebra II

College-level course covering:

- Limits and continuity
- Differentiation (multiple methods)

- Applications of derivatives
 - Integration and accumulation of change
-

SAT Math

This course prepares students for the SAT by focusing on:

- Test format and structure
- Problem-solving strategies
- Practice with SAT-style math questions

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 (College Board)

LANGUAGE ARTS

SEVENTH GRADE LANGUAGE ARTS

This course develops foundational language arts skills through the study of grammar, usage, mechanics, vocabulary, spelling, and literature. Students strengthen their reading, writing, speaking, and listening abilities while building an understanding of language structure and effective communication. Literature selections and vocabulary instruction enrich students' appreciation and application of both oral and written language.

Credit Value: 1.0

EIGHTH GRADE LANGUAGE ARTS

This course expands and refines students' language arts skills through continued study of grammar, usage, mechanics, reading, and writing. Students develop effective speaking, listening, study, and composition skills while learning to communicate clearly, creatively, and confidently. Emphasis is placed on critical thinking, organization, and effective expression.

Credit Value: 1.0

NINTH GRADE ENGLISH

This literature-based course introduces students to a variety of literary genres, including drama, poetry, short stories, novels, and epic literature. Students study works from different time periods and cultures while developing skills in vocabulary, grammar, speech, and composition. Emphasis is placed on literary analysis, communication, and written expression.

Credit Value: 1.0

AMERICAN LITERATURE

Grade Level: 10

This course examines the development of American literature through a variety of genres, including fiction, nonfiction, essays, poetry, and drama. Students explore major historical periods and literary movements, from early colonial writings through contemporary works. Through reading, writing, discussion, and analysis, students develop an understanding of how literature reflects the history, culture, and values of the United States.

Credit Value: 1.0

BRITISH LITERATURE

Grade Level: 11

Prerequisite: American Literature

This course traces the development of English literature from the Anglo-Saxon period through the nineteenth century and beyond. Students study significant authors and literary works while developing skills in literary analysis, composition, poetry writing, and research. Emphasis is placed on critical reading, written communication, and the proper use of MLA documentation and textual citation.

Credit Value: 1.0

WORLD LITERATURE

Grade Level: 12

This course introduces students to literature from a variety of cultures, regions, and historical periods. Through the study of drama, fiction, poetry, and nonfiction, students gain an appreciation for diverse perspectives and global experiences. Students develop analytical reading, writing, and critical-thinking skills while examining universal themes that connect literature across cultures.

Credit Value: 1.0

ANALYSIS AND RESEARCH (Semester)

This writing-intensive course is designed to strengthen students' analytical and research skills. Students compose multiple literary analysis essays and complete a formal research project while developing effective writing, organization, and critical-thinking skills. Instruction includes source evaluation,

research techniques, and proper documentation using MLA and APA formatting. Emphasis is placed on continual improvement throughout the writing process.

Prerequisite: Successful completion of American Literature

PUBLISHING (Semester) (Elective)

This course provides students with a hands-on opportunity to produce school publications and media resources. Students participate in the creation of the yearbook and may contribute to the school newspaper, website, and other public relations materials. Course activities may include photography, photo editing, article writing, caption writing, page design and layout, proofreading, editing, project management, and communication with school personnel and publication representatives. Students develop leadership, collaboration, and publication management skills while working in an independent and professional environment.

Requirements: Seniors with a demonstrated record of academic responsibility and self-motivation. Enrollment may be limited.

MASS MEDIA AND COMMUNICATIONS (Semester) (Elective)

This course provides an introduction to modern media, journalism, and communications. Students examine the role of media in society while studying journalism ethics, media law, news writing, editing, newspaper design, broadcasting, photography, videography, advertising, public relations, and digital media. Through research, interviews, and hands-on projects, students develop communication and media literacy skills while gaining practical experience in the production and analysis of media content.

Prerequisites: Students in grades 11–12 who have successfully completed English 9, English 10, and Analysis and Research (or are concurrently enrolled). Students should possess strong writing, interviewing, and research skills. Attendance at selected local events and participation in field experiences may be required.

AP ENGLISH LITERATURE AND COMPOSITION

Advanced Placement English Literature and Composition is a college-level course designed for students who wish to engage in the close reading and critical analysis of literature. Students study novels, plays, poetry, short stories, and other literary works from a variety of periods and cultures. Emphasis is placed on literary interpretation, analytical writing, evidence-based argumentation, and discussion. Students refine their reading, writing, and critical-thinking skills while preparing for the AP English Literature and Composition Exam.

Credit Value: 1.0

MEDIA AND CULTURE (Semester) (Elective)

Media and Culture explores the relationship between media, technology, and society. Students examine how television, film, news outlets, advertising, social media, and other forms of communication influence culture, identity, consumer behavior, and public opinion. Through media analysis, discussions,

and projects, students develop critical media literacy skills while learning to evaluate information, recognize bias, and become responsible digital citizens.

Credit Value: 0.5

MEDIA AND CULTURE (Semester) (Elective)

Media and Culture explores the relationship between media, technology, and society. Students examine how television, film, news outlets, advertising, social media, and other forms of communication influence culture, identity, consumer behavior, and public opinion. Through media analysis, discussions, and projects, students develop critical media literacy skills while learning to evaluate information, recognize bias, and become responsible digital citizens.

Credit Value: 0.5

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

The primary emphasis is on Earth and Space Science. 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 their relationship to space and other bodies in our solar system and universe.

GENERAL SCIENCE

This course is the 9th-grade science course and covers scientific inquiry, the scientific method, ecology, population growth, threats to biodiversity, and basic biological principles. Students will study the characteristics of life, cell types, cellular structure and function, and foundational concepts necessary for success in future science courses.

PRE-BIOLOGY

Pre-Biology is an introductory life science course designed to prepare students for high school Biology. Students develop foundational skills in scientific inquiry while exploring basic concepts in life science,

including cells, genetics, ecosystems, classification, and human body systems. Emphasis is placed on laboratory investigations, critical thinking, scientific vocabulary, and the development of skills necessary for success in Biology and other advanced science courses.

PHYSICAL SCIENCE

This course is an introduction to the physical sciences of chemistry and physics. It serves as a starting point for college preparatory students who will continue their study of chemistry and physics in the upper grades. Topics include the composition of matter, energy, forces, and motion. Emphasis is placed on problem-solving skills and the application of scientific concepts 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 applications 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. Students will explore the formation, identification, and classification of rocks and minerals; geological divisions of the Earth; landform development; mountain building; plate tectonics; rivers and water systems; glaciers; the hydrologic cycle; oceanography; meteorology; weather systems and forecasting; soil formation and erosion; and renewable and nonrenewable energy resources.

SPACE SCIENCE (Semester) (Elective)

This course focuses on the scientific study of outer space and its exploration. Students will examine the nature of science, the formation and structure of the universe, the solar system, the life cycles of stars, the Earth-Moon system, and the history and future of space exploration.

ENVIRONMENTAL SCIENCE (Semester) (Elective)

This course is designed to introduce students to environmental systems and the interactions among living organisms and their surroundings. Interrelationships between plants and animals, as well as conservation practices, are emphasized. Students will develop skills in scientific inquiry, problem-solving, and data analysis through the study of environmental and Earth science topics.

ENVIRONMENTAL SCIENCE I (Semester) (Elective)

This course provides students with a foundation of knowledge and skills needed to understand and address environmental issues such as climate change, acid rain, endangered species, and invasive species. Students examine the structure and function of ecosystems, the history of the environmental movement, and the effects of legal, economic, and political systems on environmental concerns. Emphasis is placed on critical thinking and responsible environmental stewardship.

ENVIRONMENTAL SCIENCE II (Semester) (Elective)

This course builds upon concepts introduced in Environmental Science I. Students study the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, analyze environmental problems, evaluate associated risks, and investigate potential solutions to environmental challenges.

BIOLOGY I

This specialized laboratory science course emphasizes the study of living organisms, the origin and development of life, and the cellular basis of living systems. Major themes include evolution, development, structure and function, reproduction and inheritance, and energy relationships. Students engage in laboratory investigations that deepen their understanding of biological principles while exploring contemporary scientific issues, technological advances, and contributions made by biologists throughout history.

BIOLOGY II

Prerequisite: Successful completion of Biology I

Biology II is an advanced life science course that builds upon concepts introduced in Biology I. Students explore genetics, biotechnology, evolution, ecology, microbiology, and human physiology through laboratory investigations, research, and scientific analysis. The course emphasizes critical thinking, problem-solving, and the application of biological concepts to real-world issues and current scientific developments.

HONORS BIOLOGY

This two-semester advanced college preparatory laboratory science course is designed for students seeking a rigorous study of biological concepts and principles. Students develop a conceptual framework for modern biology while exploring scientific processes, cellular biology, genetics, evolution, ecology, and organismal structure and function. Laboratory experiences emphasize observation, experimental design, data collection, analysis, and interpretation. Students also engage in research and discussion of current developments and issues in the biological sciences.

CHEMISTRY

Prerequisites: Biology I and Algebra

This course focuses on the composition, structure, properties, and transformations of matter. Students investigate chemical reactions, energy changes, atomic structure, and the behavior of matter through both theoretical study and laboratory experimentation. The course provides a foundation for advanced scientific study and prepares students for college-level science coursework.

CHEMISTRY LAB (Semester)

Chemistry Lab is designed to complement Chemistry by providing hands-on laboratory experiences that reinforce concepts introduced in the classroom. Students develop skills in chemical

experimentation, data collection and analysis, laboratory safety, and the proper use of scientific equipment and techniques.

CHEMISTRY II

Prerequisites: Chemistry I with a grade of 90% or higher or teacher recommendation; Algebra II

This advanced chemistry course is designed for students who have demonstrated proficiency and interest in science. Topics include acid-base chemistry, solutions, reaction rates, atomic structure, thermodynamics, and electrochemistry. Emphasis is placed on critical thinking, systematic problem-solving, laboratory investigations, and the application of advanced chemical principles. The course is intended to prepare students for college-level science programs.

PHYSICS WITH LAB

Prerequisites: Chemistry and Trigonometry

This course explores the interactions of matter and energy through the study of mechanics, heat, sound, light, electricity, magnetism, and nuclear energy. Laboratory investigations reinforce theoretical concepts and provide opportunities for students to apply mathematical and scientific reasoning to physical phenomena.

ANATOMY AND PHYSIOLOGY (Year) (Elective)

Prerequisites: Biology I and Biology II

The Anatomy and Physiology course provides students with an in-depth understanding of the structure and function of the human body. Students study major body systems and the relationships among them while developing an appreciation for the complexity of human health and biological processes.

STEM

STEM integrates concepts and skills from science, technology, engineering, and mathematics. Students apply the engineering design process to solve real-world problems through research, collaboration, model development, testing, evaluation, and communication. The course encourages creativity, innovation, and critical thinking while preparing students for future STEM-related studies and careers.

BUSINESS EDUCATION

Y.E.S. PROGRAM (Year) (Elective)

The Y.E.S. (Your Employability Skills) Certificate Program is a year-long course designed to bridge the gap between education and the workplace by helping students develop the employability skills valued by employers in all industries. Through a series of modules, students gain practical knowledge and workplace readiness skills that can be applied both on and off the job. Areas of study include communication, teamwork, personal development, technology, workplace safety, quality of work, and the application of reading and mathematics in professional settings. Students also participate in business and industry tours and interact with business professionals who provide real-world insights into workplace expectations.

Credit Value: 1.0

GENERAL BUSINESS (Semester) (Elective)

This course introduces students to the fundamentals of business and the American economic system. Students study how businesses are organized and operated while gaining an understanding of banking services, checking accounts, insurance, and consumer decision-making. The course emphasizes personal responsibility, financial awareness, and the skills needed to become informed consumers in today's economy.

ACCOUNTING I (Year) (Elective)

Accounting I introduces students to the principles and practices of financial recordkeeping. Students explore career opportunities within the accounting profession while learning how to establish and maintain accounting systems for service and merchandising businesses. Topics include analyzing transactions, journalizing and posting entries, preparing worksheets, adjusting accounts, and completing end-of-fiscal-period procedures. Emphasis is placed on accuracy, organization, and financial problem-solving.

Credit Value: 1.0

Personal Finance (Semester Course – 0.5 Credit)

Course Description

Personal Finance is a one-semester high school course designed to equip students with the knowledge and skills needed to make informed financial decisions throughout their lives. As required by Pennsylvania's personal finance graduation requirement beginning with the 2026–2027 school year, this course provides practical, real-world instruction in managing money and planning for financial success. Students will explore topics including financial goal setting, budgeting, income and taxes, banking services, saving and investing, credit and debt management, insurance, consumer decision-making, and financial responsibility.

Through project-based learning, simulations, case studies, and authentic financial scenarios, students will develop the ability to evaluate financial choices, create personal spending plans, understand the impact of credit, compare financial products and services, and prepare for future educational and career goals. Emphasis is placed on critical thinking, responsible citizenship, and lifelong financial well-being.

Upon successful completion of the course, students will be better prepared to navigate the financial challenges and opportunities of adulthood with confidence and competence. This course fulfills Pennsylvania's required personal finance graduation requirement and aligns with the Pennsylvania Academic Standards for Personal Finance.

Grade Level: 9–12

Length: One Semester

Credit: 0.5 Credit

Social Studies

7th Grade – Geography

Credit: 1.0

Students explore the world's people, places, and environments through the five themes of geography:

1. Location
2. Place
3. Human/Environment Interaction
4. Movement
5. Regions

Focus areas include North America, South America, and Europe. Students develop skills in interpreting maps, graphs, charts, and diagrams.

8th Grade – Civics & Pennsylvania History

Credit: 1.0

This two-semester course includes:

- Foundations of U.S. government and citizenship
 - Rights and responsibilities in a democracy
 - Pennsylvania history, including key figures, events, and cultural developments
-

American History I (Grade 9)

Credit: 1.0

A chronological study of early American history, including:

- Exploration and colonization
 - American Revolution
 - Development of the Constitution
 - Expansion of the United States
 - Causes and impact of the Civil War
-

World History (Grade 10)

This course traces human development from prehistoric times to the present, focusing on political, economic, and social evolution.

American History II (Grade 11)

Prerequisite: American History I

Covers U.S. history from Reconstruction to the present, emphasizing:

- Political, economic, and social developments
 - Key events and influential figures
-

American Government (Semester – Elective)

Focuses on government at the:

- Local
- State
- Federal levels

Topics include structure, elections, political parties, and civic participation.

Cold War (Semester – Elective)

Prerequisite: American Cultures

An in-depth study of the Cold War (1945–1992), including:

- Political and ideological conflict
 - Global influence and alliances
 - Research and analysis using primary sources
-

Economics (Semester – Required for Seniors)

Topics include:

- Scarcity and economic decision-making
 - Supply and demand
 - Economic systems and markets
 - Banking and monetary policy
 - Global economy
-

World War II (Semester – Elective)

Prerequisite: American History II

Covers causes, major events, and global impact of World War II from multiple perspectives.

America Goes to War (Semester – Elective)

Prerequisite: American History I & II

Explores the concept of war through:

- Political, economic, and social perspectives
 - Types and characteristics of warfare
-

Current Events (Semester – Elective)

Students analyze current local, national, and global events and their impacts.

AP U.S. History

A college-level course (c. 1491–present) focusing on:

- Historical analysis
 - Argument development
 - Key themes such as identity, politics, culture, and economics
-

AP European History

A college-level course examining:

- European development and global interactions
 - Cultural, political, and economic changes
 - Historical argumentation and analysis
-

Foreign Language

Spanish I (Year – Elective)

Introduction to:

- Spanish-speaking cultures
 - Basic vocabulary and grammar
 - Speaking and writing simple sentences
-

Spanish II (Year – Elective)

Builds on Spanish I with:

- Expanded vocabulary
 - Past tense usage
 - More complex sentence structures
 - Increased conversational practice
-

Spanish III (Year – Elective)

Focus on:

- Advanced grammar and vocabulary
 - Conversational fluency
 - Reading and analyzing novels
 - Primarily conducted in Spanish
-

Business Education

Y.E.S. Program (Year – Elective)

The **Your Employability Skills (Y.E.S.) Certificate Program** is a senior-level course designed to prepare students for the workforce.

Key components:

- 120-hour program with 34 modules
- Real-world job skills development
- Business tours and guest speakers

Topics include:

- Communication
 - Teamwork
 - Technology
 - Workplace safety
 - Personal development
-

General Business (Semester – Elective)

Covers:

- Economic systems
 - Business organization
 - Banking and financial services
 - Insurance
 - Consumer skills
-

Accounting I (Year – Elective)

Students learn:

- Basic accounting principles
 - Journalizing and posting transactions
 - Financial reporting
 - Accounting for service and merchandising businesses
-

Personal Finance A (Semester – Elective)

Focuses on:

- Budgeting
 - Banking and savings
 - Credit and financial decision-making
 - Employment income and benefits
-

Personal Finance B (Semester – Elective)

Covers:

- Housing (renting and buying)
- Insurance (auto, health, life)
- Retirement and estate planning
- Long-term financial decision-making

Computer & Technology Education

Introduction to Computers (Grade 7 – Elective)

This course introduces students to:

- Computer operations and history
- Keyboarding skills
- Internet basics

Additional topics include:

- Internet safety

- Cyberbullying awareness
- Identity theft prevention

Students use word processing software to create notes and study guides.

Computerized Keyboarding & Word Processing Basics (Grade 8 – Semester)

Students will:

- Learn proper typing techniques without looking at the keyboard
 - Increase typing speed and accuracy
 - Use Microsoft Word to create letters, memos, tables, and reports
 - Develop proofreading and editing skills
-

Computer Applications (Semester – Elective)

Prerequisite: Keyboarding

Students will:

- Learn spreadsheet basics using Microsoft Excel
 - Expand word processing skills in Microsoft Word
 - Create and present projects using Microsoft PowerPoint
-

Computer Applications II (Semester – Elective)

Prerequisite: Computer Applications

Focus areas include:

- Advanced word processing
 - Advanced spreadsheet skills
 - Desktop publishing using Microsoft Office (Word, Excel, Publisher)
-

Computer Applications III (Semester – Elective)

Prerequisite: Computer Applications II

Students will:

- Design and create databases using Microsoft Access
 - Conduct research using the Internet
 - Develop presentations using Microsoft PowerPoint
-

Finance Basics

This course provides students with essential financial knowledge, including:

- Budgeting and financial planning
- Income, careers, and spending
- Credit and consumer protection

It also incorporates SAT math preparation through:

- Problem-solving strategies
 - Practice with algebra, geometry, probability, and statistics concepts
-

Principles of Information Technology (Grade 9 – Semester)

Students will:

- Explore computer systems and components
 - Develop computational thinking and problem-solving skills
 - Learn about cybersecurity at personal and global levels
 - Investigate careers in computer science and information technology
-

Digital Photography & Videography (Grades 11–12 – Year)

This course combines photography and video production.

First Semester:

- Digital photography techniques
- Adobe Creative Suite and editing tools
- Creation of original photographic artwork

Second Semester:

- Video production and editing
- Story development and media techniques
- Understanding television and film industry standards

Students must have basic computer skills and access to a digital camera.

Fine and Performing Arts

Art I (Grades 7–8)

Students develop:

- Basic artistic skills and techniques
- Knowledge of materials and media
- Creative expression through individual and group projects

Includes an introduction to computer-based art.

Art II (Grade 9)

Builds on earlier instruction with:

- Advanced techniques and materials
 - Increased expectations for project quality
 - Introduction to digital and computer-based art
-

Art (Grades 10–12 – Elective)

Students create individualized projects based on prior experience.
Repeated enrollment is allowed, with increasing expectations for skill and complexity.

Art Elective Sequence

Art I (Semester)

Introductory course focusing on elements and principles of design.

Art II (Semester)

Prerequisite: Art I with a C or higher
Continues skill development with varied techniques and media.

Art III (Semester)

Prerequisite: Art II with a B or higher

Focuses on advanced techniques and creative development.

Portfolio Preparation (Semester)

Prerequisite: Advanced art with an A or teacher approval

Designed for students preparing portfolios for college art programs.

Graphic Design (Semester)

Available for Grades 10–12; focuses on digital design skills.

Music (Grade 7 – Quarter)

Introduces music fundamentals as a universal language.

Students explore:

- Elements of music
 - Instruments (band and orchestra)
 - Keyboard basics
 - Listening and performance skills
-

Music (Grade 8 – Quarter)

Focus on:

- Elements of music
 - Historical development of music and art
 - Opera and American musical theater
 - Critical listening and evaluation
-

Band

Prerequisite: Basic experience on an instrument

Students participate in:

- Marching band (fall season)
- Concert performances (winter and spring)

Skills emphasized:

- Musical technique and ensemble performance

- Sight reading and interpretation
 - Rhythm, melody, harmony, and dynamics
-

Independent Piano Lab

Students learn piano through guided independent study. The instructor provides periodic assessment and support.

Credit: Variable

Music Theory

Focus on:

- Music notation
- Melody and harmony
- Ear training and sight singing

Students may continue to study over multiple years.

AP Music Theory

Prerequisite:

- Junior or Senior standing
- Completion of at least one year of Music Theory
- Teacher recommendation

Covers college level:

- Music theory
 - Sight singing
 - Ear training
-

Physical Education & Health

Physical Education (Grades 7–12)

This program promotes:

- Physical fitness and skill development
- Strength, coordination, endurance, and balance
- Social, emotional, and mental well-being

Activities are designed to encourage lifelong fitness.

Health & Physical Education (Grade 7)

Credit: 0.5

Topics include:

- Mental health
 - Personal hygiene
 - Life cycle
 - Drugs, alcohol, and tobacco
 - Diseases (including AIDS)
 - Nutrition
-

School-to-Work Program

School-to-Work Cooperative Education

This program provides supervised, often paid, work experience for eligible students.

Eligibility is based on:

- Academic performance
- Attendance and punctuality
- Career goals and attitude

Program Options:

- **Capstone Program:** Career-related training and placement
- **Diversified Occupations:** Work experience with classroom instruction

Participation requires coordination between:

- School administration and guidance
- Parents/guardians
- Student
- Employer
- Certified School-to-Work Coordinator

Credit and grading are determined by participating schools.

English as a Second Language (ESL) Program

The Shenandoah Valley School District offers an **English as a Second Language (ESL) Program** designed to support students whose primary language is not English.

An ESL team reviews student background information and assessment results to develop an instructional plan aligned with:

- The student's level of English proficiency
- District curriculum expectations

Students are placed:

- In ESL instruction in place of Language Arts
- In regular education classes for all other subjects and activities

ESL instruction is scheduled carefully to ensure students are not removed from essential content-area classes. As proficiency improves, instructional time may decrease; however, support remains structured and embedded within the school day.

Recommended Instructional Time

- **Entering (Level 1) / Beginning (Level 2):** Up to 2 hours daily
- **Developing (Level 3):** 1–2 hours daily
- **Expanding (Level 4):** Up to 1 hour daily
- **Bridging (Level 5):** Up to 1 hour or as needed

*Levels are defined by Pennsylvania English Language Proficiency Standards (PA ELPS)

Students Eligible for ESL Services

Students may qualify if they:

- Speak, read, and write another language fluently but not English
- Have limited literacy in both their native language and English
- Understand spoken English but cannot speak it
- Speak English minimally but cannot read or write it

- Struggle with academic language across content areas
 - Have a limited English vocabulary
-

Young Scholars (Dual Enrollment Program)

The **Young Scholars Program** offers dual enrollment opportunities for seniors ranked in the **top 25 of their class**.

Students:

- Earn both **high school and college credit**
- Take approved college-level courses

Program Benefits

- Experience college-level expectations
- Explore academic interests before committing to postsecondary plans

Courses Offered at Shenandoah Valley

Students who successfully complete all four courses may earn up to **12 college credits**:

- Research and Composition
 - Introduction to Psychology
 - Speech
 - Introduction to Sociology
 - 20th Century World History
 - Introduction to Music
-

Schuylkill Technology Centers

Admissions Policy

Students residing in any Schuylkill County School District who will enter **Grade 10 or above** may apply to attend the **Schuylkill Technology Centers (STC)**.

Admission is open without regard to:

- Race
- Color
- National origin

- Sex
- Disability

Students remain below Grade 10 due to academic reasons may still apply.

Enrollment Guidelines

- Enrollment capacity is based on **17% of the student population** (Grades 9–11)
 - Vacancies not filled by one district may be offered to another
 - Adults and out-of-district applicants may be admitted if space is available
-

Application Process

- Programs are introduced to freshmen in the fall
 - Student tours of STC are provided
 - Applications are due late winter/early spring
 - Students may select up to **three program choices**
-

Admissions Criteria

Applicants are evaluated on a **100-point scale**:

Criteria	Point Value
Aptitude	35 points
Interest	30 points
Attendance	35 points
Total	100 points

1. Aptitude (GPA-Based)

- **90–100:** Above Average (35 points)
- **80–89:** Average (25 points)
- **70–79:** Below Average (15 points)

*Applicants must earn a **“C” or better in 9th Grade Algebra** for technology programs.

2. Interest

- Student interview with counselor or STC representative
 - Evaluation of:
 - Knowledge of the program
 - Career goals
 - Completion of an interest inventory (Holland Code)
-

3. Attendance

Based on **unexcused absences**:

- 0–2 days: 35 points
 - 3–4 days: 25 points
 - 5–6 days: 15 points
 - More than 6 days: 5 points
-

Selection Process

- Minimum **50 points required** for qualification
 - Qualified applicants are ranked by score
 - Students are placed based on:
 1. First-choice program
 2. Second-choice program (if space remains)
 3. Third-choice program (if needed)
-

Waiting List

- Qualified applicants who are not selected are placed on a waiting list
 - Openings are filled by the **highest-ranked applicant**
 - If no local applicants remain, students from other districts may be selected
 - If no student applicants remain, openings may be offered to adults
-

Contact Information

For questions regarding the application process, contact:

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

Application Summary Form (Overview)

District: Shenandoah Valley

Applicant: _____

Program Choice: 1 | 2 | 3

Evaluation Summary

- **Interest:** (Interview-based scoring)
- **Attendance:** Based on unexcused absences
- **Aptitude:** Based on GPA

Total Points Earned: _____

- **50 points required to qualify**
- Applicants below 50 may be considered **provisionally** if openings remain

Schuylkill Technology Center

The **Schuylkill Technology Center (STC)** is an elective option within high school course selection designed to provide students with the technical skills necessary for success in today's high-tech workforce. The program allows students to gain a "head start" on post-secondary career opportunities through hands-on training and real-world experiences.

STC programs:

- Provide entry-level technical skills
- Emphasize hands-on training with computerized and industry-standard equipment
- Prepare students for post-secondary education and employment

Students must have **successfully completed ninth grade** to enroll.

All STC Programs of Study include **articulation agreements** with post-secondary institutions, offering:

- Advanced placement opportunities
- Advanced skill development

For additional information, contact:

- **Schuylkill Technology Center Guidance Department**
 - (570) 544-4748
 - (570) 874-1034
- Website: www.stcenters.org

Program of Study (POS)

Under the **Carl D. Perkins Career and Technical Education Improvement Act of 2006**, Programs of Study (POS) are designed to integrate secondary and postsecondary education.

Key Features of POS

- Alignment with academic and industry standards
- Rigorous and relevant technical content
- Seamless transition from high school to postsecondary education
- Opportunities for dual enrollment and college credit
- Pathways leading to:
 - Industry-recognized credentials
 - Certificates
 - Associate or bachelor's degrees

Programs of Study Include:

- High Priority Occupation (HPO) alignment (PA Department of Labor & Industry)
- PA-approved Classification of Instructional Programs (CIP) alignment
- Clearly defined course sequences
- Integration of academic standards
- Industry-recognized certifications
- Statewide articulation agreements
- End-of-program assessments (e.g., NOCTI)

Career Clusters & Programs of Study

Architecture and Construction

- Carpentry
- Computer Aided Drafting (CAD)
- 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
-

Program Descriptions

Architecture and Construction

Carpentry

Students learn to:

- Construct and repair structures
- Use hand and power tools
- Interpret blueprints and estimate materials

Training includes framing systems, construction materials, and finishing techniques.

Computer Aided Drafting (CAD)

Students develop skills in:

- Technical drawing and design
- CAD software applications
- Mechanical, architectural, and engineering drafting

Instruction includes blueprint creation, data interpretation, and model development.

Masonry

Students gain experience in:

- Laying brick, block, and tile
- Using masonry tools and equipment

Focus is on precision, durability, and structural integrity.

Plumbing & Heating Technology

Students learn to:

- Install and maintain plumbing systems
- Work with water, gas, and heating systems

Instruction includes:

- Blueprint reading
 - Pipe installation
 - Safety and industry codes
-

Residential / Industrial Electricity

Students develop skills in:

- Electrical system installation and maintenance
- Working with AC/DC motors and control systems
- Reading blueprints and electrical diagrams

Emphasis is placed on safety, electrical codes, and real-world applications.

Health Science

Health Careers

A comprehensive program preparing students for entry-level healthcare roles.

Students study:

- Basic anatomy and physiology
- Medical terminology
- Legal and ethical considerations

Includes clinical experiences in healthcare settings.

Human Services

Cosmetology

Students are trained in:

- Hair care and styling

- Skin and nail treatments
- Salon management and customer relations

Program prepares students for licensing exams.

Culinary Arts

Students gain experience in:

- Food preparation and service
- Nutrition and safety
- Use of commercial kitchen equipment

Prepares students for careers in the food service industry.

Occupational Child Care

Students learn:

- Child development and behavior
- Program planning and supervision
- Safety and communication

Prepares students for work in childcare settings.

Ornamental Horticulture / Environmental Landscaping

Students explore:

- Plant production and maintenance
- Landscaping and design
- Greenhouse and nursery management

Focus is on both environmental and business aspects of horticulture.

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.

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 functions 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 prepare 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 examining 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 in 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 assess the impact of market influences and governmental actions on our economy using 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.

School-to-Work Opportunity

School-to-Work activities include Cooperative Education, Internships, and Job Shadowing. Cooperative education is a structured program that integrates classroom activities (with an emphasis on employability skills) with work experience 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, already have a job or are 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 complete résumé. Attendance, grades, attitude, and behavior are considered in the decision-making process.

- Work permit (if you are under 18 years of age)
- All school debts must be satisfied
- Approved student transportation
- Valid PA driver's license
- Proof of auto insurance
- Up-to-date task listing
- Senior Portfolio obligation

Shenandoah Valley School District Community Service Guidelines

Dear Parents/Guardians,

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 well-rounded 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 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,

John Brennan
Secondary Principal

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 encourage students to become more involved 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 with 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 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 standards-based education.

Community service will challenge our students to move beyond a self-centered life of civic indifference. It will build their self-esteem, 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:

School-suggested 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.

Student-initiated opportunities of service. Students may come up with community service possibilities on their own. Activities such as church-related volunteerism, helping the elderly or handicapped, etc., can count toward their requirements. 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 Name: _____

Address: _____

Telephone: _____ Grade: _____ Homeroom: _____

Organization: _____

Service to be Performed

Day(s) and Hours of Service

Signature of Supervisor: _____

Date: _____

Signature of Parent/Guardian: _____

Contact Information

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

Shenandoah Valley Senior High School

Graduation Project Policy

Parent Letter

Dear Student and Parents/Guardians:

Beginning with the Class of 2000, all students graduating from Shenandoah Valley Senior High School are required to complete a **Graduation Project** in accordance with Pennsylvania State Board of Education and district standards.

This manual provides detailed guidelines and procedures to help students successfully fulfill this requirement. Students are encouraged to review this document with their parents/guardians to ensure a clear understanding of expectations and the importance of the project.

Students should select a project that is both **challenging and meaningful**. Faculty will provide guidance and support; however, the responsibility for completing the project rests with the student.

Sincerely,
John Brennan
Secondary Principal

Graduation Requirement

To graduate, students must complete a project in one or more areas of concentrated study under the guidance of a faculty advisor.

The project must demonstrate the student's ability to:

- Apply knowledge
- Analyze information
- Synthesize ideas
- Evaluate outcomes
- Communicate understanding effectively

Projects may be completed individually or in groups of up to **three students**.

Mission Statement

Shenandoah Valley Senior High School is committed to academic excellence and the development of lifelong learners. Our mission is to:

- Foster intellectual and personal growth
 - Develop problem-solving and critical thinking skills
 - Promote effective communication (oral, written, and technological)
 - Encourage appreciation of the arts and healthy lifestyles
 - Prepare students for success in a global society
-

Introduction to the Graduation Project

A Graduation Project is a **comprehensive learning experience** that allows students to explore areas of interest while demonstrating academic and practical skills.

Projects are:

- In-depth and high-quality
 - Focused on real-world application
 - Evaluated formally upon completion
-

Purpose of the Graduation Project

A project assignment:

- Provides meaningful learning experiences
- Allows student choice and creativity
- Encourages expression of ideas and talents
- Builds confidence and independence

- Supports diverse learning styles
- Integrates multiple subject areas
- Promotes responsibility and accountability
- Encourages collaboration (when applicable)

Graduation Project

Standards and Regulations

To ensure your graduation project is a successful and meaningful learning experience that reflects your best effort, it is essential that you fully understand and follow all established standards and regulations.

The information in this section outlines all requirements. Students are expected to:

- Review these guidelines carefully
- Refer to them throughout the project process
- Consult with their advisor whenever questions arise

Important: It is the student's responsibility to follow all procedures and meet all requirements.

Project Characteristics

Your graduation project must:

- Be completed **outside of existing curriculum requirements**
- May serve as an **extension of a course or program**
- Include **at least 40 hours of documented work**
- Be **original**, reflecting your own interests and effort
- Include a **written plan of action**
- Clearly state a **goal or intended outcome**
- Involve **no more than three students** (same grade level only)
- Include a **written self-evaluation**
- Have **parent/guardian consent and advisor approval**
- Follow all **assigned timelines and checkpoints**

Any variation from these requirements must receive written approval from the principal.

Acceptable Project Formats

Projects may take one or more of the following forms:

- Community service
 - Visual presentation
 - Research project
 - Demonstration or problem-solving activity
 - Performance
 - Oral presentation
 - Written presentation
-

Timeline and Checkpoints

Timelines are established to help you stay on track and to monitor your progress. Students are strongly encouraged to begin early, as selecting a topic is often the most challenging part.

Junior Year

- Completion of the **Analysis and Research Course**
 - Development of a required **research paper to plan the project**
-

Senior Year

October 1 – Final Submission Deadline

Students must submit the complete project to their advisor, including:

- Proposal/Application
- Written Plan
- Time Log
- Self-Evaluation
- Final Project Product

Projects involving performances or presentations will be scheduled separately.

January 1 – April 15 – Final Assessment Period

- Projects will undergo formal evaluation

Note: Students may accelerate this timeline with advisor approval.

Parents/Guardians will be notified of any deficiencies.

Proposal and Application

During the first semester of the **sophomore year**, students must submit a **written proposal**.

Proposal Purpose

The proposal should explain:

- What the project is about
- What you intend to learn
- How you plan to complete the project

Approval Process

- Review with parents/guardians
 - Submit to advisor for approval
 - Final copy submitted in **February** for official records
-

Written Plan

After proposal approval, students must complete a **detailed written plan**, which includes:

- Personal interest in the topic
- Project description and steps
- Resources needed
- Timeline for completion
- Description of final presentation or product

Requirements

- Typed, dated, and signed
 - Approximately **3–6 pages in length**
-

Self-Evaluation

Self-evaluation is a critical component of the graduation project.

Students must reflect on:

- What they learned
- Skills developed
- Overall project experience

Guidelines

- Provide thoughtful and detailed responses
 - Complete during or after project completion
 - Required for final project submission
-

Assessment

Graduation projects are evaluated in **two parts**:

1. Self-Evaluation

- Student reflection on their learning and performance

2. Formal Evaluation

- Conducted by a **3-person evaluation team** (including the advisor)
 - Determines whether the project meets graduation requirements
-

Final Submission Requirements

By **October 1 of the senior year**, students must submit:

- Proposal and Application
- Written Plan
- Time Log
- Self-Evaluation
- Final Project

Failure to meet these requirements may result in **project rejection** and delay of graduation eligibility.

Graduation Project Forms

Project Proposal & Application

(Individual or Group)

Student Name(s): _____

Advisor: _____

Date: _____

Project Title: _____

Brief Description

1. Project Outcome or Goal

(If this is a group project, explain why it is being proposed.)

2. Relationship to Self

(Why did you select this project?)

3. Project Completion Strategies

(How will you complete your project?)

4. Project Resources and Materials

(What resources will you use?)

5. Project Exhibition

(What form will your project take?)

Student Signature(s): _____

Parent/Guardian Signature(s): _____

Satisfactory completion of this project is a requirement for graduation.

Written Plan

(Individual or Group)

Student Name(s): _____

Advisor: _____

Date: _____

Project Title: _____

Project Plan Description (3–6 Pages)

Describe in detail how you will complete your project, including:

- Purpose of the project
- Resources to be used
- Timeline for completion
- Final format or presentation

Student Signature(s): _____

Advisor Signature: _____

Time Log

(Individual – Required for Each Student)

Student Name(s): _____

Advisor: _____

Date: _____

Project Title: _____

Instructions

Record all time spent on your project. A minimum of **40 hours** is required.
Advisor must initial each entry.

Date	Activity	Time Spent	Advisor Initials
------	----------	------------	------------------

Student Signature(s): _____

Advisor Signature: _____

Every member of a group must complete an individual log.

Formal Assessment

Student Name(s): _____

Advisor: _____

Date: _____

Project Title: _____

Evaluation Criteria

Each category will be scored on a scale of **1–10**:

1. Originality & Creativity

- Selection, meaning, personal relevance, ingenuity

Score: _____ / 10

2. Organization & Preparation

- Structure, clarity, consistency, logical progression

Score: _____ / 10

3. Thoroughness & Depth

- Completeness, effort, critical thinking, skill development

Score: _____ / 10

4. Goal Definition

- Purpose, relevance, challenge level, student understanding

Score: _____ / 10

5. Overall Project Exhibition

- Quality of presentation, communication, alignment with goals

Score: _____ / 10

Total Score: _____ / 50

A minimum score of 20 points is required for project acceptance.

Self-Evaluation

(Individual)

Student Name(s): _____

Advisor: _____

Date: _____

Project Title: _____

Directions

Respond thoughtfully and completely to each of the following questions:

1. Knowledge and Skills Gained

What knowledge, skills, or abilities have you developed as a result of this project?

2. Application to the Future

How might you apply what you have learned in future academic, career, or personal experiences?

3. Project Strengths

What do you consider to be the strength of your project?

4. Areas for Improvement

If you were to complete this project again, what would you do differently to improve it?

Student Signature(s): _____

Advisor Signature: _____

Note: This self-evaluation must be completed in ink or typed.

Sample Proposal and Application

Student Name(s): John Miller

Advisor: Mr. Smith

Date: January 25, 2003

Project Title:

Investigations of the Environmental Impact of Suburban Landfills

Brief Description

This project investigates the economic, ecological, and political impacts of landfill placement in or near suburban communities, examining both advantages and disadvantages.

1. Project Outcome or Goal

- Develop a deeper understanding of environmental systems
- Explore relationships between government, science, and society
- Analyze decision-making across different sectors

2. Relationship to Self

- Interest in a career in environmental science/technology
- Personal passion for nature and environmental balance

3. Project Completion Strategies

- Research landfill locations and operations
- Interview residents, policymakers, and environmental experts
- Examine ecological impacts of landfill use

4. Project Resources and Materials

- Library databases and research sources
- Government laws and regulations
- Field study of three landfill sites
- Surveys and interviews

5. Project Exhibition

- Written report and video presentation
- Survey and interview analysis
- Final findings and recommendations

Student Signature(s): _____

Advisor Signature: _____