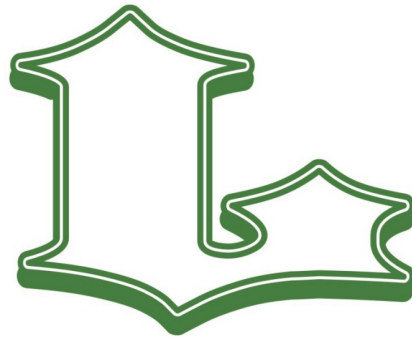


**LEWISBURG AREA SCHOOL DISTRICT
LEWISBURG AREA HIGH SCHOOL**



**BUILDING NEEDS
AND
OVERVIEW OF THE CURRICULUM**

September 27, 2012

BUILDING NEEDS

LEWISBURG AREA HIGH SCHOOL

1. The use of technology has grown from being a part of the curriculum to becoming a tool used in every program and integral to daily operations. To support this growth, the facility design must incorporate adequate power, appropriate networks, sufficient space, proper furnishings, and effective climate control to address heat generation. Specifically the addition of laptops, iPads, and other technological devices to our curricular programs must be addressed. The facility design must also be flexible to accommodate emerging technologies.
2. Classrooms must be large enough to facilitate cooperative and collaborative learning environments with the availability to reorganize student furniture into multiple learning configurations. Also, all classrooms and instructional areas shall be well lit, use natural lighting to the greatest extent possible, and be climate controlled including air conditioning to allow for optimum learning.
3. The overall design of the high school shall include plans for future expansion if needed. The site plan must identify areas where additions to the building can be placed in the event of enrollment and program growth over the next century.
4. An appropriate number of storage rooms, conference rooms, and teacher work rooms should be located throughout the building.
5. The science labs need to incorporate technology and appropriate space design to accommodate program delivery methods. Additionally, space should be provided outside, but near the science classrooms for various environmental study opportunities. Power and data shall be incorporated into the student workstations.
6. The family & consumer science lab design should provide two separate spaces. Separate cooking stations and teacher presentation areas should be defined.
7. The technology education areas need to support the curriculum. New equipment, power, ventilation and data requirements utilized in the classroom environment must be considered.
8. The auditorium/performing arts center must include proper lighting, sound system, stage and storage space to accommodate for drama productions as well as music concerts and other media venues.
9. The gymnasium must serve as the main competition venue for high school athletics as well as a wellness teaching classroom. Appropriate sized locker facilities and offices need to be constructed to meet the requirements of all programs using this facility. Also, the gym should be climate controlled to include air conditioning in the event that large programs or ceremonies, such as graduation, need to be conducted in this facility.
10. Security issues will need to be addressed. Site layout, access control, monitoring systems, and alarm systems must be designed to protect the safety and welfare of all.

K-12 CURRICULUM OVERVIEW

The Lewisburg Area School District provides a standards based K-12 program of instruction to all students. The Pennsylvania Department of Education has adopted the Standards Aligned System (SAS), a comprehensive approach to support student achievement across all grade levels and subject areas. This curriculum framework outlines the Big Ideas, Essential Questions, Concepts and Competencies for student learning in order to meet and exceed the standards in fourteen subject areas.

Below are working definitions for the Standards Aligned Curriculum Framework:

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas provide focus on specific content for all students.
- **Essential Questions:** Questions specifically linked to the Big Ideas. These questions frame student inquiry, promote critical thinking, and assist in learning transfer.
- **Concepts:** Content topics that describe what a student should know (key knowledge) as a result of the teaching and learning at that grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of teaching and learning at that grade level.
Please visit www.pdesas.org to learn more.

HIGH SCHOOL CURRICULUM OVERVIEW

ACADEMIC PROGRAM

Each course within the Academic Curriculum is tailored to provide for the needs and abilities of each student. The curriculum is designed to prepare students for an appropriate post secondary experience. Different school situations demand different aptitudes and interests. To assure the greatest possible school success, students should assess their own aptitudes and future plans before selecting the specific courses they wish to pursue.

Students' choices in high school may often affect their chances for success in future years of education and/or employment. For this reason, students are encouraged to select their courses with the greatest of care. This important educational matter should be discussed with parents. In the event that more information is needed concerning course selection, college admissions and requirements, or employment demands, students and parents should arrange to consult with a counselor. The high school principal reserves the right to place students in courses to enhance their overall program of studies.

SUN AREA TECHNICAL INSTITUTE PROGRAM

SUN Area Technical Institute Courses are designed to prepare students for work in a specific technical field immediately after graduation or for further training in post-graduate education. Students electing this program may attend the Technical School full time in the twelfth grade or earlier with the principal's permission. A cooperative education program in which students gain "on the job" experience is an integral component of the SUN Area Technical Institute program.

COOPERATIVE AGRICULTURAL EDUCATION PROGRAM

Students who have been approved for enrollment in The Cooperative Agricultural Education Program will attend Mifflinburg Area High School. Students in the program will follow the Vocational-Agriculture curriculum, must complete the Graduation Requirements for Mifflinburg High School and will receive a diploma from Mifflinburg upon graduation. Students generally begin this program in grade nine or ten and must be approved for enrollment by the Board of Directors of each school district.

ART

The Visual Arts program at Lewisburg Area High School offers all students an equal opportunity to study the visual arts through a balanced and comprehensive program of instruction. Each art course is designed to engage students in five areas of study: the exploration of personal insights and feelings through the creation of art forms, art processes, art criticism, aesthetic theory and art history. All students will make connections between visual culture and other disciplines. Emphasis is on art production that reflects the individuality of the creator. All students will identify, examine, and incorporate alternative ways of looking at art. As an integral part of our educational program, the following art courses engage all students who are interested in the visual arts.

BUSINESS AND TECHNOLOGY

Courses offered in this area will allow students to learn various aspects of business and technology standards as described by the Commonwealth of Pennsylvania. Topics covered include, but are not be limited to personal finance, entrepreneurship, business law, accounting, computer information processing, web page design, computer aided drafting, computer programming, communication systems, and video production.

ENGLISH

The Lewisburg Area School District's Language Arts Program integrates various forms of communication, including reading, writing, listening, speaking, and vocabulary development. The program is a standards-based, and throughout their high school careers, students will be exposed to masterpieces of world literature, British literature, and American literature. This progressive and carefully coordinated program teaches students how to understand and interpret printed materials. Since language processes are not isolated but rather integrated, the program fosters the idea that the entire communication process should be utilized and developed in all subject areas.

FAMILY AND CONSUMER SCIENCES

Our goal is to manage with reason and creativity the challenges across the lifespan of living and working in a global society.

The courses in this subject area recognize:

- Family unit, as defined by function and not relationship, as the single most important source of nurturing and informal learning across the life span.
- Role of the student as an active learner.
- Value of applying basic knowledge: reading, writing, and computation within one's life.
- Need for critical thinking skills to address the issues of our complex information-based, global community.
- Needs of the family unit to address continuing concerns in the areas of:
 - Consumer and Resource Management
 - Individual, Child, and Family Development
 - Nutrition and Food
 - Textiles and Clothing
- All of the foods courses are designed to teach students food preparation techniques along with nutrition information needed as a vital life skill or for occupation in the food industry.

WORLD LANGUAGE

The World Language Department recommends that students begin their language study in the middle school or in ninth grade. Many students will continue to study a foreign language throughout their entire high school careers for four years. Students also have the option of studying two foreign languages. However, it is recommended that the study of at least one foreign language be pursued for a minimum of three years. By studying a foreign language, students will learn more about the culture, art and literature of those countries that speak the language.

Learning a foreign language is helpful when traveling and makes it easier to order a meal, to rent a room, to read street signs, to follow directions, to go shopping and to talk with people. Also, learning a foreign language helps the student better understand his/her own language. Finally, because of our ever increasing international business interests and development of better communication systems, students who study a foreign language will have an advantage for employment or for entering almost any profession. Some careers that may need expertise in a foreign language include: social services, legal profession, bilingual secretarial work, law enforcement and communication industry.

MATHEMATICS

It is the goal of the mathematics department to provide for all students the problem solving skills necessary for success beyond high school. In addition, each course is written to the state standards to ensure proficiency on the state standards. The courses are arranged sequentially to help assure student success. Due to the sequential nature of Mathematics, taking two math courses simultaneously is very difficult. By completing a request for Acceleration, students could take Algebra II and Geometry concurrently.

MUSIC

Observing any student's development through music is like watching the entire evolution of mankind being recreated. As a student enrolled in the music program at Lewisburg Area High School, he/she will experience science, math, foreign language, history, physical education and most of all, art. The music program at Lewisburg Area High School will prepare students in the following areas: 1) the art of reading and interpreting music notation, 2) performing music independently and with others, 3) music analysis and creativity, 4) evaluation of music using critical thinking skills, 5) knowledge of music history and cultural diversity, 6) participation in the cultural/musical life of the community in local and regional music opportunities. At Lewisburg, the music student will participate in large group performing organizations, small ensembles and labs. Courses are also available in music theory. All exit outcomes in the Lewisburg Area High School Department of Music meet and challenge the National Standards for Music Education.

SCIENCE

The Science Department is committed to providing students with opportunities to explore the world around them. All of the courses emphasize learning science content and processes through various hands-on activities. Students are expected to use critical thinking skills and modern technology as they apply scientific principles to solve challenging problems. A special emphasis is placed on issues linking science, technology and society as we prepare our students to act as responsible members of a local and global community. Although the Science Department recommends the following sequence of courses, students may choose to accelerate in Science in Grade 10, 11 or 12 in order to take more of the advanced offerings in Science.

SOCIAL STUDIES

The Social Studies curriculum has been designed to not only help students understand the influence historic events and various cultures have had on the world as they know it, but also to help students to become actively involved in the world around them. Through the use of technology, collaborative activities, and research oriented individual projects, students are encouraged to think and act as global citizens. Due to the broad scope of ideas and information included in the curriculum, students are given opportunities to gain knowledge that will aid them in a wide variety of careers including social services, management, and legal fields.

SPECIAL EDUCATION AND GIFTED EDUCATION

The Lewisburg Area School District provides a wide variety of special education services for students who are struggling in the regular education curriculum. Any parent who believes their child may be in need of testing or special learning services should contact their child's teacher, guidance counselor, or building principal as soon as possible. These professionals can explain our special education programs and testing procedures or guide you to the appropriate regional or state contact for assistance.

LEARNING SUPPORT PROGRAM

STUDY HALL SUPPORT

This course is designed for students enrolled in the Learning Support Program. The course is designed to identify and remediate academic and emotional needs while providing instruction in organizational, study, and test-taking skills. Students are instructed in various study and organizational skills while identifying their academic and behavioral strengths and needs. Special attention is given to individualized goals and coping skills necessary to succeed in the regular classroom environment. Students will also explore various career and college options.

RESOURCE COURSES

These courses are designed for students enrolled in the Learning Support, Life Skills, or Emotional Support Programs who, despite adaptations and support, have experienced difficulties in regular education classrooms. Students who have been identified for these courses are provided specialized instruction in Mathematics, Science, English, Social Studies and/or other subjects, depending on individual needs and abilities. Instruction is provided by a regular and/or resource teacher in small group and individualized settings. Students who have reached the age of 16 may participate in the Occupational Training Work Experience Program. Students enrolled in this program are placed in various job situations throughout the community. They are supervised by the employer and a school-work training coordinator. The school counselors and resource teacher coordinate registration of students for resource courses.

TRANSITION LAB

The Transition Lab Program targets a particular population of students and exposes them to real world situations during the educational process. This transition process is focused on developing self-advocacy skills in order to change from one set of supports (school, parents) to another (supported employment, rehabilitation services, SSI, etc.). Students will gain knowledge of finances, personal ownership, social awareness, community involvement, household responsibilities, safety rules and time management. Finally, the Transition Lab Program provides students with the opportunity to become more independent and develop leadership abilities that will enable them to actively give back to the community.

GIFTED PROGRAM

The Gifted Program offers several opportunities exclusively for students who are identified as gifted with a Gifted Individualized Educational Plan (GIEP). These opportunities provide a means for students to reach their academic potential, and to broaden their experience in subject areas beyond what is offered through differentiated instruction within the high school curriculum.

ENROLLMENT – Students in the Gifted Program are encouraged to take academically challenging courses through the Honors and AP courses offered within the curriculum.

ENRICHMENT - A student may choose to complete an independent research project with a member of the high school faculty as his/her mentor. A planned course of study must be completed by the student and teacher and submitted to the high school gifted coordinator, which will become part of the GIEP. Credit will be awarded on a pass/fail basis. Students may not earn more than one credit per year for independent enrichment studies.

WELLNESS

Wellness is the most important part of the physical, emotional, and social development of all human beings. Wellness includes physical education, health education, driver education, and health services. Career opportunities will be explored in all wellness courses. It is the goal of the Wellness Department to allow students to develop appropriate lifelong knowledge, attitudes and behaviors. Through a variety of classroom and gymnasium activities, students will become proficient in the national/state standards established for these subjects.