



# **Program of Studies**

**Grades 9 - 12**

**2021 - 2022**

## BOARD OF SCHOOL DIRECTORS

The outstanding quality of the educational program in the Abington School District through the years is a reflection of the strong values that the people of the community hold for education. These values are perhaps nowhere better exemplified than in the high standards and strong educational commitment of the Board of School Directors.

Mrs. Shameeka Browne  
*President*

Mrs. Jennifer O'Rourke  
Vice-President

Mr. Brian Allen  
Mr. Daniel Sean Kaye  
Dr. Tamar Klaiman  
Raymond McGarry, Esq.  
Dr. Melissa Mowry  
Mrs. Jocelyn Pickford  
Adam M. Share, Esq.

Jeffrey S. Fecher, Ed.D.  
*Superintendent of Schools*

The ***Program of Studies*** is designed to help you successfully plan your high school years. The selection of a program of studies is a serious responsibility. What you choose to study will greatly influence your future.

The brief course and program descriptions included in this planning guide serve as an introduction to the opportunities and options available to you in 9<sup>th</sup> through 12<sup>th</sup> grades. This also includes important information on graduation requirements. This information should be discussed with your parents/guardians, counselors and teachers. The result can and should be a program of studies that reflects your past record of achievement, your abilities and interests, and your goals.

# INDEX

|   |           |
|---|-----------|
| <b>Academic Proficiency and Requirements for Graduation</b> | <b>4</b>  |
| Credit Requirements   | 6         |
| Computer Science Option                                     | 6         |
| Culminating Project   | 6         |
| <b>Curriculum Expectations by Grade</b>                     | <b>7</b>  |
| <b>Academic Load</b>  | <b>8</b>  |
| <b>Grade Placement</b>                                      | <b>8</b>  |
| <b>Course Expectations</b>                                  | <b>9</b>  |
| <b>Opportunities to Learn</b>                               | <b>9</b>  |
| <b>Course Selection</b>                                     | <b>10</b> |
| Timeline  | 10        |
| <b>Grading System</b>                                       | <b>11</b> |
| Grade Point Average (GPA)                                   | 11        |
| Weighted Grade Procedures                                   | 12        |
| GPA Exclusion Option  | 12        |
| Class Rank  | 12        |
| <b>Special Programs and Scheduling Opportunities</b>        | <b>13</b> |
| Special Education   | 13        |
| Protected Handicapped Services                              | 13        |
| Gifted Education  | 13        |
| Advanced Placement Capstone Program                         | 13        |
| Project Lead the Way  | 14        |
| Dual Enrollment   | 14        |
| Eastern Center for Arts and Technology                      | 16        |
| Summer School   | 16        |
| <b>Counseling Program and Services</b>                      | <b>17</b> |
| Counseling Services   | 17        |
| Psychological Services                                      | 17        |
| College Planning  | 18        |
| Student Records   | 18        |
| <b>Pathways Program</b>                                     | <b>19</b> |
| <b>Course Descriptions</b>                                  | <b>30</b> |
| Art   | 31        |
| Business  | 35        |
| English   | 41        |
| English Language Development                                | 45        |
| Family and Consumer Science                                 | 46        |
| Health and Physical Education                               | 47        |
| Mathematics   | 50        |
| Music   | 54        |
| Reading   | 57        |
| Science   | 58        |
| Social Studies  | 62        |
| Special Opportunities                                       | 67        |
| World Language  | 68        |
| <b>Master Course Lists</b>                                  |           |
| Grade 9 Course Offerings                                    | 73        |
| Grade 10 – 12 Course Offerings                              | 75        |
| <b>Eastern Center for Arts &amp; Technology</b>             | <b>81</b> |

## Academic Proficiency and Requirements for Graduation

In order to graduate, a student in the class of 2022 must:

- Meet Abington School District's course and achievement requirements as delineated in the Abington High School Program of Studies.
- Complete a culminating project as described in the Abington High School Program of Studies.
- Demonstrate proficiency in Biology, English Language Arts (Literature) and Algebra I on either the Pennsylvania Keystone Exams or on local assessments aligned with the Pennsylvania Standards and the State assessments.

In order to graduate, a student in the class of 2023 and beyond must:

- Meet Abington School District's course and achievement requirements as delineated in the Abington High School Program of Studies.
- Complete a culminating project as described in the Abington High School Program of Studies.
- Demonstrate graduation readiness through one of the pathways indicated below.
  1. Attain a proficient or advanced score on each of the three Keystone Exams: Algebra 1, Biology, and Literature.
  2. Attain a proficient score on at least one of the three Keystone Exams and at least a basic score on the other two Keystone Exams, and have the combined scores on the three exams meet or exceed a state-specified composite score.\*
  3. Meet or exceed local course grade requirements in academic content areas associated with the Keystone Exams on which proficiency was not achieved and demonstrate one of the following:
    - a. Attain at least a state-specified score on the SAT, PSAT, ACT, or Armed Services Vocational Aptitude Battery test (ASVAB)
    - b. Attain a state-specified score on an Advanced Placement Exam in an academic content area associated with a Keystone Exam in which proficiency was not achieved
    - c. Attain at least a gold level on the ACT WorkKeys assessment, which measures career readiness
    - d. Successfully complete a dual enrollment course in an academic content area in which Keystone Exam proficiency was not achieved
    - e. Successfully complete a pre-apprenticeship program
    - f. Attain acceptance into a four-year high education institution and demonstrate evidence of the ability to complete college-level, credit-bearing coursework
  4. Meet or exceed local course grade requirements in academic content areas associated with the Keystone Exams on which proficiency was not achieved, and obtain three pieces of evidence demonstrating readiness for meaningful postsecondary engagement consistent with the student's career plan. The evidence must include one of the following:
    - a. Earn a silver level or better on the ACT WorkKeys assessment, which measures career readiness

- b. Attain at least a state-specified score on a SAT subject test
- c. Attain acceptance into an accredited non-profit institution of higher education, other than a four-year college, and demonstrate evidence of the ability to complete college-level, credit-bearing coursework
- d. Attain an industry-recognized credential
- e. Attain a state-specified score on an Advanced Placement Exam
- f. Successfully complete a dual enrollment course

The additional two pieces of evidence may include any of the evidence listed above as 4a through 4f, as well as:

- g. Satisfactorily complete a service learning project approved by the Superintendent or designee
  - h. Attain a proficient or advanced score on a Keystone Exam
  - i. Attain a letter guaranteeing full-time employment
  - j. Successfully complete an internship/externship/cooperative education program
  - k. Attain at least a 2.0 GPA in the NCAA's core courses for college-bound student athletes
5. For Career and Technical Education (CTE) concentrators, meet or exceed local course grade requirements in areas tested by the Keystone Exams on which the student did not achieve proficiency, and:
- a. Attain an industry-based competency certification related to the CTE program of study or,
  - b. Demonstrate a high likelihood of success on an industry-based competency assessment or readiness for continued meaningful engagement in the CTE program of study as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the CTE concentrator's goals and career plan (this determination must be made no later than the end of grade 11)

#### Students with Disabilities

A student with a disability will qualify for graduation by satisfactorily completing the special education program developed by his/her Individualized Education Program team under the provisions delineated in the Individuals with Disabilities Education Act.

\* Keystone Exams Composite Score of 4452 was approved by the Pennsylvania State Board of Education on July 11, 2019.

### **CREDIT REQUIREMENTS:**

To graduate from Abington Senior High School, you must earn a minimum of two hundred and nineteen points in grades nine, ten, eleven, and twelve and meet the course requirements listed below.

| <b>Subject</b>                      | <b>Years</b> | <b>Points</b> |
|-------------------------------------|--------------|---------------|
| English                             | 4            | 40            |
| Social Studies                      | 3            | 30            |
| Science                             | 3            | 30            |
| Mathematics                         | 3            | 30            |
| Health Education (grades 9 and 12)  | 2            | 8             |
| Physical Education                  | 4            | 16            |
| Additional Electives                | 4            | 65            |
| <b>Minimum Total for Graduation</b> |              | <b>219</b>    |

### **COMPUTER SCIENCE OPTION:**

To meet the third-year mathematics requirement for graduation, a student who has completed Algebra I, Geometry, and Algebra II may opt to take one of the following:

- An Honors or Advanced Placement Computer Science course in lieu of either an honors or an Advanced Placement mathematics course
- A college preparatory Computer Science course in lieu of a college preparatory mathematics course

**OR**

To meet the third-year science requirement for graduation, a student who has completed Biology and either Applied Biochemistry or Chemistry may apply to take one of the following:

- An Honors or Advanced Placement Computer Science course in lieu of either an honors or Advanced Placement science course
- A college preparatory Computer Science course in lieu of a college preparatory science course

Interested students and parents/guardians should contact the Counseling Office.

### **CULMINATING PROJECT:**

Students in Abington School District will engage in a three-year culminating project in their social studies classes. The culminating project includes specially developed activities that mesh service-learning and community exploration opportunities with the social studies curriculum. Students will begin career exploration as related to public service and the non-profit world. As they conclude their program, students will connect their service learning activities with specific areas of interest that will become the focus of their individualized projects. They will refine and develop their projects with the final goal of presenting an oral report and a project portfolio as evidence of satisfactory completion of the project. Abington Senior High School students will be required to submit evidence that the culminating project guidelines have been achieved prior to graduation. Students are expected to complete fifteen hours of

service per year in grades nine and ten, and twenty hours of service in grade eleven. Please refer to the school's website for further details.

Due to the COVID 19 Pandemic, the Culminating Project will be waived for the class of 2022, and the hours of service per year requirements will be waived for the school years of 2019 – 2020 and 2020 – 2021 for the class of 2023, and 2024.

## Curriculum Expectations by Grade

### Grade 9 Requirements\*

| Course                      | Periods | Points |
|-----------------------------|---------|--------|
| English                     | 5       | 10     |
| Social Studies              | 5       | 10     |
| Mathematics                 | 5       | 10     |
| Science                     | 5/6     | 10     |
| Health Education            | 2       | 4      |
| Physical Education          | 2       | 4      |
| Foundations of Innovation I | 2       | 4      |
| Electives                   |         | 7      |

### Grade 10 Requirements\*\*

| Course                       | Periods | Points |
|------------------------------|---------|--------|
| English                      | 5       | 10     |
| Social Studies               | 5       | 10     |
| Mathematics                  | 5       | 10     |
| Science                      | 5/6     | 10     |
| Physical Education           | 2       | 4      |
| Foundations of Innovation II | 2       | 4      |
| Electives                    |         | 10     |
|                              |         |        |

### Grade 11 Requirements

| Course             | Period | Points |
|--------------------|--------|--------|
| English            | 5      | 10     |
| Social Studies     | 5      | 10     |
| Mathematics        | 5      | 10     |
| Science            | 5/6    | 10     |
| Physical Education | 2      | 4      |
| Electives          |        | 6      |

### Grade 12 Requirements\*\*\*

| Course             | Periods | Points |
|--------------------|---------|--------|
| English            | 5       | 10     |
| Health Education   | 2       | 4      |
| Physical Education | 2       | 4      |
| Electives          |         | 36     |

\*In addition to the above, a minimum of 7 points of elective credits must be scheduled for a total of 59 points in 9<sup>th</sup> grade.

\*\*Students are expected to successfully complete a 10-week unit of Aquatics in 10<sup>th</sup> grade.

\*\*\*Students not proficient in Keystone Algebra I and/or Literature may enroll in the appropriate remediation course. Students who have not completed the Culminating Project by the end of grade eleven must enroll in a social studies elective or senior seminar.

## Academic Load

The school day is divided into eight class periods of instructional time. To make the most efficient use of coursework available at Abington, **students are required to request a full course load of 32-35 class periods.** Each year, students must register for required courses in English, mathematics, science, and social studies depending on grade level. Additional courses in World Language, Arts, Technology and Humanities are strongly suggested. Students in grades nine to eleven are expected to complete a course load that includes no more than three study halls per week. Students requesting more than three study halls per week must have this request approved by their school counselor during the course selection process.

## Grade Placement

| To Enter Grade: | Must Have Passed the Following Subjects:  | Must Have Accumulated the Following Credits: |
|-----------------|---|--|
| 10              | English (9); Social Studies (9); Mathematics (9); Science (9); Health & Physical Education (9)  | 53   |
| 11              | English (9, 10); Social Studies (9, 10); Mathematics (9, 10); Science (9, 10); Health (9); Physical Education (9, 10)                     | 103  |
| 12              | English (9, 10, 11); Social Studies (9, 10, 11); Mathematics (9, 10, 11); Science (9, 10, 11); Health (9); Physical Education (9, 10, 11) | 166  |

**Students are required to schedule the following minimum number of credits:**

|                              |    |                   |
|------------------------------|----|-------------------|
| <b>9<sup>th</sup> Grade</b>  | -- | <b>59 Credits</b> |
| <b>10<sup>th</sup> Grade</b> | -- | <b>56 Credits</b> |
| <b>11<sup>th</sup> Grade</b> | -- | <b>50 Credits</b> |
| <b>12<sup>th</sup> Grade</b> | -- | <b>54 Credits</b> |

### **TOTAL – 219 CREDITS / GRADUATION REQUIREMENT**

You should note that certain elements in the required programs in mathematics, social studies and English are sequential in nature. Students should study one level in both of these required programs per year. Consequently, students will not be permitted to take more than one full year course within English or social studies during the same school year unless one course is taken outside of Abington Senior High School. Concerns regarding this limitation should be directed to the building principal.



## **Course Expectations**

Abington High School offers a diverse array of courses within many different subject areas. The process of choosing courses, both major and elective courses, is critical and should reflect the student's interest and potential college major and/or career path.

As student ability, achievement, and interest all have a significant bearing on the ease and speed with which they learn courses in the academic areas of English, mathematics, science, social studies, and world language are offered at degrees of difficulty to provide an appropriate challenge for students.

### **Advanced Placement (AP)**

Advanced Placement courses follow the specific curriculum guidelines of the College Board's Advanced Placement Program. All Abington High School AP courses are officially authorized through the Advanced Placement Course Audit process for each academic year in which they are offered. Advanced Placement courses provide students who wish to pursue college level studies while still in high school the opportunity to do so. Students are expected to take The College Board's Advanced Placement Exam at the end of an Advanced Placement Course. Most colleges offer advanced placement and/or credit to students who do well in these examinations. Students who enroll in an Advanced Placement course should expect a very demanding workload that involves extensive reading, writing, problem solving, and critical thinking; they must consistently demonstrate independence and learn to think conceptually. Students receive weighted grades in Advanced Placement courses.

### **Honors (H)**

Honors courses follow a rigorous curriculum with a demanding workload that involves extensive reading, writing, problem solving, and critical thinking. Students who enroll in an honors class should expect to demonstrate independence and learn to think conceptually. Students receive weighted grades in Honors courses.

### **College Prep (CP or no designation)**

College Prep courses follow a challenging curriculum designed to prepare students to be ready for college level work. Students who enroll in a College Prep course should expect to learn through guided instruction that involves reading, writing, problem solving, and development of critical thinking skills.

Students should plan to take the most challenging courses they can within their academic abilities. While a decision to select an honors/Advanced Placement course should reflect academic proficiency and a teacher recommendation, open enrollment is available for all courses as communicated in the Opportunities to Learn section.

## **Opportunities to Learn**

The *Opportunities to Learn* initiative at Abington High School promotes achievement for all students and equal access to challenging secondary studies. Since its inception, 90% of Abington High School graduates have progressed to post-secondary studies. Abington students have the opportunity to engage in rigorous college preparatory or honors/Advanced Placement course work, with the expectation that students can pursue further academic advancement after their successful completion of high school. The current academic program incorporates differentiated learning techniques, with a

strong emphasis on the infusion of technology in direct instruction, in order to provide students with the necessary skills to succeed in furthering their academic pursuits beyond high school.

Abington High School upholds the tenets of the Opportunities to Learn initiative by providing a wide array of academic supports. Students have access to professional staff members in English, social studies, mathematics and science through tutorial periods that support Advanced Placement, honors and college preparatory courses. Teachers in major subject areas incorporate a vast array of study and organizational skill instruction into their academic programs, including note-taking strategies, outlining methods and reading strategies. Members of the Counseling Department provide individualized study and organizational skill development.

## **Course Selection**

One of the most important decisions students will make each year is their selection of the courses they will take the following year. These decisions will not only affect a year in their life, but will also allow them to explore and invest in their future. The courses students select will be guided by the requirements of the Abington School District, and their personal interests and plans for the future.

Abington School District is committed to providing students with the best education possible. To achieve this goal, teachers, counselors, and administrators will carefully guide students with their recommendations for course selections. Students are advised to listen to this counsel and seriously consider the recommendations of these professionals. Students are also encouraged to take time to review the Abington School District requirements and use the planning sheets provided to map out a pathway to their future. Students and parents/guardians ultimately have the responsibility to decide on an appropriate program of studies.

### **TIMELINE:**

The annual course selection process begins with the publishing of the Program of Studies. Once published, students have time to confer with their teachers and family before meeting with school counselors to evaluate course options. This course selection conference is guided by teacher input and student interest in the selection of courses.

Course verification letters are sent to all students following the course selection process with school counselors. Students have until the end of June to request a course change by contacting the school counselor. A copy of the final schedule will be sent to each student in August. Questions regarding the schedule received in August should be directed to the student's counselor.

Students may request a course change within the first seven days of the school year. With the exception of scheduling errors, all change requests should include a written request from the student and parent. Changes should be submitted to the student's school counselor within the appropriate time frame.

The Coordinator of Student Support Services will review requests for veracity and, where appropriate, will forward requests to the Administrative Team for review. Any change requests after this time period

will be subject to a comprehensive review by all appropriate parties, which may include: teacher, school counselor, department chairperson, assistant principal and principal.

Course selection is completed for individual students with disabilities through the IEP team process. Students are encouraged to participate in this process and to consider increased involvement in general education courses and school-wide activities when appropriate. While direct instruction special education classes, tutorials and credit bearing support classes are available to help students succeed, many students are able to take greater and greater challenges over time. Some students may benefit from a more reduced pace; taking a mastery approach that will produce equal success. It is the goal of Abington High School to provide that flexibility for all students. In all subject areas, grading is on the basis of achievement.

## **Grading System**

A = 90 – 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

E = Failing - eligible for Summer School 40% - 59%

F = Failing – ineligible for Summer School 0% – 39%

I = Incomplete

W = Grade withheld and/or work incomplete

### **GRADE POINT AVERAGE (GPA):**

Grade points are determined by multiplying the number of credits each course carries by the value number assigned to each mark. Value numbers are:

A = 4

B = 3

C = 2

D = 1

F = 0

For example, an A in a 10-credit course earns 40 grade points and a B in a 4 credit course earns 12.

Those taking Honors/Advanced Placement/Dual Enrollment courses will have weighted factors applied to these courses as outlined in the *Weighted Grade Procedures* section.

Grades earned in Gifted Seminar, Health Education and Physical Education are not factored into the GPA. In addition, students have the option to exclude up to 10 additional credits from their GPA as outlined in the *GPA Exclusion Option* section.

### **WEIGHTED GRADE PROCEDURES:**

Weights are applied to Honors, Advanced Placement, and Dual Enrollment courses only. High school transcripts report the weighting process to the colleges.

The chart below shows the factors in use for all courses. It recognizes the significant workload undertaken by students in the Honors, Advanced Placement and Dual Enrollment offerings. Students enrolled in an Advanced Placement course are required to complete the Advanced Placement exam or the locally developed final exam for the course.

**For Determination of Rank in Class  
with Weights assigned to GPA-Calculated Courses  
at the Honors, Advanced Placement, and Dual Enrollment Level**

| Letter Grade | College Prep Courses | Honors/Dual<br>Enrollment in 2-Year<br>College Courses<br>(x 1.15) | Advanced<br>Placement/Dual<br>Enrollment in 4-Year<br>College Courses<br>(x 1.25) |
|--------------|----------------------|--|---|
| A            | 4.0                  | 4.60   | 5.00  |
| B            | 3.0                  | 3.45   | 3.75  |
| C            | 2.0                  | 2.30   | 2.50  |
| D            | 1.0                  | 1.00   | 1.00  |
| E/F          | 0                    | 0  | 0   |

### **GPA EXCLUSION OPTION:**

Students who are enrolled in courses totaling at least 50 credits, consisting of 5 major subjects, have the option to take up to 10 additional credits which may not be factored into the GPA. Grades for these courses, while not counting toward the GPA, will be recorded on the student's report card and transcript as letter grades. The option to take 10 credits which are not factored into the GPA can include any electives beyond the 50 credits which are taken as major subjects. This option must be finalized prior to the end of the first marking period.

Grades earned in Gifted Seminar, Health Education and Physical Education are not factored into the GPA.

### **CLASS RANK:**

Class rank is derived from the cumulative grades earned during the 9<sup>th</sup> through 12<sup>th</sup> years. The actual computation of rank occurs eight times — mid-year of the 9<sup>th</sup> year, the end of the 9<sup>th</sup> year, mid-year of the 10<sup>th</sup> year, the end of the 10<sup>th</sup> year, mid-year of the 11<sup>th</sup> year, at the end of the 11<sup>th</sup> year, mid-year of the 12<sup>th</sup> year, and at the end of the 12<sup>th</sup> year. The mid-year of the 12<sup>th</sup> year rank is used to determine the top ten percent of the graduating class and the selection of valedictorian and salutatorian. Grades earned in Gifted Seminar, Health Education and Physical Education are not factored into the GPA. In addition, students who are already enrolled in courses totaling at least 50 credits and meeting the

graduation requirements for the grade level, may take up to 10 additional credits per year which are not factored in the GPA.

For those courses which are calculated in the GPA, class rank is determined by dividing grade points earned by number of credits scheduled.

## **Special Programs and Scheduling Opportunities**

### **SPECIAL EDUCATION (PA CODE CHAPTER 14):**

Consistent with federal and state laws, students with disabilities are provided a learning environment that addresses their individual learning needs and differences in the least restrictive setting. This can range from itinerant to full time services. To support our students within the general education classroom, students may receive Itinerant Support classes. Itinerant Support classes are grade-based classes that focus on: creating study strategies, breaking down assignments in manageable chunks, additional test/quiz time as needed, developing, encouraging and fostering self-advocacy skill for transitioning independency into the general education classroom.

### **PROTECTED HANDICAPPED SERVICES (PA CODE CHAPTER 15):**

The District also provides services, related aids or reasonable accommodations for those individuals identified as protected handicapped students. Students are eligible for a Service Agreement if they have a physical or mental disability which substantially limits a major life activity such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, learning, breathing, or working. Plans are developed to provide reasonable accommodations for the student to be successful in the general education program. For more information, contact the Building Principal, School Counselor or the Coordinator of Student Support Services.

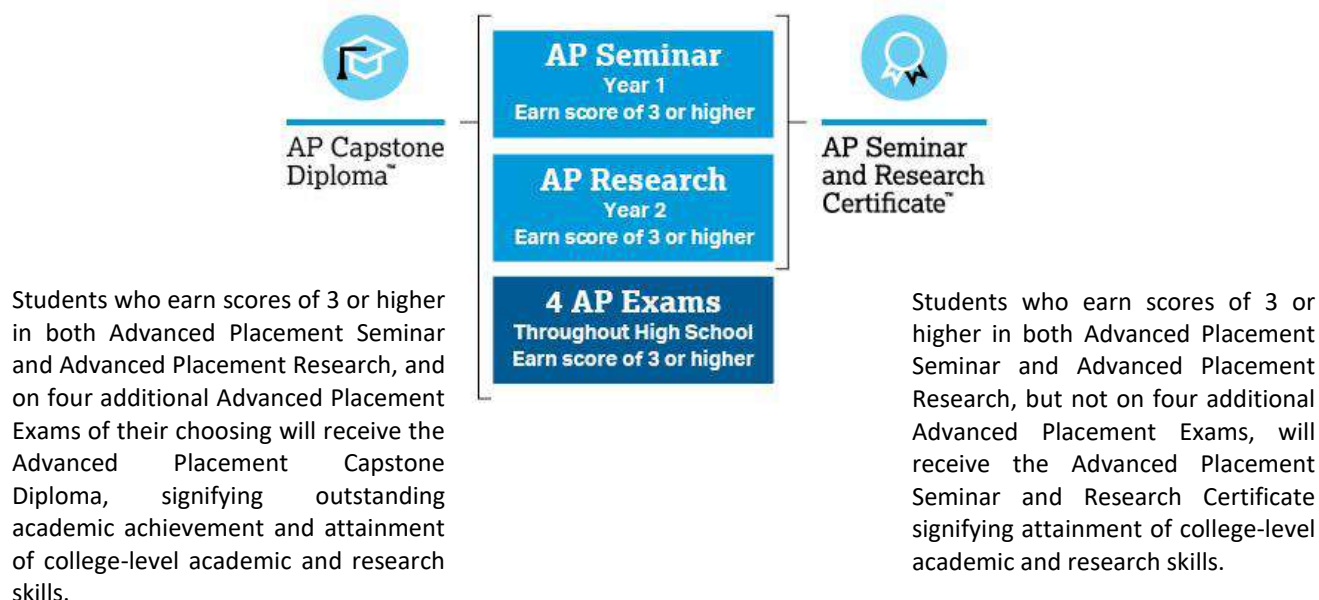
### **GIFTED EDUCATION (PA CODE CHAPTER 16):**

Abington High School recognizes the uniqueness of our student population and the needs of mentally gifted students. Opportunities are available for students to enrich their learning experiences through the GIEP process, with various forms of enrichment including Gifted Seminar. Gifted Seminar is a credit bearing course designed to meeting the learning needs of the students who are gifted according to Chapter 16 of the PA Regulations. This course is intended to stimulate and encourage independence and creativity. For each student, an individualized course of study will be developed to address the student's area(s) of strengths and interests and to align the instruction with the goals established in the student's Gifted Individualized Educational Program (GIEP).

### **ADVANCED PLACEMENT CAPSTONE PROGRAM:**

The Advanced Placement Capstone Program is an innovative program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. Advanced Placement Capstone is built on the foundation of two Advanced Placement courses—Advanced Placement Seminar and Research—and is designed to

complement and enhance the in-depth, discipline-specific study experienced in other Advanced Placement courses. To learn more about these courses you can find their full description in the *Course Descriptions* section.



### **PROJECT LEAD THE WAY (PLTW):**

Project Lead the Way (PLTW) is a nonprofit organization that provides transformative learning experiences for K-12 students and teachers across the U.S. Through multiple pathways the program provides students with opportunities to learn problem-solving strategies, critical and creative thinking, and how to communicate and collaborate. Abington Senior High School is will be offering the PLTW Human Body Systems and Engineering Essentials courses in the 2021 - 2022 school year. To learn more about these courses you can find full descriptions in the *Course Descriptions* section.

### **DUAL ENROLLMENT**

Abington Senior High School students may participate in Dual Enrollment programs available through postsecondary institutions as well as the Eastern Center for Arts and Technology. These programs provide high school students the opportunity to earn college credit at the student's expense while completing their high school education.

Please refer to the section of the Program of Studies entitled *Weighted Grade Procedures* for information regarding the weighting of Dual Enrollment course grades for class rank and grade point average (GPA). Each Dual Enrollment program varies in its criteria, application procedures, requirements, fees, and grades. Students interested in Dual Enrollment must contact their counselor prior to course matriculation. The student is responsible for all arrangements related to participation in Dual Enrollment programs including payment of tuition and fees, books and other required materials.

**Arcadia University**

Abington Senior High School offers a Dual Enrollment Program with Arcadia University. This select program allows 2-3 students to participate in four courses over two years (one per college semester) as part of the *Social Action and Justice Education (SAJE)* dual enrollment program instructed at Arcadia University's campus. Students can earn up to seventeen (17) college credits and satisfy up to 40 elective credits toward Abington School District's graduation requirements. Students who complete the SAJE dual enrollment program will be given priority review from the admission committee should they elect to enroll in Arcadia University. Students must pay all tuition and fees up front and must provide their own transportation to Arcadia University. Interested students and parents/guardians should contact the Counseling Department or visit the Counseling Department website for more information on the Dual Enrollment application process and for a list of courses approved for Dual Enrollment.

**Gwynedd Mercy University**

Abington Senior High School offers a Dual Enrollment Program with Gwynedd Mercy University's School of Business and Education. The program provides students enrolled in *Accounting I*, which is taught by an Abington Senior High School instructor, who have completed an application and all necessary payments for Dual Enrollment to earn three (3) college credits from Gwynedd Mercy University at a reduced tuition rate. This Dual Enrollment opportunity is only offered to junior or senior students. Sophomore students are not eligible to participate in the Dual Enrollment program, as per Gwynedd Mercy University's policy.

**Stockton University**

Abington Senior High School offers a Dual Enrollment Program with Stockton University. The program provides students enrolled in *Holocaust and Genocide Studies*, which is taught by an Abington Senior High School instructor, who have completed an application and all necessary payments for Dual Enrollment to earn four (4) college credits from Stockton University at a reduced tuition rate. This course includes opportunities for students to engage with guest lecturers, participate in field trips, and other related activities.

**Penn State University-Abington College**

Abington Senior High School offers a Dual Enrollment Program with Pennsylvania State University (PSU), Abington College. This program provides juniors and seniors the opportunity to earn college credit at a discounted tuition rate while completing their high school education. Through this partnership, Abington Senior High School students can enroll in college courses approved by Abington School District and instructed at PSU's Abington College. Courses completed at PSU's Abington College may satisfy elective credits toward graduation requirements. Students may complete up to two (2) college courses for high school credit per year. Students must pay all tuition and fees up front and must provide their own transportation to PSU's Abington College. Interested students and parents/guardians should contact the Counseling Office or visit the Counseling Department website for more information on the Dual Enrollment application process and for a list of courses approved for Dual Enrollment.

**Montgomery County Community College**

Abington Senior High School offers a Dual Enrollment Program with Montgomery County Community College (MCCC). This program provides juniors and seniors the opportunity to earn college credit while

completing their high school education. Through this partnership, Abington Senior High School students can enroll in college courses approved by Abington School District and taught by college faculty at MCCC's Blue Bell campus, online, or at Abington Senior High School (pending approval). Courses completed at MCCC may satisfy elective credits toward graduation requirements. Students may complete up to two (2) college courses for high school credit per year. For students enrolled in online courses at MCCC, opportunities are available during the school day to complete course work and receive support. Students must pay all tuition and fees up front and must provide their own transportation to MCCC's Blue Bell campus. Interested students and parents/guardians should contact the Counseling Office or visit the Counseling Department website for more information on the Dual Enrollment application process.

### **EASTERN CENTER FOR ARTS AND TECHNOLOGY:**

The Eastern Center for Arts and Technology serves several public and parochial schools in the eastern Montgomery County area. Eastern offers half-day programs in several career disciplines. Eligible grade ten students may submit an enrollment request card during the annual course selection process. With the exception of Allied Health, which is available to seniors only, programs at Eastern require a two-year commitment from the student. Students who submit an enrollment request card are determined to be eligible for attendance at Eastern based on a number of factors, including: daily school attendance, academic performance, discipline history, and demonstrated interest in the requested field of study. Because of an increase in Eastern attendance from neighboring schools, attendance at Eastern for Abington students is determined based on available program openings as identified by Eastern.

### **SUMMER SCHOOL:**

Remedial courses are offered in summer school. It is important for you to understand that five-week make-up courses do not duplicate course offerings during the school year. It is impossible to provide in twenty-five days the same learning experience provided over a 184-day period. Therefore, emphasis will be directed toward the basic skills and concepts in each course. Because of the lack of comparability between summer school make-up courses and those taught during the school year, a "C" is the highest grade attainable in a summer school make-up course. You may repeat courses in summer school in order to raise your grade. In all cases both grades will be reported on the permanent record card and on transcripts to institutions of higher learning.

Participation in the summer school program assumes that the student has familiarity with the course content. In order to register for any course, a student must have attained at least an average of 40% for the final grade during the regular school session. In courses where final examinations are administered, the student must have taken that examination. Students who do not meet these criteria will not be permitted to enroll in remedial courses in the summer school program.

You are encouraged to pursue summer school study within the district whenever possible. With the approval of the principal, a total of twenty points for work taken outside the district may be counted toward graduation. No graduation credits are permitted for summer school courses taken before the completion of grade nine. A complete list of summer school offerings will be distributed each year in the spring.



## **Counseling Program & Services**

### **COUNSELING SERVICES:**

The mission of Abington School District K-12 Counseling Program is to enhance student success by fostering social, personal, academic, and career development within a diverse student population. School counselors work collaboratively with school staff, families, and the community to help provide a positive social climate and to implement a comprehensive support system, thus enabling students to achieve their maximum potential and become productive members of society.

The counseling program is developmental and comprehensive in design to help students recognize their potential and become independent persons. To provide students with the information they need to make wise decisions affecting their educational and personal lives, the Counseling Department works with the academic departments to provide students with experiences related to Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship. These experiences are designed to enable every student, by the end of eleventh grade, to complete a career portfolio that documents the student's educational performance, career exploration, and employment experiences over time.

School counselors assess students' needs, identify the obstacles that may hinder student success, and advocate strategies to support learning and growth. Counselors work collaboratively with parents/guardians and teachers to assist in course selection and post high school planning. Students are also encouraged to consult with their teachers for recommendations regarding course selection and placement.

The high school counseling program includes: evening parent workshops, individual and group counseling, crisis intervention, classroom lessons and many other types of academic and emotional support

Many counselors are members of the Student Assistance Program (SAP) whose mission is to collaborate as a team with students, parents/guardians, teachers and community agencies to identify students at high-risk and to facilitate appropriate interventions. Teachers, parents/guardians, students or administrators may refer a student for this service.

### **PSYCHOLOGICAL SERVICES:**

Our school psychologists provide direct and indirect services to students, parents/guardians, and teachers. They work as part of various teams in order to support students. Team members work in a collaborative manner to address student needs in the general education program. If the team or parent believes that a student may be in need of special education services, the psychologist coordinates the evaluation process. This includes gathering information from parents/guardians and teachers, completing classroom observations, administering psychological and educational assessments and assisting in the development of an Individual Education Program (IEP), if appropriate. Facilitating counseling groups, assessing student eligibility for Gifted Services and coordinating the re-evaluation of special education programs are other psychological activities.

## **COLLEGE PLANNING:**

The high school transcript begins in ninth grade. Included on the high school transcript are: final grades for all course work in grades 9-12, annual attendance totals, cumulative Grade Point Average and class rank, and standardized test scores for college entrance exams and proficiency assessments.

Students who are planning to go to college need to be familiar with the entrance requirements of institutions in which they are most interested. Students should be sure to consult the school counselor for help in the selection of high school courses required for admission to colleges.

The high school counseling program utilizes Naviance Success, a web-based college and career planning tool, as the primary resource for college-bound students. Students are introduced to this program at the Junior High School and continue their use of Naviance through the end of their high school career.

For comprehensive information about the college admissions process, be sure to access the *Information Guide for College-Bound Students* on the Senior High School Counseling page.

## **Student Records**

Parents, guardians and eligible students (at least 18 years of age or attending an institution of post-secondary education) have the right to inspect and review their child's or their own student records. Requests must be made through the building principal. For more information, refer to the Superintendent's Administrative Procedure on "Records of Students", which can be found at: <http://www.abington.k12.pa.us/board/policies/index.php?dir=STUDENTS>.



The Abington School District is committed to ensuring all students are prepared to be college and career ready as citizens in a global and changing economy and job marketplace. To fulfill this goal, we have developed a College and Career Pathways system that amplifies our rigorous academic program, expands our course offerings, enhances students' instructional opportunities, and integrates access to industry experiences. Through the College and Career Pathways program students will:

- **Plan** for their future through personal interest mapping, guidance lessons, project based learning opportunities, college interviews and visits, and career learning experiences.
- **Invest** in their future through the purposeful use of instructional technology, increased availability of authentic learning experiences, and integration of enriched educational experiences focused on critical thinking, collaboration, communication, and creativity.
- **Experience** their future through mentorships, research, service learning, and internships.

The College and Career Pathways program at Abington School District will ensure all students are prepared for success in our dynamic and evolving world. As part of this program students will engage in a series of courses focused on college and career pathways, community partnerships, and the development of innovation, creative and critical thinking, collaboration and communication (i4C) skills. Throughout the courses, students will be empowered to display workplace and technology competencies through the development of a digital portfolio.

#### **FOUNDATIONS OF INNOVATION I**

Foundations of Innovation I provides opportunities for students to plan for their future by identifying their interests and strengths, interacting with community partners, and investigating the college and career pathways. Students will develop effective habits for navigating high school while program planning and setting goals for high school, college, and career.

#### **FOUNDATIONS OF INNOVATION II**

Foundations of Innovation II provides opportunities for students to invest in their future by equipping them with the knowledge and skills to manage money effectively in life and the workplace, exploring secondary and post-secondary options, and preparing them for college readiness exams. Students will explore service learning, and employment opportunities while continuing to program plan and set goals for high school, college, and career.

# The Pathways



**Business and Entrepreneurship Pathway**



**Computer Science and Information Technology Pathway**



**Government and Legal Services Pathway**



**Health Services Pathway**



**Humanities Pathway**



**Manufacturing and Construction Pathway**



**Science, Technology, Engineering and Mathematics (STEM) Pathway**



**Social Science and Human Services Pathway**



**Visual, Performance, and Communication Arts Pathway**

*Students also have the option to explore courses of their choice through our general studies program.*



## Business and Entrepreneurship Pathway

The Business and Entrepreneurship Pathway is focused on preparing students for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations and financial management. Emphasis is placed on the integration of various 21st century skill areas, such as: basic financial mathematics, communications, employability and professionalism, critical thinking/higher-order thinking, cooperative learning, ethics, cultural awareness, and workplace values.

### Possible Careers

Business Administration and Management  
Entrepreneurship  
Finance and Accounting  
Hospitality and Tourism  
Human Resources

Marketing  
Merchandising  
Public Relations  
Sales  
Supply Chain Management/Logistics

### Characteristics of Students in the Business and Entrepreneurship Pathway

Creative - Team-oriented - Innovative - Industrious - Critical Thinker - Determined

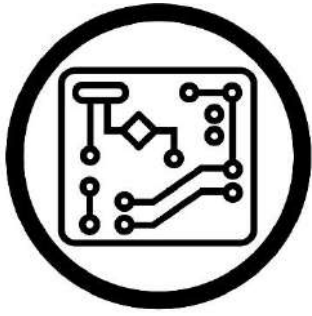
### *Is a career in business and entrepreneurship right for you?*

- Do you recognize opportunity when you see it that others may not?
- Do you like managing money?
- Do you have an idea for a product or service that is unique?
- Do you enjoy collaborating with and leading people?
- Do you like figuring out systems to solve problems?

To learn more about careers in the Business and Entrepreneurship Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Introduction to Business
- Accounting I / II
- Introduction to Entrepreneurship
- Entrepreneurial Innovation and Design
- Public Speaking
- Sports and Entertainment Marketing
- Money and Investing
- Psychology or AP Psychology
- AP Computer Science Principles (AP CSP)
- AP Microeconomics
- AP Macroeconomics
- AP Statistics
- Offerings at the [Eastern Center for Arts and Technology](#) including: Business and Technology Professional



## Computer Science and Information Technology Pathway

The Computer Science and Information Technology Pathway is for students interested in learning how computers operate, interact with one another, interact with the user, and process information. Students interested in how computers operate and process information can take the computer science classes, while students interested in how computers interact can take the networking classes, and students interested in how computers can be used in design can take the Computer Art and Design (CAD) classes.

### Possible Careers

Computer Science  
Information Security / Cybersecurity  
Information Support and Services  
Network Systems Administration  
Computer Network Architecture  
Computer and Information Research Science

Programming and Software Development  
Web and Digital Communication  
Database Administration  
Web Development  
Computer Support Specialists  
Computer Systems Analyst

### Characteristics of Students in the Computer Science and Information Technology Pathway

Creative - Innovative - Problem solver - Team oriented

### *Is a career in Computer Science and Information Technology right for you?*

- Do you want to learn to program computer software?
- Do you want to be involved in developing future technology and innovation?
- Do you want to work on creative teams and develop new products and solutions?
- Do you often explain how to use technology to non-technology users?
- Do you want a career with variety, flexibility, and the potential to telecommute?

To learn more about careers in the Computer Science and Information Technology Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- CAD (Computer Art and Design) I / II / III
- Networking Administration I / II
- AP Computer Science Principles
- AP Computer Science A
- Honors Advanced Data Structures and Algorithms
- Precalculus and Calculus Courses
- AP Statistics



## Government and Legal Services Pathway

The Government and Legal Services Pathway is focused on preparing students for careers in planning and performing government functions at the local, state, and federal levels, and on planning, managing, and providing legal, public safety and protective services and homeland security. This pathway is for students who have an interest in many fields of public service including law enforcement, the legal system, public policy, politics, and government.

### Potential Careers

Law Enforcement and Public Safety  
Government Services and Politics  
Military  
Law and the Legal System  
Financial Services and Economics

Social Services  
Travel and Tourism  
Emergency Management  
Education  
Research and Investigations

### Characteristics of Students in the Government and Legal Services Pathway

Civically Engaged - Team-oriented - Insightful - Open-minded - Critical Thinker - Analytical

### *Is a career in Government and Legal Services right for you?*

- Are you interested in helping your community?
- Do you want to help to shape public policy in your community?
- Do you have an interest in law enforcement and the criminal justice system?
- Do you like helping people solve problems?
- Are you interested in history or current affairs?

To learn more about careers in the Government and Legal Services Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Law I / Law II
- Public Speaking
- Debate
- AP United States Government and Politics
- AP United States History
- AP European History
- Sociology
- Psychology or AP Psychology
- Forensics
- World Languages
- AP Statistics
- Offerings at the [Eastern Center for Arts and Technology](#) including: Protective Services



## Health Services Pathway

The Health Services Pathway is focused on preparing students for careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. This pathway is designed for individuals looking to develop their knowledge and skills in biology, biochemistry, cell biology, genetics, microbiology, molecular biology, chemistry, mathematical concepts and bioinformatics, and critical thinking so they are well-prepared for the rigors of their next academic program.

### Potential Careers

Anesthesiology  
Athletic training  
Dietician and Nutrition  
Emergency Medical Technician (EMT)  
Forensic Science

Doctor or Nurse  
Pharmacy  
Physical Therapy  
Radiology  
Veterinarian

### Characteristics of Students in the Health Services Pathway

Empathetic - Team-oriented - Analytical - Critical Thinker - Adaptable - Selfless - Courageous - Determined

### *Is a career in Health Services right for you?*

- Do you want to help others?
- Can you handle pressure?
- Do you like being with and around people?
- Do you want to make an impact on the global scale?

To learn more about careers in the Health Services Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Medical Detectives
- Anatomy / Physiology
- Sociology
- Lifeguard Training
- Water Safety Aide
- Psychology or AP Psychology
- AP Biology
- AP Chemistry
- Precalculus and Calculus Courses
- AP Statistics
- Offerings at the [Eastern Center for Arts and Technology](#) including: Allied Health or Veterinary Science





## Humanities Pathway

The Humanities Pathway is focused on preparing students for careers in the fields of history, social sciences, literature, world languages, critical reading, and writing. The Humanities are academic disciplines that study human culture and how individuals and societies process the experience of humanity and explore the human condition. This pathway will utilize a multidisciplinary approach to create lenses to explore a global mindset, multi-cultural responsiveness, social awareness, and cultural arts while developing critical thinking skills in a variety of mediums.

### Potential Careers

Academic

Counseling

Editing

Fashion Design

Lawyer

Political Science / Activism

Psychology

Social work

Journalism / Author

Education

### Characteristics of Students in the Humanities Pathway

Inquisitive - Creative - Critically Expressive - Collaborative - Clear Communicator - Empathetic - Resilient

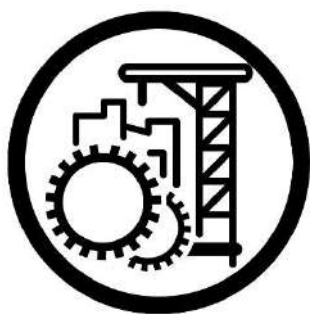
### *Is a career in Humanities right for you?*

- Do you like to explore and discuss the intersection of art, history, and the human experience?
- Are you empathetic and interested in developing an inclusive society?
- Do you want to expand your international communication and world language skills?
- Do you want to broaden your mind and opportunities to pursue a wide variety of fields and careers?

To learn more about careers in the Humanities Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Theater Arts - Acting
- Interdisciplinary Studies
- Psychology or AP Psychology
- Sports & Entertainment Marketing
- Sociology
- Creative Writing
- Apparel Design I / II / III
- Media Literacy
- Law I / III
- Introduction to Entrepreneurship
- Entrepreneurial Innovation and Design



## Manufacturing and Construction Pathway

The Manufacturing and Construction Pathway is focused on preparing students for careers in designing, planning, managing, and performing the processing of materials or the building and maintaining of the built environment. Throughout the pathway students will develop the soft, technical, and transferable skills needed for a range of careers, including: basic research and technology development, product and process engineering and design, operations and maintenance, transportation, testing, food processing and production, and medical equipment and lab work.

### Potential Careers

Manufacturing and Production

Food Production

Construction and Architecture

Heating, Ventilation, and Air Conditioning (HVAC/R)

Health, Safety & Environmental Management

Logistics Planning & Management Services

Skilled Trades (Electrical, Plumbing, Welding, Carpentry)

Transportation Systems/Infrastructure Planning

Warehousing & Distribution Center Operations

Mechatronics

### Characteristics of Students in the Manufacturing And Construction Pathway

Active listener & learner - Critical thinker - Good communicator - Team-player - Problem solver

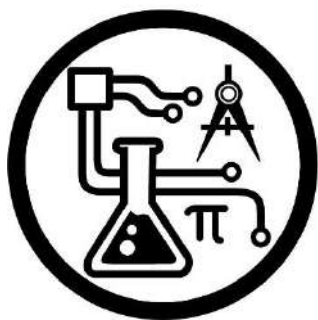
### *Is a career in Manufacturing And Construction right for you?*

- Do you like to tinker with machines?
- Do you like hands on applications in your work?
- Do you use logic and reason to figure things out?
- Do you enjoy working with computers?

To learn more about careers in the Manufacturing And Construction Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Chef's Workshop
- Computer Programing Essentials
- AP Computer Science Principles
- CAD (Computer Art and Design) I / II / III
- Introduction to Business
- Money and Investing
- Physics for Engineering and Design
- Physics of Automated Robots
- AP Statistics
- Offerings at the [Eastern Center for Arts and Technology](#) including: Automotive Technology, Collision Repair Technology, Construction Technology, Electrical Technology, Heating, Ventilation and A/C, Robotics and Automated Technology or Welding Technology



## Science, Technology, Engineering and Mathematics (STEM) Pathway

The Science, Technology, Engineering and Mathematics (STEM) Pathway is focused on preparing students for careers related to engineering, software development, information management, coding, medicine, science research, education, data science, and statistics. Throughout the pathway, students will develop mathematical, analytical, and problem solving skills, while also developing the tools to plan, manage and conduct scientific research to enhance professional skills and technical services.

### Potential Careers

Engineering (such as Chemical, Mechanical, Electrical, Civil, Environmental or Biomedical)  
Research science  
Actuary Science  
Computer and Information Research Science

Economics  
Financial and Investment Analyst  
Statistician  
Cryptography  
Pharmaceutical Science

### Characteristics of Students in the STEM Pathway

Problem Solver - Good Communicator - Analytical - Inquisitive - Collaborative - Motivated - Curious

### *Is a career in STEM right for you?*

- Do you enjoy math and science?
- Do you enjoy solving puzzles?
- Do you enjoy designing and building things?
- Do you enjoy experimenting and working with computers and other technology to solve problems?

To learn more about careers in the STEM Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Medical Detectives
- Anatomy / Physiology
- Forensic Science
- Sociology
- Psychology or AP Psychology
- Physics For Engineering And Design
- Physics of Mechanical Robots
- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics 2 or AP Physics C
- AP Statistics
- AP Computer Science Principles
- AP Computer Science A
- Calculus
- AP Calculus A or AP Calculus BC
- CAD (Computer Art and Design) I / II / III
- Offerings at the [Eastern Center for Arts and Technology](#) including: Robotics and Automated Technology



## Social Science and Human Services Pathway

The Social Science and Human Services Pathway is focused on preparing students for careers related to families and human needs such as counseling and mental health services, family and community services, personal care, education, and consumer services. Throughout the pathway, students will develop an understanding of human behavior, and how professionals working in this career path can influence the academic, personal, and social/emotional development of individuals across the lifespan.

### Potential Careers

Journalism or Editing  
Occupational Therapy  
Sociology  
Psychiatry  
Counseling and Mental Health Services  
Social Work

Politician  
Public and Governmental Affairs  
Education  
Economics  
Offerings at the [Eastern Center for Arts and Technology](#) including: Cosmetology or Culinary Arts

### Characteristics of Students in the Social Science and Human Services Pathway

Empathetic - Team-oriented - Analytical - Critical Thinker - Adaptable - Selfless - Courageous - Determined

### *Is a career in Social Science and Human Services right for you?*

- *Do you want to help others?*
- *Can you handle pressure?*
- *Do you like being with and around people?*
- *Do you want to make an impact on the global scale?*

To learn more about careers in the Social Science and Human Services Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

- Anatomy / Physiology
- AP Biology
- AP United States Government and Politics
- AP United States History
- AP Language and Composition
- Creative Writing
- Law I / II
- Media Literacy
- Psychology or AP Psychology
- Sociology



## Visual, Performance, and Communication Arts Pathway

The Visual, Performing, and Communication Arts Pathway is focused on preparing students for careers in designing, producing, exhibiting, performing, writing, and publishing creative content. This pathway offers experiences where students will develop relevant skills that pertain to a variety of careers and allow them to explore and form an understanding of their strengths within the arts.

### Potential Careers

#### Visual Arts

Architect  
Art Educator  
Fine Artist  
Computer Animator  
Fashion Designer  
Graphic Designer  
Photographer

#### Performing Arts

Arts Manager / Administrator  
Audio / Lighting Technician  
Actor / Music Theater Performer  
Music Educator  
Music Therapist  
Set Designer / Manager / Director  
Musician  
(Performer/Conductor/Composer)

#### Communication Arts

Public Relations Specialists  
Social Media Manager  
Human Resources Specialist  
Brand Manager  
Marketing Coordinator  
Copywriter  
Journalist or Editor

### Characteristics of Students in the Visual, Performance, and Communication Arts Pathway

Creative - Articulate - Risk-Taker - Innovator - Reflective - Observant - Problem-Solvers

#### ***Is a career in Visual, Performance, and Communication Arts right for you?***

- *Do you like sharing your creative view with others?*
- *Are you interested in being a part of individual and collaborative ventures that add value to our everyday lives and special events?*
- *Are you committed to advancing your art, music, theatrical, or related-production skills through learning, innovating, and practicing?*

To learn more about careers in the Visual, Performance, and Communication Arts Pathway go to the [Bureau of Labor Statistics](#) or log into [Naviance](#) and click on Careers.

### Recommended Coursework

#### Visual Arts

- Art I / II / III Major
- Honors Art / AP Art
- Ceramics or Sculpture
- Drawing or Painting
- Photography
- Offerings at the [Eastern Center for Arts and Technology](#) including:  
Commercial Art

#### Performance Arts

- Band / Chorus / Orchestra Ensembles
- Computer Based Music
- Music Theory
- Voice Class
- Piano
- Theatre Arts - Acting

#### Communication Arts

- Creative Writing
- Public Speaking
- Theatre Arts - Cinema
- Interdisciplinary Studies
- Journalism and Broadcast Media
- Media Production Workshop

## **COURSE DESCRIPTIONS**

# ART

The Art Program at the high school is designed for students who want to learn about art, enjoy making art or are considering art as a college major or career. The curriculum offers courses to beginners as well as more advanced students, and is designed to be a progressive program.

## **Grade 9 Offerings**

### **ART I**

This course is a two-period a week elective designed for students of all levels & abilities. Students will be given the opportunity to experience a variety of different art forms – both two – and three-dimensional- and to use the most current tools and materials available to express themselves in art. To better appreciate and analyze works of art, students will also study related vocabulary, history, aesthetics, and criticism.

### **ART II**

Prerequisite – successful completion of Art I elective in grade 8

This course is a two-period a week elective designed for students of all levels & abilities. Through the structured classroom and at-home projects, students will be exposed to the formal elements and principles of design, as well as become familiar with different art media including, but not limited to, drawing, painting, sculpture, and design. Students will also be exposed to: art history, multicultural art, and how art relates to the commercial world.

### **CERAMICS 9**

This course is designed for students who love working in clay. Students will learn all aspects of sculpting using “hand built techniques.” This is known as Slab and Coil and bas-relief. Students work at their own level of experience. Student work is glazed and fired. Students work with both white clay and terra cotta clay.

### **GRAPHICS**

This course is designed for students of all levels & abilities. In this one-year graphics art course, students will be introduced to projects that will challenge their critical thinking, their creative abilities, and their problem-solving skills. Through the structured classroom and at-home projects, students will be exposed to the formal elements and principles of design, as well as become familiar with different graphic design media including, but not limited to, design, printmaking, photography, computer graphics, serigraphy, and book making. Along with skill building, students will begin to refine both compositional layout and best visual concepts for the design problem. Assignments given will be based on themes from literature, advertisement, packaging promotions, textile design and so forth. (Internet access at home is helpful).

## **Grades 10 - 12 Offerings**

### **Full Year Courses**

#### **ART I MAJOR**

No prerequisite

Art I Major is a full-year art course in which students will explore in depth a variety of artistic techniques such as drawing, painting, printmaking, and sculpture. Students will learn the principles of design and experiment with the elements of art. Art I Major will also have an art history component. There will be studio and art history homework assignments.

#### **ART II MAJOR**

Prerequisite: Student must successfully complete Art I Major, two semester art electives, or a portfolio review.

Art II Major involves two areas of learning-Studio Art and Art History. Studio Art stresses refining and advancing the

basic skills in drawing and painting and introduces clay sculpture. Subject matter includes human form, still life, landscape, and design. Art history surveys the development of Western art from Egyptian art to the Baroque period. A considerable amount of out-of-class preparation is required.

## **HONORS ART**

Prerequisite: This course must be taken in conjunction with an Art Major course.

Honors Art is designed to give the students a foundation in creative visual thinking and problem solving. Projects will involve experimentation with methods and media. The artistic mediums explored will involve a variety of advanced drawing, painting, printmaking, and sculptural techniques. Students will have studio and academic homework. This course is for the serious art student who desires to create a portfolio.

## **ART III MAJOR**

Prerequisite: Art II Major and recommendation of instructor

Art III Major involves two areas of learning: Studio Art and Art History. Studio Art continues the study of design fundamentals and artistic techniques. The course fosters the development of a mature attitude toward expressive and conceptual art. Subject matter deals primarily with still life, landscape and the human figure from direct observation to advanced conceptual works. Art History continues the survey of the development of Western Art from the end of the Baroque period to contemporary art. Studio techniques taught include watercolor, oil painting, drawing, and sculpture. A considerable amount of out-of-class preparation is required. This course is strongly recommended for those students contemplating pursuing further education in art or a serious student who wants to continue an in-depth study of art.

## **ADVANCED PLACEMENT STUDIO ART AND DESIGN**

Prerequisite: Art II Major (This course must be taken in conjunction with Art III Major)

Advanced Placement Studio Art is a full-year course in which students will create a cohesive body of work in a subject area of their choice. Students choose to submit a Drawing, 2-D, or 3-D Portfolio. Students are responsible to complete one work biweekly along with written evidence and documentation.

Students who successfully complete the course and meet advanced placement test criteria are eligible for college credit and are exceptionally well prepared for college level art courses.

The A.P. Studio Art and Design portfolio consists of two parts:

1. Selected Works- 5 works of art that each demonstrate strong 2-D, 3-D or Drawing skills and a synthesis of materials, processes and ideas. These pieces will be physically submitted to the College Board by mail.
2. Sustained Investigation- 15 images that demonstrate an inquiry-based and in-depth study of materials, processes and concepts over time. This exploration must clearly show evidence of experimentation, practice and revision of artworks. The 15 images will be submitted digitally to the College Board.

## **COMPUTER ART & DESIGN I**

No prerequisite

This is an introductory course that teaches the basics of architectural design and mechanical drawing. For the first half of the year students will use classic drafting tools to make architectural drawings and draw a variety of other objects. Students will also learn sketching and how to draw in perspective. In this course students will also build architectural models of towers and bridges. This is an excellent background course for students who plan to enter engineering, architectural, technical or vocational fields.

## **COMPUTER ART & DESIGN II, III**

Prerequisite: Computer Art & Design I

Building on Computer Art & Design I students will continue to work with drafting tools, and the CAD computer program to create more advanced isometric, architectural, and perspective drawings. An emphasis is placed on creative product design, freehand sketching, and 3D programs like SketchUp. Students will also draw and build architectural models based on their own designs. Using a 3D printer is also an important part of this class.



## **One Semester Courses**

### **INTRODUCTION TO PHOTOGRAPHY**

Prerequisite: Digital Photography, Design I or Drawing I

As a thorough introduction to black and white film photography, this class will teach students how to use a manual 35mm film camera to create powerful personal images. Students will explore lenses, lighting, picture taking, film development, and all aspects of a darkroom lab. Class projects will include making large and small photographs, creating photograms, double exposures, motion photographs, and the basics of good photographic design. The class will also explore essential photographers from the history of photography. Cameras and all other materials are supplied.

### **ADVANCED PHOTOGRAPHY**

Prerequisite: Introduction to Photography

Advanced Photography is designed for students who have successfully completed Introduction to Photography and are interested in furthering their knowledge. Building on Introduction to Photography, students will explore alternative processes like Print toning, Cyanotype, Solarization, and Photo-montage. Students will also engage in an independent concentration based on the work of a famous photographer. At the end of this course students will have a portfolio of high quality prints that exhibit a mature understanding of black and white photography.

### **DIGITAL PHOTOGRAPHY**

No Prerequisite

This class introduces students to the digital camera and the emerging technologies of digital photography. These technologies include high quality color printers, scanners, computers, and the Photoshop computer program. Topics include design, composition, visual creativity, photography, digital cameras and lens operation, photo exposure, white balance, lighting, and image editing with Photoshop. Projects to include: Portraits, Photographic restoration, Posters, Advertising and Fine art images. Maintaining and archiving images on a student generated website will also be explored.

### **DESIGN I**

No prerequisite

This course introduces students to the concepts and techniques used by commercial artists and graphic designers. Composition, color theory, two-dimensional design, logo design, type design, and posters are examples of class projects. The computer software program Adobe Photoshop will be taught and used to create images. The foundations of this course are the principles of design and visual communication.

### **DESIGN II**

Prerequisite: Design I

This course builds upon the skills of Design I. It introduces students to conceptually challenging projects such as signage, book illustration, bag design, greeting cards, and personal logos. Students will use advanced Photoshop techniques in addition to scanners and digital cameras. This course can be used to create a 2-D design portfolio.

### **DRAWING I**

No prerequisite

The Drawing course presents beginner students with an introduction to principles of design and various drawing techniques. The course will focus on observational drawing, composition and design. Projects include a still life, head and figure drawings. This course is a prerequisite for painting and printmaking courses as well as Art II Major.

### **DRAWING II**

Prerequisite: Drawing I

In addition to observational drawing, students will use a variety of alternative sources for their work. Students in this class will use pastel, watercolor, and collage, in addition to pencil and charcoal, and will explore the styles of many different art movements.

## **PAINTING I**

Prerequisite: Drawing I or permission of instructor

Painting I presents students with an introduction to the basic painting techniques of watercolor, oil, and acrylic. An emphasis will be placed upon color theory, composition and painting from life. Students will also be presented with art history discussions that focus on drawing and painting.

## **PAINTING II**

Prerequisite: Painting I

Painting II provides students with the opportunity to utilize the basic skills they learned in Painting I and to advance their techniques through further in-depth studies of painting. Students will develop a deeper understanding of oil paint as well as the use of color, shape, and form, enabling them to reach their personal artistic goals. This course will explore painting from life as well as conceptual/abstract painting.

## **PRINTMAKING**

Prerequisite: Drawing I

Printmaking is a course designed to introduce students to a variety of printmaking media including collograph, woodcut, silkscreen, intaglio, linoleum, etc. Emphasis will be placed on individual creative growth and aesthetic awareness through exploration of various media. A survey of the art history of each printmaking process will be explored.

## **CERAMICS: WHEEL-THROWING I**

No prerequisite

This is a semester course that will introduce beginner students to the skills, tools, and materials used in creating 3-D works of art using the potter's wheel. Beginning with the fundamentals of centering clay to making more sophisticated forms on the wheel, students will practice skills as they work toward proficiency through repetition. Students are exposed to both historical and contemporary works of art through slide discussions, museum trips and various media resources.

## **CERAMICS: HAND-BUILDING I**

No prerequisite

This is a semester course that will introduce beginner students to the skills, tools, and materials used in creating 3-D works of art without the use of a pottery wheel. Hand-building techniques such as pinch, coil and slab will be utilized to make functional and sculptural works of art. Students are exposed to both historical and contemporary works of art through slide discussions, museum trips and various media resources.

## **CERAMICS: WHEEL-THROWING II**

Prerequisite: Ceramics: Wheel-Throwing I

This class is designed for students who wish to further their knowledge and skills using the potter's wheel as their main tool for production. Wheel-Throwing II engages students with more complex 3-D design problems and encourages in-depth personal solutions to artistic challenges. Advanced sculpture and wheel-throwing techniques will be emphasized. Students are exposed to both historical and contemporary works of art through slide discussions, museum trips and various media resources.

## **CERAMICS: HAND-BUILDING II**

Prerequisite: Ceramics: Hand-Building I

This course is designed to give students who have completed Ceramics: Hand-Building 1 the opportunity to continue working with three-dimensional media without the aid of the potter's wheel. Hand-Building II engages students with

more complex 3-D design problems and encourages in-depth personal solutions to artistic challenges. Advanced sculpture techniques will be emphasized. Students are exposed to both historical and contemporary works of art through slide discussions, museum trips and various media resources.

### **ADVANCED PROJECTS IN SCULPTURE I**

Prerequisite: Completion of Ceramics: Wheel-Throwing II or Ceramics: Hand-Building II

This course is designed to give students who have completed Sculpture/Ceramics I and II the opportunity to continue working with three-dimensional media. Students will choose a specific topic or technique to investigate for one semester in order to develop an individualized, cohesive body of three-dimensional work. Along with studio work, students will create a sketch book/journal of their process and a final rational paper.

### **ADVANCED PROJECTS IN SCULPTURE II**

Prerequisite: Advanced Projects in Sculpture I

This is a semester course that gives students who have completed Advanced Projects in Sculpture I the opportunity to continue working with three-dimensional media. Students will create a personal concept for making three-dimensional work that will culminate in a final portfolio of related works and a written Artist Statement.

## **BUSINESS ADMINISTRATION**

### **Grade 9 Offerings**

#### **ADVANCED MULTIMEDIA TECH**

Prerequisite: Multimedia Technology (grade 7 or 8)

This is a fast-paced course that meets twice per week for the duration of the year. Tasks and projects will utilize Internet Explorer, GIMP (similar to PhotoShop), and HTML Webpage Coding. Students will create numerous LIVE web sites utilizing advanced HTML language and free online domain hosting. Students will be introduced to Windows MovieMaker and will create videos incorporating digitally "cut" music.

#### **INTRODUCTION TO BUSINESS**

This course is designed to help students learn and understand skills in the areas of business operations, leadership proficiency, communication skills, technology innovations, trends in the US/global business world, money management and banking, credit, savings and investments as an employee and/or owner, insurances, careers in the broad and growing business environment, etc. Emphasis is placed on the integration of various skill areas, such as: basic financial mathematics, communications, social skill studies and professionalism, critical thinking/higher-order thinking, cooperative learning, ethics, and workplace values. This course meets twice per week for the duration of the year; the class is taught in a computer lab setting. Students will utilize software, like Microsoft Publisher and Windows MovieMaker, to create business presentations. This course serves as a base before students move to the high school to enroll in their various business electives.

#### **COMPUTER PROGRAMMING FUNDAMENTALS**

Prerequisite: None

Computer Programming Fundamentals is a lively introduction to Javascript and Java programming. Students learn to program drawings, animations and games. Course concepts include: problem solving techniques, program design, control structures, functions, loops, simple data structures and algorithms.

#### **VIDEO PRODUCTION II**

Prerequisite: Video Production I (grade 7 or 8)

This course will build upon the knowledge gained in Video Production and establish a deeper understanding of the creation, development, and presentation of various media programs. Students will play a variety of roles: author, actor, crew, and editor in creating various films. Assignments may include creating a commercial, public service

announcement, pro-social film, or a sports-highlight film. In addition, students will produce the in-house morning announcements as well as programming to be shown to school and community viewers.

## **FOUNDATIONS OF INNOVATION I**

Foundations of Innovation I provides opportunities for students to plan for their future by identifying their interests and strengths, interacting with community partners, and investigating the college and career pathways. Students will develop effective habits for navigating high school while program planning and setting goals for high school, college, and career.

## **Grades 10-12 Offerings**

## **FOUNDATIONS OF INNOVATION II**

Foundations of Innovation II provides opportunities for students to invest in their future by equipping them with the knowledge and skills to manage money effectively in life and the workplace, exploring secondary and post-secondary options, and preparing them for college readiness exams. Students will explore service learning, and employment opportunities while continuing to program plan and set goals for high school, college, and career.

## **WORK STUDY**

Prerequisite: Work Study Contract

The Work Study Program provides junior and senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience along with the ability to earn credits and a paycheck. Through this business experience, they will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace and in life. Students participating in this program will attend their academic classes daily and be granted an "early dismissal" to participate in employment during school hours.

Failure to comply with the regulations and expectations of the Work Study/Internship program will result in a grade of 'F'.

The basics of the program include:

1. Students and parent/guardian must sign the ASHS Work Study Contract prior to participating in this program.
2. Students must have employment prior to starting the program.
3. If a student quits or is fired from employment, they must return to school as a full-time student (to replace work study time) at the start of the next term.
4. If absent from school, the student will not attend work on the same day. (The student will be removed from the Work Study Program if they attend work and not school).
5. Student will meet with and inform the Work Study Coordinator immediately if he/she is considering quitting their job prior to giving notice to the employer, working with the Work Coordinator to find other employment.
6. The student will leave the building daily at the time of dismissal and have arrangements(transportation) to leave school grounds at that time.
7. Students must maintain passing grades in all academic subjects.
8. Work supervisors will be contacted on a regular basis to review hours and work status.

9. Student paid employment must consist of a proper Form W-4 or Form W-9 completed. A W-9 indicates the worker does not have a job, rather they are self-employed contractors. Employers are required to properly classify workers as employees or contractors. If paid as a contractor — which means earnings are reported to the worker and the IRS on a Form 1099-MISC rather than a W-2 — the student is, for tax purposes, self-employed. That designation means that even if the young worker doesn't earn enough to owe federal income taxes, he or she could owe the government self-employment, or SE, taxes.
10. The student will maintain a good attitude and be cooperative while in school and on the job site.

Employment Practice: Employers of Abington Senior High School students may not discriminate on the basis of sex, race, color, national origin, or disability.

## **Full Year Courses**

### **Networking Administration**

Our Networking Administration courses, both Networking Administration I and II, provide students with the content of the 200-125 Cisco Certified Network Associate (CCNA) Routing and Switching (R&S) certification. CCNA is an information technology (IT) certification from Cisco. CCNA certification is an associate-level Cisco Career certification. The 200-125 exam is a composite exam associated with the Cisco Certified Network Associate Routing & Switching certification. This exam tests a candidate's knowledge and skills required to install, operate, and troubleshoot a small to medium size enterprise branch network. The topics include connecting to a WAN; implementing network security; network types; network media; routing and switching fundamentals; the TCP/IP and OSI models; IP addressing; WAN technologies; operating and configuring IOS devices; extending switched networks with VLANs; determining IP routes; managing IP traffic with access lists; and establishing point-to-point connections. Students will learn about the various pathways that are available to obtain certifications.

#### **NETWORK ADMINISTRATION I**

No Prerequisite

Cisco Certified Network Associate (CCNA) R&S: Introduction to Networks

Begin preparing for a networking career with this introduction to how networks operate. This includes learning the architecture, structure, and functions needed to support the operations and priorities of Fortune 500 companies to small innovative retailers. You will even get the chance to configure a network yourself, such as a simple LAN (Local Area Network). After completing this course, you will have a working knowledge of routing, switching, network applications and protocols. This is the first course in a 4-course series designed to prepare you for entry-level networking jobs. No prerequisites required.

Cisco Certified Network Associate (CCNA) R&S: Routing and Switching Essentials

It's time to delve further into the world of networking. Be fascinated with the sheer magnitude and interconnectedness of networks all around you. Become a pro at configuring a router and a switch to enable the functionality of a network. Gain more knowledge on what it takes to work with LANs, WANs and other network designs. This is the second course in a 4-course series designed to prepare you for networking technician jobs, plus prepare you for the Cisco CCENT Certification or to continue on your path toward the Cisco CCNA R&S Certification. Course CCNA R&S: Introduction to Networks or equivalent knowledge is recommended.

#### **NETWORK ADMINISTRATION II**

Prerequisite: Network Administration I

Cisco Certified Network Associate (CCNA) R&S: Scaling Networks

Large enterprises depend heavily on the smooth operation of their network infrastructure. This is why networking support professionals are becoming more and more vital to every organization. Those who are skilled can not only land a great job, they can set their sights on a rewarding career! So, time to get serious and advance your networking

knowledge with the help of Cisco, the pioneer of routing and switching technologies. This is the third course in a 4-course series designed to prepare you for networking analyst and engineering jobs.

#### Cisco Certified Network Associate (CCNA) R&S: Connecting Networks

Be ready to take your CCNA R&S certification upon completing this course and watch the doors open and job opportunities come your way. Why? Because the networking expertise that you will attain is coveted by network engineers and employers all over the world. Intimately understanding network infrastructure and protocols and how they work together will not only help you succeed today, but also help you stay current as technologies continue to evolve. This is the fourth course in a 4-course series designed to prepare you for the Cisco CCNA R&S Certification and networking administrator and engineering jobs.

## **Computer Science**

### **COMPUTER PROGRAMMING FUNDAMENTALS**

No Prerequisite

Computer Programming Fundamentals is a lively introduction to Javascript and Java programming. Students learn to program drawings, animations and games. Course concepts include: problem solving techniques, program design, control structures, functions, loops, simple data structures and algorithms.

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

No Prerequisite

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course is the first course in the Computer Science sequence. Students in grades 10 – 12 are encouraged to enroll.

### **ADVANCED PLACEMENT COMPUTER SCIENCE A**

Prerequisite: AP Computer Science Principles or Permission from Department Chair

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. This course is the second course in the Computer Science sequence. Students successfully completing the AP Computer Science Principles are strongly encouraged to enroll.

### **HONORS ADVANCED DATA STRUCTURES AND ALGORITHMS**

Prerequisite: Successful completion of AP Computer Science A Exam and Approval of Instructor

This is a course about Algorithms and Data Structures using the JAVA programming language. We introduce the basic concepts about complexity of an algorithm and methods on how to compute the running time of algorithms. Then, we describe data structures like stacks, queues, maps, trees, and graphs, and we construct efficient algorithms based on these representations. The course builds upon existing implementations of basic data structures in JAVA and extends them for the structures like trees, studying the performance of operations on such structures, and the efficiency when used in real-world applications. In addition, students will be given the opportunity to explore areas of computing that specifically are in line with their future academic and career goals. This course is the third course in the Computer Science sequence. Students successfully completing the AP Computer Science A are strongly encouraged to enroll.

## **Business**

### **ACCOUNTING I (DUAL ENROLLMENT GWYNEDD-MERCY UNIVERSITY)**

Prerequisite: Strong Math Skills

Accounting is considered to be the language of business. Therefore, students considering a major in an area of Business Administration (International Business, Marketing, Finance, Accounting, Entrepreneurship, Management, etc.) should enroll in this Introductory Accounting course. This course is an introduction to basic principles of financial accounting; the effects of business transactions; and the effect on the financial statements. Learn how to prepare basic statements and to engage in decision making essentials in our economic system through analysis of receivables and inventories.

NOTE: Students in grades eleven and twelve can elect to take this course as a Dual Enrollment opportunity. Please see Gwynedd Mercy University under the *Dual Enrollment* section.

### **ACCOUNTING II**

Prerequisite: Accounting I

Accounting II expands upon the basic principles learned in Accounting I through Departmental Accounting. Departmental Accounting refers to maintaining accounts for one or more branches or departments of the company. Revenues and expenses of the department are recorded and reported separately through a deeper coverage of the complexities in the areas of accounting for depreciation, inventory, notes and payroll taxes. Analysis of corporations, shareholder's equity (bonds) and financial statements.

### **Semester Offerings:**

#### **LAW I**

No prerequisite

Law I will begin the process of equipping students with knowledge of the law. For instance, if a minor has a job, "are his/her parents/guardians entitled to the minor's paycheck?" Students will gain the knowledge necessary to understand the laws in our society and how the laws pertain to them. Courtroom procedures, criminal, and civil cases will be discussed at length. Law I will bring everyday life into the equation through mock trials and controversial discussions about the law.

#### **LAW II**

Prerequisite: Law I

Law II builds on the concepts discussed in Law I. Law II will utilize a discussion based environment enabling students to better understand the intricate details of the laws around them. International law issues such as extradition will be addressed. The area of electronic commerce law along with electronic privacy will be examined. Leasing and renting laws are discussed from the perspective of the consumer. Students will be expected to actively participate in several criminal and civil mock trials.

### **ADVANCED STUDIES IN LAW**

Prerequisite: Law II

The student will explore the various career possibilities within the legal industry. In addition, mock trials will be an integral part of this course. Students will learn the fundamentals of developing a legal brief which will, in turn, be used to formulate their arguments. This class will make use of the wealth of legal resources in our community. Guest lecturers, web-based research, and computer simulations will be part of this offering.

### **SPORTS AND ENTERTAINMENT MARKETING**

No Prerequisite

Discussions will cover the decision-making process of sports teams and agents, interactions between professional sports and the media, and problems involving the creation and distribution of sports entertainment products. Strategies of planning, organizing and directing a sports franchise will be discussed as well as the major issues facing

professional sports teams today. Topics such as contracts, staffing, operations, and marketing will be covered. Also, the skills necessary to be a successful sports manager will be covered. In addition, students will have an opportunity to apply understanding of concepts using a sports and entertainment simulation throughout the semester. The online simulation teaches students the hard business decisions that go into the sports and entertainment events the students enjoy in real life. Students handle promotion, ticket pricing, stadium operations and staffing, sponsors, concessions, concert booking and promotion, and more.

## **INTRODUCTION TO ENTREPRENEURSHIP**

No prerequisite

Introduction to Entrepreneurship is a course for designers, engineers, techies, writers, and all students interested in excelling in the 21st Century. Students will develop an entrepreneurial mindset- a mindset capable of critical thinking and problem solving in a fast-paced, professional setting. Class participants will learn the stories of successful entrepreneurs as well as hear the tales of some epic business failures.

Through field experiences and real-world projects, students will be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, marketing, culture-building, and finance. Students will be coached along as they develop their professional strengths and innovative spirits.

## **ENTREPRENEURIAL INNOVATION AND DESIGN**

Prerequisite: Intro to Entrepreneurship

Students in Entrepreneurial Innovation and Design will use Design Thinking to identify a business opportunity and take action. Once students have formulated their business idea, they will conduct market research, secure financial and human resources, establish relationships with vendors, create a strategic promotional and sales plan, and sell. The young entrepreneurs will go through all phases of the startup process before liquidating and generating an “annual” report that will be presented to a public audience. All money, products, and risks in this course are real.

Students in this course will embark on a social entrepreneurship journey through community partnerships and our school-based enterprise, Ghost Goods. Participation in the Abington Senior High School Future Business Leaders of America chapter is highly encouraged. Information about FBLA can be found at <https://www.fbla-pbl.org/>.

## **MONEY AND INVESTING**

No prerequisite

Money and Investing will provide students with an understanding of personal finance topics ranging from managing one’s bank account to investing in mutual funds. This course will utilize various web-based activities including simulations, stock market games, and investment calculators. After studying career planning, budgeting, banking, insurance, credit, taxes, and investing, students will complete this course well-prepared to face life’s most critical financial decisions!

## **COMPUTER ESSENTIALS**

No prerequisite

Computer Essentials helps students sharpen their skills related to word processing, presentation creation, data entry and analysis, and desktop publishing. Students will become proficient users of the Microsoft Office Suite and Google Applications including Word, Excel, Power Point, Publisher, Docs, Sheets, Slides, and Forms. Special attention will be placed on equipping students with the skills and knowledge to make use of the most appropriate technology for any given task.



# ENGLISH

The Abington Senior High School English Department offers a rigorous curriculum, designed to prepare all students for the challenges in today's competitive college environment. Student academic development in the High School English classroom will be sequential, and will build on the skills and objectives cultivated in the Junior High School. The Secondary English curriculum is comprehensive in its scope and sequence and students will be exposed to a wide variety of literary works of the highest quality.

Students in the 9<sup>th</sup> Grade will experience a survey of literature from all over the world and the writing program emphasizes peer editing, reading aloud, and Focus Correction Areas. The 10<sup>th</sup> Grade English curriculum clearly focuses on American Literature and students will develop the necessary skills to analyze and interpret texts from all genres including novels, short stories, drama, non-fiction, and poetry. Students will develop college level writing skills as they work through the writing process from thesis development to finished product. At both grade levels, comprehensive preparation for the Keystone Exam in Literature will be stressed throughout the curriculum and students will sequentially follow the Sadlier-Oxford Vocabulary Workshop Program.

## **Grade 9 Offerings**

### **ENGLISH I**

This course is designed to present students with the opportunity to practice all of the language arts in a variety of contexts and for a variety of audiences. The course is designed to take a multi-genre approach to literature by exploring novels, short stories, poetry, drama, and non-fiction. Writing instruction will focus on planning, drafting, revising and editing. Particular emphasis will be placed on adhering to academic conventions such as writing well-developed paragraphs, using topic sentences, finding supporting details, and maintaining a unity of ideas. Students will construct and present a polished Essay of Opinion based on research and utilizing the MLA method of documentation to cite sources. Students in this course will be taught effective techniques for speaking in public and the principles of active listening. Finally, emphasis will be placed on various study skills and note-taking methods.

### **HONORS ENGLISH I**

An accelerated honors class is available for each of these courses. While the core curriculum is the same, honors classes offer a more rigorous pace, coupled with the expectation for students to be motivated self-starters who can work well independently.

### **THEATER ARTS - ACTING**

This course is designed to present the foundations of theater and teach effective use of voice and body through theater games, warm-up exercises and activities. Students will practice performance skills in a drama/theater context, including memorizing lines of well-known monologues and dialogue. They will also learn stage presence, vocal projection and character development.

### **JOURNALISM**

This class is designed to teach students how journalistic writing differs from other writing forms. Students will engage in extensive writing, revising, and editing using computers. Specifically, students will learn how to write news stories, feature stories, editorials, and sports stories. Students will also tackle other journalistic media forms like television, magazines, and the internet.

## **Grade 10 Offerings**

### **HONORS ENGLISH II**

Prerequisite: English I

Provides an in-depth study of the great works of American literature with a focus on both nineteenth and twentieth century writers. In composition the skills of exposition and argumentation are reinforced, and the essays of critical analysis are introduced. The critical reading and vocabulary programs are designed to help students prepare for the **SAT**. The Keystone Literature exam will be administered to all students at the conclusion of this course.

**OR**

### **ENGLISH II**

Prerequisite: English I

Stresses the skills of literary analysis through a study of selected works primarily in American literature. The focus in composition is on expository and persuasive essays with particular attention given to a variety of organizational techniques. The basics of grammar are reviewed, especially as they relate to the student's writing. A vocabulary program is required, and vocabulary tests are administered as part of the semester examinations with a special emphasis on preparation for the **SAT**. The Keystone Literature exam will be administered to all students at the conclusion of this course.

## **Grade 11 Offerings**

### **HONORS ENGLISH III**

Prerequisite: English II

Provides an in-depth study of the great works of British and Commonwealth literature with a focus on writers, both classic and contemporary. In composition the skills of critical analysis are developed, and the essay of explication is introduced. The grammar and vocabulary programs are designed to help students prepare for the **SAT**.

**OR**

### **ENGLISH III**

Prerequisite: English II

Develops the skills of literary analysis through a study of selected works primarily in British and Commonwealth literature, along with an infusion of high-interest readings from American and/or world literature. The focus in composition is on expository and persuasive essays with particular attention given to the essay of critical analysis. The basics of grammar are reviewed, especially as they relate to the student's writing. A vocabulary program is required, and vocabulary tests are administered as part of the semester examination with a special emphasis on preparation for the **SAT**.

**OR**

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

Prerequisite: English II

The Advanced Placement Language and Composition course will run as an elective course open to both 11<sup>th</sup> and 12<sup>th</sup> grade students. The course will engage students in becoming skilled prose readers from a variety of rhetorical contexts and time periods, supplemented by the various media available in the library, including newspapers, magazines, comic strips, film, advertisements and photographs. The course will also be writing intensive, asking students to produce expository, analytical, and persuasive compositions which focus on demonstrating mastery of language conventions and developing stylistic maturity. The course will enable students to read complex texts fluently, to write sophisticated prose effectively and to comprehend rhetoric in all its guises, including visual and auditory. Through their reading and writing, the students will learn the intricacies of the interactions between a

writer's purpose, the expectations of an audience, and the subject matter, as well as the way conventions and language contribute to effective writing. It will also lay the groundwork for the students' transitions into the Advanced Placement Literature and Composition course currently offered in the 12<sup>th</sup> grade curriculum. This course will prepare students to complete the Advanced Placement English Language and Composition examination.

## **Grade 12 Offerings**

### **ENGLISH IV**

Prerequisite: English III

Develop the skills of literary analysis through a study of selected works primarily in world literature. The focus in composition is on explication with particular attention given to the essay of comparison/contrast. The basics of grammar are reviewed, especially as they relate to the student's writing. A vocabulary program is required, and vocabulary tests are administered as part of the semester examination with a special emphasis on preparation for the SAT.

**OR**

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

Prerequisite: English III

Provides an in-depth study of the great works of world literature with a focus on major literary movements. In composition the intrinsic skills of explication are developed, and the scholarly essay based on elements of comparative literature is introduced. Independent work in language and vocabulary is required. Students are encouraged to take the Advanced Placement Examination for college credit.

**OR**

### **INTERDISCIPLINARY STUDIES**

Prerequisite: Recommended for grade 12 (20 points)

The Interdisciplinary Studies course is a humanities course that provides students with the opportunity to explore the branches of knowledge concerned with understanding humanity and its cultural expressions. It is the integrated study of history, economics, literature, language, philosophy, the visual arts, theatre and music. Content emphasis is placed on the interconnectedness of the history of human societies, change and continuity within those societies, and the concepts and themes that embody human experience. In the Interdisciplinary Studies course, emphasis is placed on critical thinking and creative expression as students engage in highly collaborative learning experiences with a high degree of variety in method of instruction and assessment. Admission to this course is by application.

## **Elective Courses**

### **AFRICAN AMERICAN LITERATURE: RECONSTRUCTION TO THE HARLEM RENAISSANCE**

No prerequisite

This course will focus on the literary canon of African American writers from the Period of Reconstruction through the Harlem Renaissance. Students will explore the history, experiences, theories, and philosophies of African Americans through the literature represented by influential African American writers in each time period. The course will examine the diverse themes found in the oral narratives, poetry, fiction, nonfiction, and drama that comprised each of the historic periods.

### **AFRICAN AMERICAN LITERATURE: THE CIVIL RIGHTS MOVEMENT TO THE PRESENT**

No prerequisite

This course will focus on the literary canon of African American writers from the Civil Rights Era to the present. Students will explore the history, experiences, theories, and philosophies of African Americans through the literature represented by influential African American writers in each time period. The course will examine the diverse themes

found in the oral narratives, poetry, fiction, nonfiction, and drama that comprised each of the historic periods.

## **THEATRE ARTS - ACTING**

No prerequisite

Emphasizes basic acting exercises including pantomime and improvisation. The course will include acting techniques and theories that lead to interpretation of character roles. The students will be given principles of staging that will be applied in rehearsals and performances. A paper will be required. This course may be taken once for credit.

## **THEATRE ARTS - CINEMA**

No prerequisite

Cinema is an introduction to film analysis, which is an enjoyable, entertaining, and instructive process. Among the areas addressed will be a film's message and how and by whom that message is communicated. This, of course, will lead to larger meanings as students view and discuss a variety of motion pictures. Types of movies, techniques of filmmaking, and the history of cinema will be explored. The primary focus will be on classical films before 1990 and will include silent movies, black and white films, and films with subtitles. Students will be required to be active participants rather than passive spectators.

### **Six Areas of Study**

1. Narrative techniques of filmmaking
2. The documentary vs. the narrative
3. Basic film genre
4. Developing technologies
5. Visual literacy: Reading the language of film
6. Montage vs. Mise-en-scene

## **CREATIVE WRITING**

No prerequisite

Provides students with the opportunity to explore the dynamics of the creative process through computer assisted writing. Using computer software in a supportive climate, students will generate documents that reflect their mastery of various writing techniques. Students who are interested in the art of writing and who enjoy exploring their world through the power of the written word should consider taking this course. Creative Writing is a course designed for those who relish taking a creative look at life.

## **DEBATE**

No prerequisite

Is designed for students who hope to pursue careers in law or communications, or for students who would like to sharpen their skills in research and analysis. Formal debate procedure will be examined, followed by a detailed analysis of the current debate topic. Monthly competition with area schools will add interest and variety to classroom experiences. College bound students looking for opportunities for creative work should consider this elective.

## **JOURNALISM AND BROADCAST MEDIA**

No prerequisite

Introduces students to news writing and reporting, as well as the analytical skills needed to determine what constitutes "news" in the eyes of the media and the general public. Students will learn the roles that the newspaper, Internet, and television mediums have in shaping our culture. Students will learn to develop story ideas, to gather information, to combine visual and verbal messages, and to write and edit news. Special attention will be given to producing programs for the morning announcements. Using both the Computer Lab and the state-of-the-art TV studio, students will confront the challenges of producing, publishing, and/or broadcasting news fit for both school and community consumption.

## **MEDIA LITERACY**

No prerequisite

Course Description: The Media Literacy course provides students with the skills needed to determine the reliability and validity of the information disseminated daily through the internet, social media apps like Instagram and Snapchat, television, and print media. Using the wealth of technology available, students will analyze media through persuasive strategies of logos, pathos, ethos, as well as bandwagon, circular argument, and other forms of persuasion. After learning how to identify these strategies and their efficacy, students will create their own media projects and use these powerful techniques to persuade their peers. This course will ultimately develop critical thinking skills, enabling students to become more informed, analytical members of society.

## **PUBLIC SPEAKING**

No prerequisite

Is a "tool" course that should have social and vocational value for all students. It aims to develop effective oral communication. Correct voice production, pronunciation, and the art of listening are all stressed. Types of speeches and techniques of delivery are studied. Regular appearances before a group develop poise and self-confidence. Students will be required to prepare their assignments through independent research projects.

## **MEDIA PRODUCTION WORKSHOP**

No prerequisite

Involves students in the creation, development, and presentation of various media programs, such as the commercial, public service announcement, newscast, mini-documentary, visual story, and short film/video piece. Emphasis is placed upon writing program proposals and content for project work, with a mandatory written component. Students are given the opportunity to work on projects with state-of-the-art digital video equipment in our TV Studio setting, and they will function in a variety of roles: author, actor, crew, and editor. In this course a student's creative "juices" must be flowing! A goal will be to produce potential content for both school and community consumption.

## **MEDIA PRODUCTION INTERNSHIP**

Prerequisite: Media Production Workshop

Media Production Internship course, is a more demanding extension of the Media Production Workshop elective. This course involves students in the creation, development, and presentation of various media/video programs, such as the feature segment, commercial, public service announcement, newscast, mini-documentary, visual story, and short film/video piece. Student-created video content will be produced specifically for broadcast on the school district's cable channel. Students are further instructed in the production process, with a detailed emphasis on executing the planning, taping and editing of projects at a professional level. Students are given the opportunity to work on projects with state-of-the-art digital video equipment in our TV Studio setting, and they will function in a variety of roles: writer, interviewer, actor, crew, producer, director and editor. This course requires creativity, planning, and persistence, and it requires work outside of the classroom. Students must take Media Production Workshop as a prerequisite, and they must receive permission from the instructor before taking this course.

# **English Language Development (ELD)**

The ELD program includes the following components of a comprehensive program in reading, writing, listening and speaking:

- (1) Development of Basic Interpersonal Communication Skills (BICS) including:
  - a. Daily oral speaking and listening skills
  - b. Appropriate social interaction
  - c. Integration of cultural norms and values
- (2) Development of Cognitive Academic Language Proficiency (CALP) including:
  - a. Development of receptive (reading and listening) and productive (writing and speaking) academic skills
  - b. Development of language acquisition and content learning strategies

- c. The transfer of background knowledge and skills learned/ acquired in the primary language(s) to English.

To support instruction in the above-referenced components, the ASD ELD instructional program utilizes the following practices: building background knowledge, making input comprehensible, including a variety of instructional strategies, encouraging interaction, practicing and applying information, establishing clear assessment criteria and feedback, and supporting and accommodating for assessment.

### **Grade 9 – 12 Offering:**

#### **ELD LEVEL A**

A student in ELD Level A demonstrates an English proficiency level in the range of Entering (Level 1) or Emerging (Level 2) according to the PA English Language Development Standards Indicators. A student at this level has limited ability in understanding and speaking English and has limited or no ability to read and/or write English on grade level. The focus of this class is to develop listening, speaking, reading and writing in both social and academic areas. This course meets 5 periods per week and does not factor into the student's GPA.

#### **ELD LEVEL B**

A student in ELD Level B demonstrates an English proficiency level in the range of Emerging (Level 2), Developing (Level 3) or Expanding (Level 4) according to the PA English Language Development Standards Indicators. A student at this level understands and speaks English on a limited basis and is unable or has limited ability to read and/or write English on grade level. The focus of this class is to develop listening, speaking, reading and writing in both social and academic areas with expanded expression in written and oral tasks. This course meets 5 periods per week and does not factor into the student's GPA.

#### **ELD LEVEL C**

A student in ELD Level C demonstrates an English proficiency level in the range of Expanding (Level 4) or Bridging (Level 5) according to the PA English Language Development Standards Indicators. A student at this level understands and speaks English but needs support in comprehending specialized content area language and concepts on grade level. The focus of this class is to support student proficiency in English language development related to academic content. This course meets 2 periods per week and does not factor into the student's GPA.

## **FAMILY AND CONSUMER SCIENCE**

### **Grade 9 Offerings**

#### **FAMILY AND CONSUMER SCIENCE 9**

The first unit will focus on the basics of food and nutrition. The second unit will focus on an exploration of managing time, money and consumer issues. The third unit will focus on child development with a focus on stages of human growth and development and the specific needs for each stage of development. Nutrition, play, safety, care-taking, and appropriate activities for various age levels will be discussed. The final unit on Relationships will identify and analyze situations that present adolescents with high risk decisions. Evaluating life-altering consequences as a means to reinforce "responsible decision-making" is the goal.

#### **WORLD OF FOOD**

Prerequisite: previous FCS course at AJHS with a grade of "C" or better

The first unit will focus on international foods. Students will explore various aspects of food from around the world as well as the many regions of our own country. The second unit will encompass meal planning and management for the independent teen. As many students must prepare their own meals at home it is most relevant that they learn to utilize budgeting techniques and consumer strategies for time, energy and money management. A third unit will focus on career application. Quantity Foods and Event Planning will be explored. This F.C.S. course can

establish a foundation for the student who is contemplating further education in that realm. Additionally, being an “Event Planner” is another career option that this course can assist with in providing some preliminary fundamentals and experience.

### **Grades 10-12 Offerings**

#### **APPAREL DESIGN I**

No prerequisite

Offers an opportunity to gain career skills in all facets of the fashion industry. Provides students with a fundamental understanding of fibers, fabrics, textile construction and design. Students learn basic pattern making skills; computer aided pattern making and garment construction. Career opportunities in fashion design and industry are explored.

#### **APPAREL DESIGN II**

Prerequisite: Apparel Design I

Provides an opportunity to do advanced work in the areas of pattern making, computer aided pattern making, and garment construction. Advanced garment techniques include draping design, fitting, couture machine and hand skills, and an introduction to tailoring. Topics included are apparel production and merchandising. Topics of special interest to fashion students may be explored.

#### **APPAREL DESIGN III**

Prerequisite: Apparel Design II

Students explore their talents and skills within the fashion industry for higher education options and career choices. Provides an opportunity to gain skills through research and projects in illustration, patternmaking, draping, fashion design, tailoring, merchandising, advanced sewing techniques, apparel marketing and advertising.

#### **CHEF’S WORKSHOP**

No prerequisite

Provides opportunities for students to develop basic skills in nutrition, meal planning, food purchasing, food preparation, regional foods, and consumer topics. Food careers are explored.

## **HEALTH AND PHYSICAL EDUCATION**

### **Grade 9 Offerings**

#### **HEALTH 9**

Students will be introduced to a comprehensive skill-based curriculum. This class meets twice a week for the entire school year. The following units will be covered using a wide range of teaching methods and strategies: health and wellness, fitness and nutrition, mental and emotional health, substance abuse and human sexuality. As a required high school course, students must pass for the year.

#### **PHYSICAL EDUCATION 9**

The physical education program will address both the needs of the individual and the diversity of the class. Each student will have the opportunity to grow physically, intellectually, socially and emotionally. Through a broad range of activities that emphasize a positive approach to overall fitness and lifetime sports, students will have the opportunity to explore, develop competence and view themselves in a positive light. As a required high school course, ninth grade students must pass for the year.

## **ADAPTED PHYSICAL EDUCATION**

This is a diversified program for developmental activities, games, and sports for students with limitations or disabilities who may not safely or successfully participate in the regular physical education program. (Approval of the family physician and parent is required.)

## **FITNESS FOR LIFE**

This elective course is designed for students looking to improve their fitness levels. It is an introduction to fitness training utilizing treadmills, free-weights and various other training equipment. Nutrition is part of the curriculum. Students are instructed on how to use testing equipment for heart rates and BMI. (No text: internet access at home is helpful).

### **Grades 10-12 Offerings:**

Physical education is a standards-based elective style program that affords students the opportunity to improve their health-related components of fitness through participation in a broad range of activities. Sophomores are required to elect one semester of Aquatics, Safety & Wellness and one semester of Recreational Activities. Juniors and seniors are required to choose one option from the list of electives for each semester. All students are encouraged to select a variety of options throughout their high school careers.

### **Required for Grade 10**

#### **AQUATICS, SAFETY & WELLNESS**

No prerequisite

This class is a requirement for all sophomores and will teach the fundamentals of water safety. Students will have the opportunity to participate in a variety of aquatic activities such as water polo, water basketball, recreational swimming, and more. Basic safety concepts, first aid skills, and lay-responder CPR will also be introduced. Instruction and discussion regarding critical health topics will be covered.

#### **RECREATIONAL ACTIVITIES**

No prerequisite

This hybrid course will allow students an opportunity to enjoy both individual and team activities on the non-competitive level. The emphasis will be on developing the health related components of fitness through engagement in a variety of recreational activities. The goal is to promote appreciation and participation in physical activity across the lifespan. The activities of this course include, but are not limited to, the following activities:

Golf - Tennis Baseball – Frisbee Golf – Ultimate Frisbee – Cooperative games – Aquatics

### **Required for Grade 12**

#### **HEALTH EDUCATION**

Focuses on the study of human behavior and human sexuality. Human behavior consists of a complete study of mental health, from the recognition of basic needs to the understanding of the importance of making positive healthy choices throughout a lifetime. The study of human sexuality includes the reproductive system, dating and courtship, marriage and family living, conception and childbirth, sexual behavior, etc. Students will have option to pursue recertification in CPR and First Aid.

The State Board of Education requires school districts to provide ongoing instruction about Acquired Immune Deficiency Syndrome (AIDS). In the Abington School District, AIDS instruction will be included in the health education program of grades 6, 7, 9 and 12. Parents/guardians/guardians are welcome to visit the school and to review the materials for instruction. If the content conflicts with the religious beliefs or moral principles of the student, s/he may be excused from AIDS instruction. In such an event, it is necessary to send a written request to the building principal.



## **Grades 11-12 Offerings**

### **FALL TEAM SPORTS/COMPETITIVE GAMES**

No prerequisite

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. The activities of this course are aligned with our Fall Sports Season and include, but are not limited to, the following activities:

Soccer – Football – Basketball – Pillo Polo – Ultimate Frisbee – Floor Hockey – Team handball

### **SPRING TEAM SPORTS/COMPETITIVE GAMES**

No prerequisite

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. The activities of this course are aligned with our Spring Sports Season and include, but are not limited to, the following activities:

Softball – Lacrosse – Pillo Polo – Handball – Basketball – Invasion games (capture the flag)

### **NET GAMES**

No prerequisite

This course focuses on the development of skills, strategy, rules, and general game knowledge of the following “net games”: Tennis, Ping-pong, Badminton, Volleyball, Pickle Ball and more. Students will be able to develop skills, experience game play and finish each unit with tournament play!

### **PERSONAL FITNESS**

No prerequisite

Personal Fitness is about experiencing new and exciting ways to increase your heart rate. Spin bikes, jump roping, circuit training, Zumba, dance, and pilates are just a few of the activities you will experience in this course. The focus is on the individual discovering their likes, and dislikes, of cardiovascular activities so personal fitness goals can be set and met in the way the individual prefers.

### **STRENGTH AND CONDITIONING**

No prerequisite

This class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the Principles of Training will be emphasized. A plan to achieve goals will be developed and implemented during this course.

### **LIFEGUARD TRAINING**

**Eligibility**—Persons are eligible who have passed their fifteenth birthday and have completed the following prerequisites: Swim 500 yards continuously using the crawl, breast-stroke, elementary backstroke, sidestroke; surface dive to a minimum depth of 9 feet and bring a 10-lb diving brick to the surface; surface dive to a minimum depth of 5 feet and swim underwater for a minimum of 15 yards; and tread water for 1 minute. Strong swimming skills are necessary for the performance of lifesaving skills. The course may be repeated for credit until American Red Cross Certification is achieved.

## **Elective Courses**

### **WATER SAFETY AIDE**

Prerequisite: Recommendation of the instructor

This is an elective program providing an opportunity for development of leadership skills in aquatics instruction. Students will be involved in the Life Skills Support Learn to Swim Program.

### **ADAPTED PHYSICAL EDUCATION ALTERNATIVES**

Approval of family physician and parent is required.

A diversified program for developmental activities, games, and sports for students with limitations or disabilities who may not safely or successfully participate in the regular physical education program.

### **THE OPT-OUT PROGRAM**

Senior high school students who are involved in an activity that competes on an interscholastic level, practices or competes a minimum of five days a week for 1-1/2 hours each day, and are reported on the Abington Senior High School Eligibility List may opt-out of physical education and will be assigned to a study hall. The purpose of the Opt-Out Program is to give the participants time, during the school day, to keep up with their academic endeavors. Students may only opt-out of two seasons during the course of one school year.

## **MATHEMATICS**

The mathematics offerings of Abington High School are part of a continuous sequence that begins in grade seven. The program adopts criteria from the standards as recommended by the National Council of Teachers of Mathematics, the Advanced Placement Program provided by the College Board, and the Pennsylvania Academic Standards and State Regulations on Curriculum and Assessment. Applications and the use of technology are integrated into the curricula of all courses.

Abington's program provides a foundation of mathematical ideas and applications for all students. By its emphasis on fundamental mathematical concepts and essential skills, this foundation provides all students solid preparation for the world of work and citizenship, positive mathematical dispositions, and the conceptual basis for further study. Learning mathematics is valuable in developing many important personal qualities such as critical thinking, logic, communication skills, organization and attention to detail. This value transcends the actual rules, patterns and content that is learned along the way. Homework is an integral part of achieving success in mathematics and is a minimum requirement for all courses offered in this section.

### **College Preparation Sequence**

All students are required to complete three years of mathematics as part of the general education program in grades 9-12. Some students are recommended to take additional support classes such as Math Plus or Critical Math. The most typical grade 9 to 12 college preparatory sequence is:



### **Honors/AP Sequence**

Some students will select to engage in the honors/AP sequence. This sequence requires a strong student commitment. Each successive course gets harder within the progression. Excellent study habits are essential. Most students need to spend a significant amount of time preparing every day. Students should be cautious about carrying too many honors and advanced courses.

The honors program begins in grade 7 and continues in the high school in the following sequence:



Students who complete the entire honors program are prepared to take the Advanced Placement Calculus BC exam. Advanced Placement Statistics is another option students may elect during grades 11 or 12. Some students choose to take AP Statistics in addition to Honors Calculus A in grade 11 or in addition to AP Calculus in grade 12.

Ninth grade students in geometry should weigh their decision to remain in or rejoin honors math carefully. Students may only elect H-Calculus A if they have taken H-Algebra II and Trigonometry. H-Calculus A is not an entry point into the honors sequence. Selecting Algebra II in tenth grade will also mandate the selection of Precalculus for grade 11. AP Statistics may be taken in addition to Precalculus during grade 11 if an honors course in mathematics is desired. The normal non-honors sequence for students accelerated a year in mathematics is:



## **Grade 9 Offerings**

### **HONORS GEOMETRY**

This course concentrates on plane geometry with some work in solid geometry and coordinate geometry. The teaching of formal proofs is included along with the relationships between postulates, theorems and definitions. Algebraic practice is integrated throughout.

### **FORMAL GEOMETRY**

Formal geometry is for students who do not wish to continue in the honors track after grade 8. This course concentrates on plane geometry with some work in solid geometry and coordinate geometry. The teaching of formal proofs is included along with the relationships between postulates, theorems and definitions. Algebraic practice is integrated throughout.

### **ALGEBRA I**

This course focuses on the content tested on the Pennsylvania Keystone Algebra I Exam. The main topics are operations, linear equations and inequalities, systems of equations and inequalities, functions, probability (compound) and statistics. Other topics include quadratic and exponential functions. There is an emphasis on applications and word problems throughout Algebra I. The Algebra I Keystone Exam will be administered to all students at the conclusion of this course.

### **MATH PLUS 9**

Mathematics elective that meets two days per week to support students who are enrolled in Algebra I.

## **Grade 10-12 Offerings**

### **FORMAL GEOMETRY**

Prerequisite: Algebra I

Concentrates on plane geometry with some work in solid geometry, and coordinate geometry. The teaching of formal proofs is included along with the relationships between postulates, theorems and definitions. Algebraic practice is integrated throughout.

## **HONORS ALGEBRA II AND TRIGONOMETRY**

Prerequisite: H-Geometry or Exemplary work in Formal Geometry

This is a rigorous course combining topics in Algebra I and Precalculus. It requires a strong student commitment in terms of effort and study skills. The primary focus is on the study of polynomial, rational, radical, exponential, logarithmic, trigonometric and inverse trigonometric functions as well as related properties, equations and applications. Other topics include sequence, series, combinatorics and probability.

## **ALGEBRA II**

Prerequisite: Algebra I

This course is a continuation of Algebra I. Topics include the study of linear, quadratic, exponential and logarithmic functions. Other topics include solving equations, systems of equations and inequalities, factoring, simplifying rational and radical expressions, properties of logarithms, complex numbers, combinations, permutations and probability.

## **HONORS CALCULUS A**

Prerequisite: H-Algebra II and Trigonometry

This course is part of a three year program that prepares students to take the AP Calculus BC test and therefore requires H-Algebra II and Trigonometry as a prerequisite. H-Calculus A covers differential calculus thoroughly. Students will apply the derivative to elementary, exponential, logarithmic, and trigonometric functions. A conceptual understanding is emphasized by routinely assigning advanced placement and non-routine type problems. Topics include limits and their properties, the derivative, rules of differentiation, applications of the derivative, polar functions, the polar coordinate system and conic sections.

## **FINITE MATHEMATICS**

Prerequisite: Algebra II

Finite Mathematics is comparable to a college course of the same name (also known as Discrete Mathematics). Topics include probability and statistics, linear algebra (matrices), the mathematics of finance and other discrete topics. Real world applications using graphing calculators are integrated on a regular basis.

## **PRECALCULUS**

Prerequisite: Algebra II

This course builds upon the foundations of Algebra and expands into Trigonometry and Calculus. Topics include polynomial, rational, radical, exponential, trigonometric, inverse trigonometric and logarithmic functions, expressions and equations, conic sections, sequences, series, limits and the derivative. Precalculus requires a significant amount of memorization and daily preparation. The depth and complexity is much greater than what is experienced in Algebra II.

## **PREREQUISITES FOR COLLEGE MATHEMATICS**

Prerequisite: Algebra II

The purpose of this course is to strengthen algebraic skills and introduce topics that will be helpful in taking a college course in Precalculus, Finite Mathematics or Introductory Statistics. Topics include but are not limited to polynomial, rational, exponential and logarithmic functions, algebraic rules and properties, properties of logarithms.

## **CALCULUS**

Prerequisite: Precalculus or Honors Calculus A

Calculus uses the same text as the AP courses. The material covered is similar to AP Calculus AB. Because students are not expected to take the AP Exam, the pace is slower and there is less emphasis on theory. Still there is much memorization and rigor in this course. Excellent study habits and a significant investment of daily preparation time are vital for success.

## **ADVANCED PLACEMENT CALCULUS AB**

Prerequisites: Precalculus or Honors Calculus A

This course is equivalent to one semester of a college calculus course. It follows the curricula as recommended by the College Board Advanced Placement Program. Topics include limits, the derivative, differentiation and integration rules for polynomial, exponential, logarithmic, trigonometric and inverse trigonometric functions, applications of the derivative, the antiderivative, evaluating and approximating definite integrals, applications of the definite integral and solving and approximating solutions to separable differential equations. There is an emphasis on preparation and practice for the AP Calculus AB exam. Students are expected to take the Advanced Placement Calculus (AB) Examination and may receive up to 4 college credits depending on their score and college destination. Since there is significant overlap in H- Calculus A, students who are currently in H-Calculus A will only be permitted to take this course with permission of the Department Chair of Mathematics.

## **ADVANCED PLACEMENT CALCULUS BC**

Prerequisite: Honors Calculus A with grade "B" or better

AP Calculus BC continues where H- Calculus A concludes. For this reason, it is only available to students who have taken the prerequisite. AP Calculus BC is equivalent to more than two semesters of college calculus. It follows the curriculum as recommended by the College Board Advanced Placement Program. There is an emphasis on preparation and practice for the AP Calculus BC exam. Students are expected to take the Advanced Placement Calculus BC Examination and can receive up to 8 college credits depending on their score and college destination. All topics included in AP Calculus AB are addressed as well as techniques of integration, power series, the Calculus of polar and vector valued functions.

## **ADVANCED PLACEMENT STATISTICS**

Prerequisite: Algebra II

This course follows the curriculum recommended by the College Board Advanced Placement Program. There is an emphasis on preparation and practice for the AP Statistics Exam. Students are expected to take the AP exam and may receive up to 3 college credits depending on their score and college destination. Topics include summarizing and investigating data, descriptive statistics, probability distributions, sampling methods and distributions, hypothesis testing, regression and correlation analysis. Real world applications are routine in this course and individual and group projects are required. Critical thinking is emphasized and is extremely important for student success. AP Statistics requires excellent study habits and a commitment of significant time outside of class every day. The successful completion of Algebra II is the minimum requirement to elect AP Statistics but students are more thoroughly prepared if they have successfully completed Precalculus or Honors Algebra II and Trigonometry.

## **CRITICAL MATH 10**

No prerequisite

This course is designed to offer preparation and support for the Keystone Algebra I Exam. Critical Math 10 is recommended for sophomore students who have not earned a score of proficient or advanced on the Keystone Algebra I Exam.

## **CRITICAL MATH 11**

No prerequisite

This course is designed to offer preparation and support for those students who do not demonstrate proficiency on the Keystone Algebra I Exam. Critical Mathematics 11 is recommended for junior students who have not scored proficient or advanced on the Keystone Algebra I Exam.

## **CRITICAL MATHEMATICS 12A**

No prerequisite

This first semester course provides assistance to seniors who have not demonstrated proficiency on the Keystone Algebra I Exam. Students who are not able to demonstrate proficiency on local testing by the conclusion of the semester will be required to take Critical Mathematics 12.

## **CRITICAL MATHEMATICS 12**

No prerequisite

This second semester course provides assistance to students who need to demonstrate proficiency on the Keystone Algebra I Exam content through local testing in order to meet local and state graduation requirements.

## **SAT® PREPARATION: MATHEMATICS**

Prerequisite: Geometry

This semester course focuses on test taking strategies and problem solving as they relate to the mathematics sections of the SAT®. Students see problem sets that focus on specific strategies and skills. Students complete timed sections to practice pacing and the recognition of common problem types. This course meets one time per week for one semester.

# **MUSIC**

## **Grade 9 Offerings**

### **BAND 9**

This course is offered to 9<sup>th</sup> grade students who have played a musical instrument for at least two years. Repertoire includes a range of musical styles including baroque, classical, romantic, popular, and Broadway musicals. The development of performance skills and the student's awareness and sensitivity to the aesthetic qualities of music are emphasized.

### **CHORUS 9**

This course is designed for students of all levels and abilities. Students explore a wide variety of vocal music from various cultures, styles, and time periods. Students also engage in music learning through sight-reading, solfeggio, rhythmic exercises, vocal exploration and voice building. Sheet music is provided and most work is done in class. Students should be motivated and enjoy singing.

### **ORCHESTRA 9**

This course is geared for the intermediate to advanced string player. Advanced techniques of bowings, fingerings, and tone production are pursued through the use of scales, method books, and string orchestra literature. The orchestra performs music from a wide range of baroque, classical, romantic, and contemporary composers, interwoven with discussions and projects that address historical, theoretical, expressive, technical, and general performance issues specific to the selected repertoire. The primary goal of string orchestra participation is to advance each student's individual musicianship and empower each student to pursue lifelong music making on an amateur or professional level.

## **Grades 10-12 Offerings**

## **Full Year Courses**

### **MUSIC APPRECIATION**

Music Appreciation will focus on both music theory and music history. This course is designed for the student who wants to learn more about music, but not enroll in the AP Music Theory program. By exploring different time periods and studying different composers and musical artists, students will learn music fundamentals (note reading, rhythm figures, basic chords) while gaining an appreciation for a wide variety of musical genres.

## **HONORS MUSIC THEORY**

Prerequisite: Permission of instructor

This course reviews music theory fundamentals and expands upon the basics to a deeper understanding of melodic writing, harmonization and writing for voice and instruments. Ear training is also expanded to include sight reading and melodic dictation.

## **ADVANCED PLACEMENT MUSIC THEORY**

Prerequisite: Honors Music Theory

AP Music Theory extends the subject matter covered in Honors Music Theory. The course includes the introduction of elementary modulation, altered chords, and basic counterpoint. Upon completion of this course, the student will have covered the necessary material to take the Advanced Placement Music Theory Examination.

## **HONORS ADVANCED STUDIES IN MUSIC THEORY**

Prerequisite: AP Music Theory

Honors Advanced Studies in Music Theory extends the study of music theory and harmony beyond the requirements of the Advanced Placement Examination. This course is designed for students preparing to major in music in a university or conservatory setting. Contemporary compositional techniques are explored and students have the opportunity to create short original works. Students also have the opportunity to develop basic arranging skills by arranging standards and popular songs for small vocal and instrumental ensembles.

## **CONCERT BAND**

Prerequisite: Approval of the band director

The Concert Band is designed for developing and intermediate band musicians. Membership is open, although every student must perform a placement audition. The daily rehearsals will develop and reinforce basic ensemble skills, musical concepts, etiquette and behavior. Development of proper techniques will be stressed and the ensemble will explore interesting and appropriately challenging wind band literature. The Concert Band rehearses daily and performs a minimum of two concerts on campus and may perform off campus as appropriate.

## **CONCERT CHOIR**

No prerequisite

Open to any students with an interest in singing choral music. Offers students with vocal potential, music reading ability, willingness to work with others, and an interest in choral music, an opportunity to study and perform a wide variety of choral literature. This group presents several concerts during the year.

## **COMPUTER BASED MUSIC I**

No prerequisite

Introduces the study of the fundamentals of electronic musical production through the use of related software (Garageband) MIDI controllers other external microphones. The purpose of this course is to develop creativity and musicianship through the use of music production technology and the exploration of musical mediums being used in the contemporary music scene. Basic musical concepts, notation and terminology are also explored.

## **COMPUTER BASED MUSIC II**

Prerequisite: Computer Based Music I

This course extends the subject matter covered in Computer Based Music I. The course uses more advanced Digital Audio Work Stations (Logic, Pro-Tools, etc.) to allow the student to explore advanced production and post-production editing skills. Basic musical concepts, notation and terminology are also explored.

## **COMPUTER BASED MUSIC III**

Prerequisite: Computer Based Music II

This course further extends the subject matter covered in Computer Based Music I and II by introducing more advanced arranging and production techniques as well as live performance engineering. Additionally, the course

explores the concept of audio preservation and conversion/restoration of analog recordings to digital media. The course is recommended for those students contemplating a career in music.

### **SELECT CHOIR**

Prerequisites: Approval of the choir director

This course is by audition only. Auditions occur every May. If you are interested in this group, sign up for Concert Choir and, if selected, you will be moved into Select Choir. This course offers the advancing vocalist opportunities to study choral music from a variety of musical time-periods. The group is in demand to perform numerous concerts throughout the school year and requires a strong commitment to individual study and practice as well as preparation for and participation in group rehearsals.

### **ORCHESTRA I, II**

Prerequisite: Approval of the orchestra director

This course is geared towards the intermediate to advanced string player with previous playing experience on a string instrument. String playing techniques involving bowing, fingering, and tone production are emphasized and pursued through the use of scales, string literature and orchestral literature. The orchestra performs music from a wide range of Baroque, Classical, Romantic and Contemporary composers, interwoven with discussions and projects that address historical, theoretical, expressive, technical, and general performance issues specific to the selected repertoire. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of string and orchestral literature.

### **PIANO I**

No prerequisite

This course provides an opportunity for students with no previous keyboard experience to explore the fundamental principles of keyboard technique. Music reading and theory are emphasized through the development of basic playing technique. Students work at their own pace, making this a very individualized course.

### **PIANO II**

Prerequisite: Piano 1 or Approval of instructor

This course provides an opportunity for students with previous keyboard experience to develop intermediate to advanced keyboard techniques through a variety of exercises and literature. Students work at their own pace, making this a very individualized course.

### **VOICE CLASS**

No prerequisite

Presents applied classroom instruction in healthy and artistic voice production and performance. Introduces singing and theatrical techniques across a variety of styles. Builds skills in effective practicing, critical listening, self-assessment, and collaborative assessment from recorded and live in-class performances.

### **SYMPHONIC BAND**

Prerequisite: Audition

Designed for the intermediate and advanced band musician, this select ensemble has a balanced and limited instrumentation. Membership is achieved through audition. The focus of the Symphonic Band will be on the development of advanced musical concepts and techniques as well as the exploration of superior wind band literature. The Symphonic Band rehearses daily and performs a minimum of two concerts on campus and may perform off campus as appropriate.



# READING

## Grade 9 Offerings

### **LITERATURE 9**

Ninth grade students may elect to take Literature 9. This course is designed for higher-achieving students who read well independently. Emphasis will include an examination of the literary works of great authors and themes. Active student participation in the course is crucial to student success. This course meets two days per week and is designed specifically for proficient or advanced readers. Its primary focus will be on reading, writing, discussing, analyzing, and collaborating across all genres. Special emphasis will be placed on further development of critical thinking and study skills, as well as various comprehension strategies for reading with competence, confidence, and understanding.

### **READING 9**

The Reading 9 course is designed to accelerate a student's achievement as a reader. Students will receive direct instruction in key reading, fluency and vocabulary strategies essential for successful independent reading in the academic content areas. The major goals of the course include: improving reading comprehension and subject area achievement, and developing a positive reader identity by creating a sustained commitment to personal literacy success. Students will be required to read a wide variety of increasingly complex texts across content areas. This course will be mandatory for students who score Basic or Below Basic on the grade 8 PSSA ELA and/or additional reading assessments. Students with identified academic needs in other academic content areas, such as English and science, will also be recommended for this course.

## Grades 10 and 11 Offerings

### Full Year Courses

#### **CRITICAL READING 10**

No prerequisite

This course is designed to improve students' reading abilities. Emphasis is placed on achieving proficiency in the Pennsylvania Core Standards for English Language Arts. Students are taught strategies for critical reading and comprehension of fiction and non-fiction texts, including young adult literature, short stories, novels, plays, poetry, textbooks, magazine articles, and electronic resources. Techniques for note-taking and vocabulary development will also be taught. The course will offer systematic test preparation. Reading for pleasure will also be an area of emphasis. Students will read a combination of teacher-assigned and self-selected materials. Critical Reading 10 classes meet three periods per week. This course will be required for all grade 10 students scoring below Proficient on the 8<sup>th</sup> grade ELA PSSA and/or additional reading assessments, as well as those students at risk of not being proficient on grade level assessments.

#### **CRITICAL READING 11**

No prerequisite

This course is designed to improve students' reading abilities. Emphasis is placed on achieving proficiency in the Pennsylvania Core Standards for English Language Arts. Students are taught strategies for critical reading and comprehension of fiction and non-fiction texts as well as strategies for writing in response to readings. Classes meet two periods per week. Critical Reading 11 is recommended for junior students who have not demonstrated proficiency on the Keystone Literature Exam.

## **CRITICAL READING 12**

No prerequisite

This course is designed to improve students' reading abilities. Emphasis is placed on helping students attain proficiency in the Pennsylvania Core Standards for English Language Arts. Students are taught strategies for increasing their ability to understand and interpret fiction and non-fiction text. Instruction will focus on comprehension and vocabulary skills, as well as analyzing an author's effectiveness in use of literary devices and elements. Test-taking skills will be emphasized, including explicit and systematic preparation for the Keystone Literature Exam. Classes meet two periods per week. The course is recommended for all grade 12 students who have not demonstrated proficiency on the Keystone Literature Exam.

## **CRITICAL READING 12A**

No prerequisite

This first semester course is designed to help students attain proficiency in the Pennsylvania Core Standards for English Language Arts. Students are taught strategies for increasing their ability to understand and interpret fiction and non-fiction text. Instruction will focus on comprehension and vocabulary skills, as well as analyzing an author's effectiveness in use of literary devices and elements. Test-taking skills will be emphasized, including explicit and systematic preparation for the Keystone Literature Exam. Classes meet two periods per week. The course is recommended for all grade 12 students who have not demonstrated proficiency on the Keystone Literature Exam.

## **POPULAR CONTEMPORARY LITERATURE**

No prerequisite

This course is designed specifically for proficient or advanced readers. Students will read materials self-selected and high-interest teacher-assigned literary works from a wide variety of genres in the realm of adolescent and young adult literature. Students will interact with traditional print materials, as well as various technology-related tools to analyze and discuss their reading. A focus on critical thinking, active discussion, and comprehension strategies will allow students to foster their reading competence, as well as enhance their motivation to read.

## **Semester Courses**

### **SAT<sup>®</sup> PREPARATION: READING AND WRITING**

No prerequisite

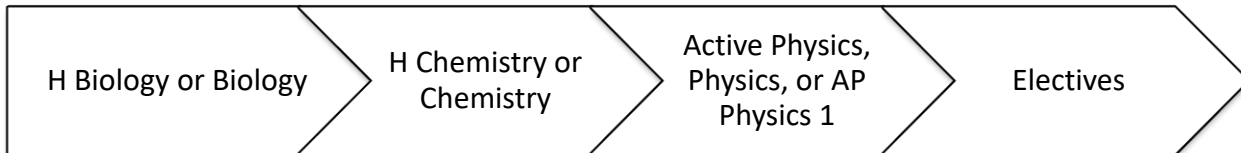
This semester course is designed to prepare students to be successful and/or improve their performance on the Critical Reading and Writing sections of the SAT<sup>®</sup>. General approaches to successful test-taking will be taught. Students will also learn specific strategies for successfully answering Sentence Completion and Passage-based Reading questions on the Critical Reading section of the SAT<sup>®</sup>. Additionally, strategies for improved essay writing and answering various types of multiple choice questions in the Writing section of the test will be taught. Ample opportunities for application of these skills and strategies to practice tests will be provided. This course meets once per week for a semester.

## **SCIENCE**

Science is required of all students in grades 9, 10 and 11. In grade 12, students may select a science course from a wide range of electives. Courses are designed for students who wish to pursue a particular scientific interest or who simply wish to improve their background. Courses are offered for college-bound students and for those who are interested in science-related careers.

Advanced Placement courses enable a student to obtain college credit for high school work. Laboratory experience and/or fieldwork are integral parts of most course offerings. All students must complete at

least one year of a physical science (Astronomy, Chemistry, Honors Chemistry, Physics, Honors Physics, or Active Physics) in meeting the three-year science requirement for graduation.



### **Grade 9 Offerings**

#### **HONORS BIOLOGY**

The ninth grade honors course in biology requires students to engage the major concepts of the life sciences on a deeper and expanded level. Areas of concentration include biochemistry, cellular structure and function, genetics, evolution, ecology, and taxonomy. Meeting six periods each week, the course includes a laboratory session consisting of two instructional periods. Taught at an accelerated pace, students must be responsible to complete significant reading assignments and master concepts quickly. Reading assignments prepare students for classroom lessons. The course requires students to complete a series of independent projects that expose students to a variety of topics in greater depth. Students also complete formal laboratory reports. The Biology Keystone Exam will be administered at the conclusion of this course.

#### **BIOLOGY**

The ninth grade course in biology expands on many of the concepts of the life sciences, which were introduced in Science 8. Students explore the areas of biochemistry, cellular structure and function, genetics, evolution, ecology, and taxonomy. Meeting six periods each week, the course includes a laboratory session consisting of two instructional periods. Reading and homework assignments augment and expand on concepts covered in class. The Biology Keystone Exam will be administered at the conclusion of this course.

#### **MEDICAL DETECTIVES**

Medical Detectives is a *Project Lead the Way* course where students play the role of real-life medical detectives analyzing genetic testing results to diagnose disease, studying DNA evidence to solve a crime, measuring and interpreting vital signs, and learning how the systems of the human body work together to maintain health.

### **Grades 10-12 Offerings**

#### **Full Year Courses**

#### **HONORS CHEMISTRY**

Prerequisite: Biology or Honors Biology

This course stresses experimentation and observation. Topics include: atomic theory, conservation laws, kinetic theory, atomic structure, periodic table, energy changes in chemical and nuclear reactions, equilibrium, oxidation-reduction, electro-magnetic radiation, molecular architecture, and carbon compounds. This course is recommended for students planning to take the SAT Subject Test in Chemistry. The course is not open to students who have taken Chemistry (0411).

#### **CHEMISTRY**

Prerequisite: Completion of Biology

It is recommended that students have a good grasp of Algebra 1 concepts before taking Chemistry. This course is the systematic study of the properties of common elements and their compounds. The student looks at the atomic

structure of those compounds and makes a survey of their relationships to each other. The student learns the fundamental theories and principles involved in basic chemical reactions.

### **APPLIED BIOCHEMISTRY**

This course provides assistance to students who need to demonstrate proficiency on the Keystone Biology Exam in order to meet state and local graduation requirements. The focus of this course is on the chemical basis for life and cell processes. It is designed to provide students with an understanding of basic biochemistry principles including biomolecules, cellular respiration, photosynthesis, cellular reproduction, genetics, and diversity. Students in the course will receive exam preparation focused on Keystone Biology eligible content. The Biology Keystone Exam will be administered during this course.

### **BIOLOGY**

The focus of this course is on cell processes and the continuity of life. It is designed to provide students with an understanding of basic biochemistry principles including biomolecules, cellular respiration, photosynthesis, cellular reproduction, genetics, and diversity. Students in the course will also receive exam preparation focused on Keystone Biology eligible content.

### **PHYSICS**

Prerequisite: Chemistry or Honors Chemistry

This is a problem solving and laboratory-oriented course. It includes the study of mechanics, light, electricity, heat, and some topics in modern physics.

### **ACTIVE PHYSICS**

No prerequisite

Active Physics students are introduced to physics concepts as they explore issues in transportation, communication, home, and sports. Students learn through small group discussions, laboratory investigations, and projects. Overall, the emphasis is on physics at the conceptual level, although students are routinely expected to use arithmetic and algebra in their individual responses. As they complete group and individual assignments, students make use of technology such as calculator-based laboratory equipment and computer spreadsheets.

### **CRITICAL SCIENCE 11**

No prerequisite

This course is designed to offer preparation and support for students who do not demonstrate proficiency on the Keystone Biology Exam. The class will meet 1 period per week and focus on individual remediation.

### **ADVANCED PLACEMENT BIOLOGY**

Prerequisite: Biology or Honors Biology and Chemistry\* or Honors Chemistry\*

*\*Students can take Chemistry or Honors Chemistry concurrently with a teacher recommendation.*

This course is taught at the college level and is designed to prepare the student for the Advanced Placement Biology examination. This is a six period a week class that has both a lecture and a lab component. AP Biology consists of extensive studies in biochemistry, cells, cellular energetics, genetics, evolution, diversity of organisms, structure and function of plants and animals, and ecology. Primary emphasis in the AP Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Descriptive and experimental laboratory exercises will provide the maximum opportunity for students to learn a variety of skills and those facts, principles, and concepts of general biology covered in lectures, reading, and discussion. One-fourth to one-third of the course grade is derived from laboratory work.

### **ADVANCED PLACEMENT CHEMISTRY**

Prerequisite: Chemistry or Honors Chemistry

This course undertakes thorough study of the underlying principles of chemistry. The first part of the course emphasizes such fundamentals as oxidation potential, equilibrium constant, kinetic-molecular theory, chemical bonds, and reaction kinetics. Later, making full use of principles already learned, a large body of descriptive material

is drawn together. Students will be prepared to take the Advanced Placement Examination in Chemistry.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Prerequisite: Biology or Honors Biology

Environmental Science is a six-period per week course designed for the junior or senior student. Topics covered include cycling of matter and energy, as well as the interdependence of biota, atmosphere, geosphere and the activities of civilization. Additional topics include renewable and non-renewable resources, environmental quality, human population dynamics, consequences of environmental activities, risk-benefit analyses, environmental assessment, environmental regulations and environmental ethics. Laboratory investigations demonstrate real world applications of these issues. Course work demands both analytical skills and writing skills. The course prepares students to take the AP test that includes multiple-choice and free response questions.

### **ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED**

Prerequisite: grade 11 or 12 and recommendation from instructor

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

### **ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED**

Prerequisite: AP Physics 1 or Physics and recommendation from instructor

AP Physics 2: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

### **ADVANCED PLACEMENT PHYSICS C**

Prerequisite: AP Physics 1 and completion of or concurrent enrollment in a calculus-based mathematics course

This course is planned for students with a sound mathematics background. The course approaches the largest physical concepts in a fundamental way that involves mathematics, theoretical physics, and experimental work in the laboratory. College level mechanics and electromagnetism are studied plus selected topics of modern physics. Calculus is used in this course. Students are prepared to take the AP Physics C: Electricity and Magnetism and the AP Physics C: Mechanics Exams.

### **ANATOMY / PHYSIOLOGY**

Prerequisite: Biology or Honors Biology

The purpose of this course is to provide students with a background in anatomy and physiology. The course includes the anatomy of the cat, and the physiology of the individual organ systems. **A major portion of the course includes the dissection of an actual cat.**

### **HUMAN BODY SYSTEMS**

Prerequisite: Biology or Honors Biology

In this course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeleton; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This is a Project Lead the Way (PLTW) Biomedical Science course.

### **PHYSICS OF FLIGHT**

Prerequisite: Any Senior who has passed Active Physics, Physics, or Advanced Placement Physics

In this course students will investigate the nature of flight. They will learn the parts of an airplane, the factors that affect flight, and the history of modern flight. During the semester, students complete several hand-on projects including constructing rubber band airplanes and designing balsa wood gliders.

## **ASTRONOMY**

No prerequisite

Space! The Final Frontier! Astronomy will offer you adventure. Topics include ice on the moon, life on Mars and possible alien life. Have you ever wondered about UFOs, black holes, worm-holes or how the universe began? Learn about the planets and their weird moons. Learn of telescopes listening for messages from alien creatures. See how Astronomy connects to all other human endeavors, such as philosophy, history, politics, the environment and the arts. Study Astronomy to intensify your personal relationship to the universe.

## **ENGINEERING ESSENTIALS**

Prerequisite: Algebra I

In this course students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. This is a Project Lead the Way (PLTW) Engineering course.

## **FORENSIC SCIENCE**

Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry

This semester course utilizes lecture, extensive laboratory activities, scientific literature/case study analysis, and demonstrations in a forensic context and will allow students to apply scientific methodology to develop writing, problem solving and critical thinking skills in a biological context. This course directly utilizes the key concepts of the areas of cellular biology, genetics, ecology and physiology. Inquiry based laboratory investigations and analysis play a central role in the course. Students will apply the foundations of biology to solve mock criminal investigations using a wide range of laboratory techniques used to process and analyze criminal evidence. Topics covered will include: crime scene analysis, physical/chemical analysis of various evidence types, advanced microscopy, chromatography, fingerprint comparison, blood typing (serology) and DNA analysis.

## **PHYSICS OF MECHANICAL ROBOTS**

Prerequisite: Any student who has passed Active Physics, Physics, or AP Physics 1

This introductory Robotics course will cover the mechanical and electrical systems involved in basic robot functions. Students will investigate Robot configuration and degrees of freedom through the study of rigid body motions, kinematics, and forces. Analog and digital circuit design and construction will also be explored. This course will include building an underwater robot for the SeaPerch Challenge Competition.

## **PHYSICS OF AUTOMATED ROBOTS**

Prerequisite: Any student who has passed Active Physics, Physics, or AP Physics 1

In this course, students will investigate the automation systems that govern robot control. Students will conduct experiments exploring the use of sensors, logic gates, and variable voltage systems. Reverse engineering of automatic processes will be studied to understand the programming requirements for commanding robots. This course will include building a robot for the FIRST Robotics Competition.

# **SOCIAL STUDIES**

The social studies curriculum is built on the foundation disciplines of history, geography, economics, sociology, civics, psychology, anthropology, and political science. The specific courses and topics which comprise the curriculum rest on this foundation and focus on the past, present, and future interaction of human beings and their environment. Note that the culminating project, a graduation requirement, is a component of social studies courses in grades nine through eleven. For more information about the culminating project, see page six of this course guide.

The special purpose of social studies is citizen education and the civic learning of each individual. Abington has as its goal the development of a contributing and productive individual possessing self-awareness, knowledge skills, and a sense of responsibility as a member of the family, school, local community, state, nation, and world.

### **Grade 9 Offerings**

#### **Required:**

#### **HONORS WORLD HISTORY**

The student must be strong, independent reader, highly motivated learner. The course moves at a faster pace and the planned course of study covers more material and in greater depth than College Prep. Projects and assessments are more difficult with greater expectations for student achievement. There are independent research extension activities required each marking period as well as an independent historical research paper. (3-5 pages).

#### **OR**

#### **WORLD HISTORY**

This is a survey course of modern world history and its historical foundations. Units of study include Government and Economic systems, the history of world religions, the Renaissance, First Global Age, Absolutism and Revolution, Nationalism and Imperialism, The World Wars, and Contemporary World Issues. Throughout each of these units, students will examine the impact of geography on history, the relationships among various groups of people, and economic forces that have helped to shape our world today.

#### **Electives:**

#### **LAW & YOU**

This course is an introduction to the American legal system and is designed for students of all ability levels. Topics include the Bill of Rights, our government and legal system, as well as an introduction to criminal & civil law. Students will participate in Mock Trials as Judges, Attorneys, witnesses and jurors. Throughout the year students will have the opportunity to meet and work with judges, attorneys and law enforcement officials from the community. Active student participation in the course is crucial to success.

#### **TOPICS IN WORLD AFFAIRS**

This course is geared toward higher-achieving students who read well independently and have a keen interest in social studies. Students will study current world events and their antecedents with particular focus given to America's role in world affairs and politics; war & terrorism; human rights; international economies and trade.

### **Grades 10 Offerings**

#### **HONORS CIVICS AND GOVERNMENT**

Focuses on the principles, structure and power of our national and state governments and how our governments interact with each other and with citizens and citizen groups. Participatory citizenship knowledge and skills required in a modern democracy will be emphasized in this course. Students will be able to analyze and interpret basic data relevant to U.S. government and politics. A special emphasis is placed on writing skills to critically analyze relevant concepts and develop their connections across the curriculum. Service Learning hours, outside readings, and a research paper are additional requirements.

#### **OR**

## **CIVICS AND GOVERNMENT**

Focuses on the principles, structure, and power of our national and state governments and how our governments interact with each other and with citizens and citizen groups. Participatory citizenship knowledge and skills required in a modern democracy will be emphasized in this course. Writing and analytical skills will be taught. Service Learning hours and a research paper are additional requirements.

### **Grade 11 Offerings**

## **HONORS AMERICAN HISTORY**

This survey course in American History will include the history, government, culture, and the economic and social problems of the United States to the present day. Also stressed is an examination of the contemporary problems of our society in the light of the past. A special emphasis is placed on writing skills and analysis of enduring issues of our history. Service Learning hours, outside readings, document based questions, and a research paper are additional requirements.

**OR**

## **AMERICAN HISTORY**

This survey course in American History will include the history, government, culture, and the economic and social problems of the United States to the present day. Also stressed is an examination of the contemporary problems of our society in the light of the past. Writing and analytical skills will be taught. Service Learning hours and a research paper are additional requirements.

**OR**

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

No Prerequisite

The Advanced Placement U.S. History content matter covers discovery and settlement of the New World, The Gilded Age, early twentieth century foreign policy to present day. The course is designed to deliver factual material and to deal critically with the historiography of United States history. The course is designed to provide students with the analytic skills and knowledge necessary to deal critically with the problems and materials in U.S. History. A special emphasis is placed upon writing skills. Students are expected to take the U.S. History Advanced Placement examination.

### **Electives**

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

Prerequisite: Grade 9 World History or Honors World History

The AP European History course encompasses events from 1450, the High Renaissance, to the present. The course is designed to include the cultural, diplomatic, economic, intellectual, political, and social history from this period. The goals of the course are to develop: a) an understanding of some of the principal themes in modern European history, b) an ability to analyze historical evidence and historical interpretation, and c) an ability to express historical understanding in writing.

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

No Prerequisite

The AP Human Geography course is equivalent to an introductory college-level course in human geography or cultural geography. The course is structured thematically and is organized around the discipline's main subfields: economic geography, cultural geography, political geography and urban geography. Case studies are drawn from all regions, with an emphasis on understanding our ever-changing world. Historical information contributes to the



understanding of globalization, colonialism and human-environment relationships on places, regions, cultural landscapes and patterns of human interaction. Students will analyze topics such as economic development, culture change, population growth, migration, communication, transportation, political power, control of territory, conflicts, land use, etc.

### **ADVANCED PLACEMENT MACROECONOMICS (offered in 2021-2022 and 2023-2024)**

No Prerequisite

Identify some potential college majors that you may be interested in pursuing. Then examine a sample program of study for that major. Chances are good that the program of study consists of Macroeconomic or Microeconomic courses. This AP Economics course explores Macroeconomics. Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics.

### **ADVANCED PLACEMENT MICROECONOMICS (offered in 2022-2023 and 2024 - 2025)**

No Prerequisite

Identify some potential college majors that you may be interested in pursuing. Then examine a sample program of study for that major. Chances are good that the program of study consists of Macroeconomic and Microeconomic courses. This AP Economics course explores Microeconomics. Microeconomics is designed to give you a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economics.

### **ADVANCED PLACEMENT PSYCHOLOGY**

No Prerequisite

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

No Prerequisite

The Advanced Placement U.S. History content matter covers discovery and settlement of the New World, The Gilded Age, early twentieth century foreign policy to present day. The course is designed to deliver factual material and to deal critically with the historiography of United States history. The course is designed to provide students with the analytic skills and knowledge necessary to deal critically with the problems and materials in U.S. History. A special emphasis is placed upon writing skills. Students are expected to take the U.S. History Advanced Placement examination.

### **ADVANCED PLACEMENT WORLD HISTORY**

Prerequisite: Grade 9 World History or Honors World History

The Advanced Placement World History course is structured around five themes: interaction between humans and the environment, development and interaction of cultures, state-building, expansion and conflict, creation, expansion and interaction of economic systems and the development and transformation of social structures. These five course themes are used to practice the study of the six different chronological periods: 8,000 to 600 B.C.E, 600 B.C.E. to 600 C.E, 600 to 1450 C.E., 1450 to 1750 C.E., 1750 to 1900 C.E. and 1900 C.E. to the present. Students will gain a "big picture" understanding of significant societies, trends, movements and developments in history by focusing on a few key concepts in each period. Students will spend less time on factual recall and more on a deep study of essential questions that broaden perspective and enhance the development of critical historical thinking skills.

## **ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS**

Prerequisite: Grade 10 Civics and Government or Honors Civics and Government

The Advanced Placement American Government and Politics course is designed to provide students with both the study of general concepts used to interpret United States politics and the analysis of specific examples. The course will cover the Institutions of Government, Political Parties and Interest Groups, Public Policy, and Civil Rights and Civil Liberties. Students are required to interpret and analyze basic data relevant to government and politics in sustained written arguments. Students are expected to take the US Government and Politics Advanced Placement examination.

## **INTERDISCIPLINARY STUDIES**

Prerequisite: Recommended for grade 12

The Interdisciplinary Studies course is a humanities course that provides students with the opportunity to explore the branches of knowledge concerned with understanding humanity and its cultural expressions. It is the integrated study of history, economics, literature, language, philosophy, the visual arts, theatre and music. Content emphasis is placed on the interconnectedness of the history of human societies, change and continuity within those societies, and the concepts and themes that embody human experience. In the Interdisciplinary Studies course, emphasis is placed on critical thinking and creative expression as students engage in highly collaborative learning experiences with a high degree of variety in method of instruction and assessment. Admission to this course is by application.

## **AFRICAN AMERICAN HISTORY: EARLY AMERICA THROUGH THE CIVIL WAR**

No Prerequisite

This course presents an intensive study of the history of the African American. Starting with a consideration of the great African civilizations, the course will trace the progress of the African in America from arrival through the Civil War up to the eve of the Civil Rights Era. This course will also explore the development of African American culture. Emphasis is placed on the scientific, cultural, political and economic contributions of African American men and women to society including, Langston Hughes, W.E.B. DuBois, Booker T. Washington, and Frederick Douglas.

## **AFRICAN AMERICAN HISTORY: RECONSTRUCTION THROUGH MODERN TIMES**

No Prerequisite

This course presents an intensive study of the history of the African American from the middle of the 20th century to the present day. The course examines the broad range of experiences of African Americans from the beginning of the Civil Rights Movement to the present day. This course will explore both the relationship of African Americans to the larger society and the inner dynamic of the African American community. The course will also take an expansive look at legislation that attempted to help end racial segregation in America including but not limited to *Brown v. Board of Education*, the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Emphasis is placed on the scientific, cultural, political and economic contributions of African American men and women to society.

## **AMERICA AS A WORLD POWER**

The semester length, intensive course, America as a World Power, will focus on the emergence of the United States as a dominant figure in global affairs between 1945 and the present. The primary goal of the class will be to offer students an opportunity to learn the political, diplomatic, economic, social, and technological advances of the United States during this time period. Major and minor wars that have contributed to the rise of American power will be studied.

## **GLOBAL ISSUES IN THE 21ST CENTURY**

Students will work their way through several units that intertwine current events and historical roots of challenges facing the world today. Dynamic units will allow students to discover and utilize primary documents from the past as they analyze modern media to reveal continuity or change, bias or balance, and present alternative policies that can be employed to develop intelligent responses to the challenges of our day. Topics include Roots and Responses

to Terrorism, Competition and Cooperation in a Globalized World, Nationalism and 21st Century Balance of Power, and Challenges of the 21st Century (warfare, pollution, and human rights).

## **HISTORY OF CONTEMPORARY AMERICAN CULTURE**

This course will focus on American popular culture from the post WWII era to the modern day. Specifically, it is a study of the major historical events of the age with a focus on how *mediums* (a means of mass communication, such as newspapers, magazines, radio, or television) of pop-culture reflect that period of time. We will examine a wide range of subjects (such as print, radio/music, film, television, and the Internet) using a wide range of critical approaches (such as genders studies, changes in racism, social fluctuations, and political contexts).

## **HOLOCAUST, GENOCIDE, AND CRIMES AGAINST HUMANITY**

Students will explore various aspects of genocide, human behavior, and crimes against humanity. With a focus on the 20<sup>th</sup> century, approximately half of the course will be devoted to studying the Holocaust with the remainder devoted to contemporary genocidal issues as well as human rights. Current events will also be explored. A variety of learning and teaching techniques will be employed. These include interpretation of primary and secondary source materials/accounts, projects, historical film and literature, and personal experiences of survivors. Guest speakers will be available as well as opportunities for outside events. This unique experiential class will also be devoted to preparing the student for the college experience. The students will develop 21st-century skills of critical thinking, communication, collaboration, and creativity. Refer to section on Dual Enrollment for additional information.

## **PSYCHOLOGY**

This course presents the basic ideas and principles of human behavior. Psychological methods, human growth and development, personality, intelligence, principles of learning, process of thinking, emotions, frustration and conflicts, personality disturbances and social behavior are included in the course of study. The relationship of psychological principles and human behavior is explored.

## **SOCIOLOGY**

This course focuses on man as a member of social groups. Basic sociological concepts such as culture, relationship, the family, race, and inter-group relations are studied. Emphasis is given to contemporary social problems including crime, issues and problems of adolescence, poverty, socialization and neglect. Attention also is given to sociology as a career.

## **SENIOR SEMINAR**

The Senior Seminar class will provide oversight and direction to seniors who must complete their Culminating Project and do not have a social studies course in their senior year. Service Learning Journal entries and the preparation, verification, and presentation of the Culminating Project are requirements of the course.

# **SPECIAL OPPORTUNITIES**

## **ADVANCED PLACEMENT SEMINAR (APSM)**

Prerequisite: open to students entering grades 10 and 11

In this interdisciplinary course, students investigate real-world issues from multiple perspectives, gathering and analyzing information from multiple sources in order to develop, communicate, and defend credible and valid evidence-based arguments presented through written essays, oral presentations, and visual presentations, both individually and as part of a team. The course is designed to challenge students to think critically about complex issues and make connections across disciplines. Advanced Placement Seminar is a prerequisite for Advanced Placement Research, which will be offered beginning in the 2019-2020 school year. In Advanced Placement Research, students will independently design, plan, and conduct a yearlong research-based investigation on a topic of individual interest.

## ADVANCED PLACEMENT RESEARCH (APRS)

Prerequisite: Successful completion of Advanced Placement Seminar, including all assessment components of the course.

This course is the second of two courses in the College Board's Advanced Placement Capstone Program. Students enrolled in Advanced Placement Research will explore an academic topic, problem, issue, or idea of individual interest. Students may dig deeper into a topic studied in another course, work across academic areas on an interdisciplinary topic, or study a new area of interest, perhaps one related to a potential career field.

Students will design, plan, and conduct a yearlong investigation to address a research question. Through this inquiry, they will further develop the skills acquired in Advanced Placement Seminar by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students will document their research and curate artifacts of their work in a process and reflection portfolio. Advanced Placement Research culminates in students writing an academic paper of 4,000-5,000 words, presenting their research findings, and completing an oral defense.

## CREATIVE STUDIES

Prerequisite: Application Process to be approved by Principal and cooperating teacher.

The Creative Studies Program allows a student to tailor a course in his/her area of artistic, athletic, or academic interest. For instance, students may study music with orchestra members, take a course at the Barnes Foundation or be coached in specialized athletic pursuits. Students who have designed a program for themselves must apply in early April, submitting an application and three letters of recommendation to their counselors. The course is designed to stimulate and encourage independence and creativity. The enrollment in four major courses is a prerequisite for entry into the program. Students will keep a journal, submit readings and will also be evaluated by on-site visitations. Grades are given each marking period. Credits are not awarded or determined until the end of the school year. See the program coordinator for additional information.

## GIFTED SEMINAR

Prerequisite: Application Process to be approved by Principal and participating teacher according to the GIEP.

Gifted Seminar is a credit bearing course designed to meet the learning needs of the students who are gifted according to Chapter 16 of the PA Regulations. This course is intended to stimulate and encourage independence and creativity. For each student, an individualized course of study will be developed to address the student's area(s) of strengths and interests and to align the instruction with the goals established in the student's Gifted Individualized Educational Program (GIEP). Enrollment in four major courses is required.

## WORLD LANGUAGE

The goals of the language courses offered at Abington School District grades 9-12 are to enable students to communicate in the language of study, relate cultural information of the countries where the language is spoken, communicate with individuals from the communities where the language is spoken, analyze the concepts of culture and nature of language through comparisons of the language and English, and connect with other disciplines through the use of the language.

### Grade 9 Offerings

| <u>French</u>                 | <u>German</u>   | <u>Mandarin Chinese</u> | <u>Spanish</u>                |
|-------------------------------|-----------------|-------------------------|-------------------------------|
| Level I                       | Level II Honors | Level III Honors        | Level I                       |
| Level II or Level II Honors   |                 |                         | Level II or Level II Honors   |
| Level III or Level III Honors |                 |                         | Level III or Level III Honors |

## **Grade 10 - 12 Offerings**

| <b><u>French</u></b>                  | <b><u>German</u></b>    | <b><u>Mandarin Chinese</u></b> | <b><u>Spanish</u></b>                 | <b><u>Latin</u></b>                   |
|---------------------------------------|-------------------------|--------------------------------|---------------------------------------|---------------------------------------|
| Level I <i>or</i> Level I Accelerated | Level III Honors        | Level IV Honors                | Level I <i>or</i> Level I Accelerated | Level I <i>or</i> Level I Accelerated |
| Level II <i>or</i> Level II Honors    | Level IV Honors         | AP Language and Culture        | Level II <i>or</i> Level II Honors    | Accelerated                           |
| Level III <i>or</i> Level III Honors  | AP Language and Culture |                                | Level III <i>or</i> Level III Honors  | Level II Honors                       |
| Level IV <i>or</i> Level IV Honors    |                         |                                | Level IV <i>or</i> Level IV Honors    | Level III <i>or</i> AP Latin          |
| Level V <i>or</i>                     |                         |                                | Level V <i>or</i>                     |                                       |
| AP Language and Culture               |                         |                                | AP Language and Culture               |                                       |

### **LEVEL I**

No prerequisite

This course begins the development of the 3 modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). Students will learn to communicate about personal information, such as: self, family, friends, likes/dislikes, school, pastimes, as well as the basics like numbers, alphabet, weather, etc. Students will be immersed in the language in the classroom. The class progresses at a moderate pace to keep the students' comfort level high in their attempts to communicate in a new language. A student at this level is expected to perform at the low to mid novice level, understanding and producing language in familiar and rehearsed situations. Texts and other ancillary materials focus on themes for daily communication.

### **LEVEL I ACCELERATED**

Prerequisite: high academic achievement or at least 2 years of study of a different language

This course is intended for highly motivated students who have demonstrated high ability, proficiency, and interest in language study. This course begins with the same material as the regular level one course and then expands the depth of knowledge and heightens the production of language expectations at an accelerated pace. The focus of this course is the development of the 3 modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience) at the novice level. Students will be immersed in the language in the classroom.

### **LEVEL II HONORS**

Prerequisite: successful completion of Level I *or* Level I Accelerated

This Honors course focuses on the study of thematic units with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the high novice to low intermediate level: communication in expanded responses on everyday topics with an increase in accuracy. Students will learn to communicate about self and others while stretching into themes about the world around them. This course is designed for motivated students who have mastery of the basics in the language. Students will be immersed in the language in the classroom.

### **LEVEL II**

Prerequisite: successful completion of Level I

This course continues the study of language in thematic units with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the mid novice level: understanding and producing more language in familiar and rehearsed situations. Students will learn to communicate about self and others, about the basic themes of pastimes, community, health, etc. as well as a solid review of the basics. Students will be immersed in the language in the classroom.

### **LEVEL III HONORS**

Prerequisite: successful completion of Level II or Level II Honors

This Honors course focuses on the study of thematic units with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the low intermediate to mid intermediate level: able to create with language related to daily life and can recombine learned material to express personal meaning. Students will learn to communicate about self and themes about the world around them at paragraph length and in original context. Authentic resources for the interpretive mode focus on non-fiction and short fiction texts with literacy support. This course is designed for motivated students who have mastery of the fundamentals of the language. Students will continue to be immersed in the language in the classroom.

### **LEVEL III**

Prerequisite: successful completion of Level II

This course continues the study of language in thematic units with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the high novice to low intermediate level: understanding and producing more language in familiar and rehearsed situations, beginning to expand into original contexts from learned material. Students will learn to communicate about self and others about the basic themes and moving into themes about social issues and customs. Authentic resources for the interpretive mode focus on non-fiction and short fiction texts with literacy support. Students will continue to be immersed in the language in the classroom.

### **LEVEL IV HONORS**

Prerequisite: successful completion of Level III or Level III Honors course

In this pre-AP course, the focus is on the study of thematic units with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the high intermediate level: able to communicate with ease and confidence within routine tasks and social situations in expanding contexts and response length. The interpretive mode (reading and listening) is practiced with authentic non-fiction and fiction texts with literacy support. Students will need to support their opinion with knowledge, experience, details, etc. from the interpretive sources. Students will continue to be immersed in the language in the classroom.

### **LEVEL IV**

Prerequisite: successful completion of Level III

The focus is on the study of thematic units with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the low intermediate level: can begin to create with language related to daily life and can recombine learned material to express personal meaning. Students will learn to communicate about self and themes about the world around them at paragraph length and in original context. Authentic resources for the interpretive mode focus on non-fiction and short fiction texts with literacy support. Students will continue to be immersed in the language in the classroom.

### **LEVEL V**

Prerequisite: successful completion of Level IV

This course is a culminating course that focuses on preparing the student to use the language in authentic contexts. The focus is on the study of thematic units about the social, political and cultural influences in society today with the emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the mid to high intermediate level: able to communicate with ease and confidence within routine tasks and social situations in expanding contexts and response length. This

course is designed for students who have achieved success in the fundamentals of language and who wish to use the language for career enhancement, for travel, or for further study. Students will continue to be immersed in the language in the classroom.

## **ADVANCED PLACEMENT LANGUAGE AND CULTURE**

Prerequisite: successful completion of Level IV or Level IV Honors course

The AP course is designed to prepare students to take the Language and Culture AP exam from the College Board. The course and exam are based on 6 themes: Families and Communities, Beauty and Aesthetics, Global Challenges, Science and Technology, Contemporary Life, and Personal and Public Identification. Students are expected to perform at the high intermediate or low to mid advanced level: recombine learned material to express personal meaning while speaking and writing at the paragraph level. The interpretive mode (reading and listening) is practiced with authentic non-fiction and fiction texts. The integrated performance task (reading and listening used as prompts for speaking and writing) is an essential skill developed in this course. Students will continue to be immersed in the language in the classroom.

## **LATIN I**

No prerequisite

This class begins the development of the four skills of language acquisition in Classical Latin: reading, writing, listening, and speaking. With an emphasis on reading and writing, listening and speaking are given attention sufficient to amplify a general understanding of the Latin language and its relationship to English. This class is designed to teach students methods for comprehending increasingly challenging Latin passages through daily practice in reading, translation, and the study of Latin grammar fundamentals and vocabulary. Students will study the complexities of Latin word order, noun declensions, verbal conjugations, and they will develop a facility with translation and analysis of complex sentences. Additional readings and lectures address early Roman history and myth. Students may be asked to undertake projects which develop the skills of language acquisition through creativity and personal interest. This course is offered at the senior high school level only.

## **LATIN I ACCELERATED**

No prerequisite

This class is for students who have experience with learning a language at the honors level. Latin I Accelerated begins the development of the four skills of language acquisition in Classical Latin: reading, writing, listening, and speaking. With an emphasis on reading and writing, listening and speaking are given attention sufficient to amplify a general understanding of the Latin language and its relationship to English. This class is designed to teach students methods for comprehending increasingly challenging Latin passages through daily practice in reading, translation, and the study of Latin grammar fundamentals and vocabulary. Students will study the complexities of Latin word order, noun declensions, verbal conjugations, and they will develop a facility with translation and analysis of complex sentences. Additional readings and lectures address early Roman history and myth. Students may be asked to undertake projects which develop the skills of language acquisition through creativity and personal interest. This course is offered at the senior high school level only.

## **LATIN II HONORS**

Prerequisite: successful completion of Latin I or Latin I Accelerated

This class continues the development of the four skills of language acquisition in Classical Latin: reading, writing, listening, and speaking. With an emphasis on reading and writing, listening and speaking are given attention sufficient to amplify a general understanding of the Latin language and its relationship to English. This class is designed to teach students methods for comprehending increasingly challenging Latin passages through daily practice in reading, translation, and the study of Latin grammar fundamentals and vocabulary. Students will study the complexities of Latin word order, noun declensions, verbal conjugations, and they will develop a facility with translation and analysis of complex sentences. The gains and achievements of Latin I are consolidated and reinforced, providing the basis for further study. Critical thinking skills are developed by advancing study of the logic of Latin grammar. Sensitivity to English vocabulary is increased by a second year of Latin. Additional readings and lectures address the history of the Roman Republic and Empire. These readings adapt and make accessible the literature and voice of the ancient Mediterranean world. Students may be asked to undertake projects which

develop the skills of language acquisition through creativity and personal interest. Individuals may pursue the language at their own accelerated rate.

### **LATIN III HONORS**

Prerequisite: successful completion of Latin II Honors

This class continues the development of the four skills of language acquisition in Classical Latin: reading, writing, listening, and speaking. With an emphasis on reading and writing, listening and speaking are given attention sufficient to amplify a general understanding of the Latin language and its relationship to English. This class is designed to teach students methods for comprehending complex Latin passages of authentic Roman literature through daily practice in reading, translation, and the study of advanced Latin grammar and vocabulary. Through Latin study, students have strengthened basic and advanced English skills in vocabulary and reading comprehension. The third year of Latin consolidates the gains of the previous two. Advanced study of Latin grammar and syntax strengthens higher order thinking skills. Through reading and discussion, students must think critically on a sustained basis from the point of recognition and comprehension to interpretation and conclusion. A third year of Latin sharpens expression both in Latin and English. Moving beyond the accuracy of grammar, students are introduced to the canonical works of the poets Catullus, Horace, Vergil and Ovid, and the prose authors Caesar, Cicero, Livy. Such authors provide models of sophistication in argument, organization, diction, and style. Additionally, minor authors who record colorful aspects of ancient life are read and discussed.

### **ADVANCED PLACEMENT LATIN**

Prerequisite: successful completion of Latin II Honors and teacher recommendation

The AP Latin Vergil course follows the course of study provided by the College Board in the *AP® Latin Course Description*. In accordance with these requirements, students will do the following: read and translate as literally as possible from Latin into English the required Latin passages from Vergil's *Aeneid*, analyze and interpret the required Latin passages in essays that show a firm grasp of Latin, as well as an understanding of metrical and stylistic elements, sight-read Latin passages, read the *Aeneid* in English translation, study the historical, social, cultural, and political context in which Vergil wrote the *Aeneid*, and review Latin grammar in the course of the readings and learn to recognize poetic exceptions and special uses.



## **GRADE 9 COURSE OFFERINGS**

| <b>Course Name</b>                     | <b>Course No.</b> | <b>Pds/Wk</b> | <b>Credits</b> | <b>Length</b> |
|--|-------------------|---------------|----------------|---------------|
| <b>Art</b>                             |                   |               |                |               |
| Art I                                  | 0792              | 2             | 4              | Year          |
| Art II                                 | 0790              | 2             | 4              | Year          |
| Ceramics                               | 0793              | 2             | 4              | Year          |
| Graphics                               | 0826              | 2             | 4              | Year          |
| <b>Business</b>                        |                   |               |                |               |
| Adv. Multimedia Technology             | 0928              | 2             | 4              | Year          |
| Computer Programming Fundamentals      | 0903              | 2             | 4              | Year          |
| Introduction to Business               | 0902              | 2             | 4              | Year          |
| Video Production II                    | 0930              | 2             | 4              | Year          |
| <b>English</b>                         |                   |               |                |               |
| Honors English I                       | 0190              | 5             | 10             | Year          |
| English I                              | 0191              | 5             | 10             | Year          |
| Journalism                             | 0198              | 2             | 4              | Year          |
| Theater Arts/Acting                    | 0197              | 2             | 4              | Year          |
| <b>ELD</b>                             |                   |               |                |               |
| ELD Level A                            | 0161              | 5             | 10             | Year          |
| ELD Level B                            | 0162              | 5             | 10             | Year          |
| ELD Level C                            | 0165              | 2             | 4              | Year          |
| <b>Family &amp; Consumer Science</b>   |                   |               |                |               |
| Family & Consumer Science              | 0804              | 2             | 4              | Year          |
| World of Food                          | 0810              | 2             | 4              | Year          |
| <b>Gifted Education</b>                |                   |               |                |               |
| Gifted Seminar 9                       | 0890              | 1             | 2              | Year          |
| <b>Health &amp; Physical Education</b> |                   |               |                |               |
| Physical Education 9                   | 0591              | 2             | 4              | Year          |
| Adapted Physical Education             | 0500              | 1             | 2              | Year          |
| Health 9                               | 0592              | 2             | 4              | Year          |
| Fitness for Life                       | 0593              | 2             | 4              | Year          |
| <b>Mathematics</b>                     |                   |               |                |               |
| Algebra I                              | 0391              | 5             | 10             | Year          |
| Formal Geometry                        | 0394              | 5             | 10             | Year          |
| Honors Geometry                        | 0390              | 5             | 10             | Year          |
| Math Plus 9                            | 0397              | 2             | 4              | Year          |
| <b>Music</b>                           |                   |               |                |               |
| Band 9                                 | 0909              | 3             | 6              | Year          |
| Chorus 9                               | 0919              | 3             | 6              | Year          |
| Orchestra 9                            | 0990              | 3             | 6              | Year          |

| Course Name                 | Course No. | Pds/Wk | Credits | Length |
|-----------------------------|------------|--------|---------|--------|
| <b>Pathways</b>             |            |        |         |        |
| Foundations of Innovation I | 0795       | 2      | 4       | Year   |
| <b>Reading</b>              |            |        |         |        |
| Reading 9                   | 0891       | 3      | 6       | Year   |
| Literature                  | 0892       | 2      | 4       | Year   |
| <b>Science</b>              |            |        |         |        |
| Honors Biology              | 0490       | 6      | 10      | Year   |
| Biology                     | 0491       | 6      | 10      | Year   |
| Medical Detectives          | 0442       | 2      | 4       | Year   |
| <b>Social Studies</b>       |            |        |         |        |
| Honors World History        | 0294       | 5      | 10      | Year   |
| World History               | 0295       | 5      | 10      | Year   |
| Law & You                   | 0296       | 2      | 4       | Year   |
| Topics in World Affairs     | 0297       | 2      | 4       | Year   |
| <b>World Language</b>       |            |        |         |        |
| French I                    | 6914       | 5      | 10      | Year   |
| French II                   | 6911       | 5      | 10      | Year   |
| Honors French II            | 6910       | 5      | 10      | Year   |
| Honors German II            | 6930       | 5      | 10      | Year   |
| Mandarin Chinese I          | 6674       | 5      | 10      | Year   |
| Mandarin Chinese II Honors  | 6684       | 5      | 10      | Year   |
| Mandarin Chinese III Honors | 6694       | 5      | 10      | Year   |
| Spanish I                   | 6924       | 5      | 10      | Year   |
| Honors Spanish II           | 6920       | 5      | 10      | Year   |
| Spanish II                  | 6921       | 5      | 10      | Year   |

## **GRADES 10-12 COURSE OFFERINGS**

| <b>Course Name</b>   | <b>Course No.</b> | <b>Pds/Wk</b> | <b>Credits</b> | <b>Length</b> |
|--|-------------------|---------------|----------------|---------------|
| <b>Art</b>   |                   |               |                |               |
| Advanced Photography                                       | 0729              | 5             | 5              | Semester      |
| Advanced Projects in Sculpture I                           | 0738              | 5             | 5              | Semester      |
| Advanced Projects in Sculpture II                          | 0775              | 5             | 5              | Semester      |
| Art I Major  | 0701              | 5             | 10             | Year          |
| Art II Major   | 0702              | 5             | 10             | Year          |
| Art III Major  | 0703              | 5             | 10             | Year          |
| Advanced Placement Studio Art                              | 0710              | 5             | 10             | Year          |
| CAD (Computer Art & Design) I                              | 0864              | 2             | 4              | Year          |
| CAD (Computer Art & Design) I                              | 0865              | 3             | 6              | Year          |
| CAD (Computer Art & Design) I                              | 0866              | 5             | 10             | Year          |
| CAD (Computer Art & Design) II                             | 0867              | 2             | 4              | Year          |
| CAD (Computer Art & Design) II                             | 0868              | 3             | 6              | Year          |
| CAD (Computer Art & Design) II                             | 0869              | 5             | 10             | Year          |
| CAD (Computer Art & Design) III                            | 0872              | 3             | 6              | Year          |
| CAD (Computer Art & Design) III                            | 0873              | 5             | 10             | Year          |
| Ceramics: Hand-Building I                                  | 0796              | 5             | 5              | Semester      |
| Ceramics: Hand-Building II                                 | 0797              | 5             | 5              | Semester      |
| Ceramics: Wheel-Throwing I                                 | 0794              | 5             | 5              | Semester      |
| Ceramics: Wheel-Throwing II                                | 0795              | 5             | 5              | Semester      |
| Design I   | 0709              | 5             | 5              | Semester      |
| Design II  | 0713              | 5             | 5              | Semester      |
| Digital Photography  | 0876              | 5             | 5              | Semester      |
| Drawing I  | 0706              | 5             | 5              | Semester      |
| Drawing II   | 0737              | 5             | 5              | Semester      |
| Honors Art   | 0700              | 5             | 10             | Year          |
| Introduction to Photography                                | 0726              | 5             | 5              | Semester      |
| Painting I   | 0716              | 5             | 5              | Semester      |
| Painting II  | 0719              | 5             | 5              | Semester      |
| Printmaking  | 0723              | 5             | 5              | Semester      |
| <b>Business</b>  |                   |               |                |               |
| Accounting I (Dual Enrollment w/ Gwynedd Mercy University) | 0788              | 5             | 10             | Year          |
| Accounting II  | 0789              | 5             | 10             | Year          |
| Advance Studies in Law                                     | 0891              | 5             | 5              | Semester      |
| Advanced Placement Computer Science A                      | 0380              | 5             | 10             | Year          |
| Advanced Placement Computer Science Principles             | 0780              | 5             | 10             | Year          |
| Computer Essentials I                                      | 0748              | 5             | 5              | Semester      |

|   |      |        |        |          |
|---|------|--------|--------|----------|
| Computer Programming Fundamentals   | 0776 | 5      | 10     | Year     |
| Entrepreneurial Innovation and Design   | 0777 | 5      | 5      | Semester |
| Introduction to Entrepreneurship  | 0768 | 5      | 5      | Semester |
| Honors Advanced Data Structures and Algorithms                                    | 0510 | 5      | 10     | Year     |
| Law I   | 0762 | 5      | 5      | Semester |
| Law II  | 0765 | 5      | 5      | Semester |
| Money & Investing   | 0745 | 5      | 5      | Semester |
| Network Administration I  | 0786 | 5      | 10     | Year     |
| Network Administration II   | 0787 | 5      | 10     | Year     |
| Networking Operating Systems  | 0895 | 5      | 5      | Semester |
| Sports & Entertainment Marketing  | 0772 | 5      | 5      | Semester |
| Work Study  |      | Varies | Varies | Year     |
| <b>English</b>  |      |        |        |          |
| Advanced Placement English Language and Composition                               | 0150 | 5      | 10     | Year     |
| Advanced Placement English Literature and Composition                             | 0140 | 5      | 10     | Year     |
| African American Literature: <i>From Reconstruction to the Harlem Renaissance</i> | 0217 | 5      | 5      | Semester |
| African American Literature: From the Civil Rights Movement to the Present        | 0219 | 5      | 5      | Semester |
| Creative Writing  | 0185 | 5      | 5      | Semester |
| Debate  | 0188 | 5      | 5      | Semester |
| English II CP   | 0121 | 5      | 10     | Year     |
| English III CP  | 0131 | 5      | 10     | Year     |
| English IV CP   | 0141 | 5      | 10     | Year     |
| Honors English II   | 0120 | 5      | 10     | Year     |
| Honors English III  | 0130 | 5      | 10     | Year     |
| Interdisciplinary Studies   | 0151 | 5      | 20     | Year     |
| Journalism & Broadcast Media  | 0195 | 5      | 5      | Semester |
| Media Literacy  | 0175 | 5      | 5      | Semester |
| Media Production Internship   | 0209 | 5      | 10     | Year     |
| Media Production Workshop   | 0208 | 5      | 5      | Semester |
| Public Speaking   | 0198 | 5      | 5      | Semester |
| Theatre Arts-Acting   | 0182 | 5      | 5      | Semester |
| Theatre Arts-Cinema   | 0205 | 5      | 5      | Semester |
| <b>ELD</b>  |      |        |        |          |
| ELD Level A   | 0161 | 5      | 10     | Year     |
| ELD Level B   | 0162 | 5      | 10     | Year     |
| ELD Level C   | 0165 | 2      | 4      | Year     |
| <b>Family &amp; Consumer Science</b>  |      |        |        |          |
| Apparel Design I  | 0801 | 2      | 4      | Year     |
| Apparel Design I  | 0802 | 3      | 6      | Year     |
| Apparel Design II   | 0804 | 2      | 4      | Year     |
| Apparel Design II   | 0805 | 3      | 6      | Year     |
| Apparel Design III  | 0808 | 3      | 6      | Year     |
| Chefs Workshop  | 0811 | 2      | 4      | Year     |
| Chefs Workshop  | 0812 | 5      | 3      | Year     |
| <b>Health &amp; Physical Education</b>  |      |        |        |          |
| Aerobic Activities/Fitness  | 0509 | 2      | 2      | Semester |

|   |      |   |    |          |
|---|------|---|----|----------|
| Aquatics, Safety & Wellness             | 0501 | 2 | 2  | Semester |
| Fall Team Sports/Competitive Games      | 0503 | 2 | 2  | Semester |
| Health Education                        | 0500 | 2 | 4  | Year     |
| Interscholastic Sport/Activity          | 0513 | 2 | 2  | Semester |
| Net Games                               | 0507 | 2 | 2  | Semester |
| Lifeguard Training                      | 0571 | 2 | 2  | Semester |
| Physical Education-Adapted              | 0520 | 2 | 3  | Year     |
| Water Safety Aide                       | 0572 | 1 | 1  | Year     |
| Recreational Activities                 | 0505 | 2 | 2  | Semester |
| Spring Team Sports/Competitive Games    | 0504 | 2 | 2  | Semester |
| Strength and Conditioning               | 0511 | 2 | 2  | Semester |
| <b>Mathematics</b>                      |      |   |    |          |
| Advanced Placement Calculus AB          | 0350 | 5 | 10 | Year     |
| Advanced Placement Calculus BC          | 0360 | 5 | 10 | Year     |
| Advanced Placement Statistics           | 0370 | 5 | 10 | Year     |
| Algebra II                              | 0331 | 5 | 10 | Year     |
| Calculus                                | 0355 | 5 | 10 | Year     |
| Critical Math 10                        | 0302 | 2 | 4  | Year     |
| Critical Math 10                        | 0303 | 3 | 6  | Year     |
| Critical Math 11                        | 0304 | 2 | 4  | Year     |
| Critical Math 11                        | 0305 | 3 | 6  | Year     |
| Critical Math 12                        | 0315 | 2 | 4  | Year     |
| Critical Math 12A                       | 0317 | 2 | 2  | Semester |
| Finite Mathematics                      | 0354 | 5 | 10 | Year     |
| Honors Calculus A                       | 0340 | 5 | 10 | Year     |
| Formal Geometry                         | 0321 | 5 | 10 | Year     |
| Honors Algebra II & Trigonometry        | 0330 | 5 | 10 | Year     |
| Prerequisites for College Mathematics   | 0356 | 5 | 5  | Semester |
| Precalculus                             | 0341 | 5 | 10 | Year     |
| Prerequisites for College Mathematics   | 0353 | 5 | 10 | Year     |
| SAT® Prep: Mathematics                  | 0352 | 1 | 1  | Semester |
| <b>Music</b>                            |      |   |    |          |
| Advanced Placement Music Theory         | 0920 | 3 | 6  | Year     |
| Computer Based Music I                  | 0921 | 3 | 6  | Year     |
| Computer Based Music II                 | 0922 | 3 | 6  | Year     |
| Computer Based Music III                | 0923 | 3 | 6  | Year     |
| Concert Band                            | 0931 | 1 | 2  | Year     |
| Concert Band                            | 0932 | 2 | 4  | Year     |
| Concert Band                            | 0933 | 3 | 6  | Year     |
| Concert Band                            | 0934 | 4 | 8  | Year     |
| Concert Band                            | 0935 | 5 | 10 | Year     |
| Concert Choir                           | 0905 | 5 | 10 | Year     |
| Honors Advanced Studies in Music Theory | 0910 | 3 | 6  | Year     |
| Honors Music Theory                     | 0900 | 3 | 6  | Year     |
| Music Appreciation                      | 0906 | 3 | 6  | Year     |
| Orchestra I                             | 0951 | 1 | 2  | Year     |
| Orchestra I                             | 0952 | 2 | 4  | Year     |
| Orchestra I                             | 0953 | 3 | 6  | Year     |

|   |      |   |    |          |
|---|------|---|----|----------|
| Orchestra I                                 | 0954 | 4 | 8  | Year     |
| Orchestra I                                 | 0955 | 5 | 10 | Year     |
| Orchestra II                                | 0961 | 1 | 2  | Year     |
| Orchestra II                                | 0962 | 2 | 4  | Year     |
| Orchestra II                                | 0963 | 3 | 6  | Year     |
| Orchestra II                                | 0964 | 4 | 8  | Year     |
| Orchestra II                                | 0965 | 5 | 10 | Year     |
| Piano I                                     | 0911 | 3 | 3  | Year     |
| Piano II                                    | 0912 | 3 | 3  | Year     |
| Select Choir                                | 0903 | 5 | 10 | Year     |
| Symphonic Band                              | 0941 | 1 | 2  | Year     |
| Symphonic Band                              | 0942 | 2 | 4  | Year     |
| Symphonic Band                              | 0943 | 3 | 6  | Year     |
| Symphonic Band                              | 0944 | 4 | 8  | Year     |
| Symphonic Band                              | 0945 | 5 | 10 | Year     |
| Voice Class                                 | 0913 | 2 | 2  | Year     |
| <b>Pathways</b>                             |      |   |    |          |
| Foundations of Innovation I                 | FOII | 2 | 4  | Year     |
| Foundations of Innovation II                | 0785 | 2 | 4  | Year     |
| <b>Reading</b>                              |      |   |    |          |
| Critical Reading 10                         | 0814 | 2 | 4  | Year     |
| Critical Reading 10                         | 0815 | 3 | 6  | Year     |
| Critical Reading 11                         | 0816 | 2 | 4  | Year     |
| Critical Reading 11                         | 0817 | 3 | 6  | Year     |
| Critical Reading 12                         | 0818 | 2 | 4  | Year     |
| Critical Reading 12A                        | 0823 | 2 | 4  | Semester |
| Popular Contemporary Literature             | 0825 | 2 | 4  | Year     |
| SAT® Prep: Reading & Writing                | 0152 | 1 | 1  | Semester |
| <b>Science</b>                              |      |   |    |          |
| Active Physics                              | 0431 | 5 | 10 | Year     |
| Advanced Placement Physics 1: Algebra-Based | 0460 | 6 | 10 | Year     |
| Advanced Placement Physics 2: Algebra-Based | 0530 | 6 | 10 | Year     |
| Advanced Placement Biology                  | 0400 | 6 | 10 | Year     |
| Advanced Placement Chemistry                | 0430 | 6 | 10 | Year     |
| Advanced Placement Environmental Science    | 0490 | 6 | 10 | Year     |
| Advanced Placement Physics C                | 0440 | 6 | 10 | Year     |
| Anatomy/Physiology                          | 0404 | 5 | 10 | Year     |
| Applied Biochemistry                        | 0415 | 5 | 10 | Year     |
| Astronomy                                   | 0444 | 5 | 10 | Year     |
| Biology                                     | 0401 | 5 | 10 | Year     |
| Chemistry                                   | 0411 | 6 | 10 | Year     |
| Critical Science 11                         | 0403 | 1 | 2  | Year     |
| Critical Science 11                         | 0405 | 2 | 4  | Year     |
| Honors Chemistry                            | 0410 | 6 | 10 | Year     |
| Human Body Systems                          | 0406 | 5 | 10 | Year     |
| Engineering Essentials                      | 0425 | 5 | 5  | Semester |
| Forensic Science                            | 0492 | 5 | 5  | Semester |

|  |      |   |    |          |
|--|------|---|----|----------|
| Physics  | 0421 | 6 | 10 | Year     |
| Physics of Automated Robots  | 0463 | 5 | 5  | Semester |
| Physics of Flight  | 0441 | 5 | 5  | Semester |
| Physics of Mechanical Robots   | 0461 | 5 | 5  | Semester |
| <b>Social Studies</b>  |      |   |    |          |
| Advanced Placement United States Government & Politics   | 0250 | 5 | 10 | Year     |
| Advanced Placement European History  | 0245 | 5 | 10 | Year     |
| Advanced Placement Human Geography   | 0235 | 5 | 10 | Year     |
| Advanced Placement Macroeconomics  | 0212 | 5 | 10 | Year     |
| Advanced Placement Microeconomics  | 0213 | 5 | 10 | Year     |
| Advanced Placement Psychology  | 0280 | 5 | 10 | Year     |
| Advanced Placement United States History   | 0240 | 5 | 10 | Year     |
| Advanced Placement World History   | 0225 | 5 | 10 | Year     |
| African American History: <i>Early America Through the Civil War</i>                             | 0291 | 5 | 5  | Semester |
| African American History: <i>Reconstruction Through Modern Times</i>                             | 0292 | 5 | 5  | Semester |
| America as a World Power   | 0293 | 5 | 5  | Semester |
| American History   | 0211 | 5 | 10 | Year     |
| Civics & Government  | 0201 | 5 | 10 | Year     |
| Global Issues in the 21st Century  | 0294 | 5 | 5  | Semester |
| History of Contemporary American Culture   | 0295 | 5 | 5  | Semester |
| Holocaust, Genocide Studies and Crimes Against Humanity (Dual Enrollment w/ Stockton University) | 0265 | 3 | 10 | Year     |
| Honors American History  | 0210 | 5 | 10 | Year     |
| Honors Civics & Government   | 0200 | 5 | 10 | Year     |
| Interdisciplinary Studies  | 0151 | 5 | 10 | Year     |
| Psychology   | 0283 | 3 | 6  | Year     |
| Senior Seminar   | 0215 | 1 | 2  | Year     |
| Sociology  | 0286 | 2 | 4  | Year     |
| <b>Special Program</b>   |      |   |    |          |
| Advanced Placement Research  | APRS | 5 | 10 | Year     |
| Advanced Placement Seminar   | APSM | 5 | 10 | Year     |
| Gifted Seminar   | GSEM | 1 | 2  | Year     |
| <b>World Language</b>  |      |   |    |          |
| Advanced Placement Chinese Language and Culture  | 0770 | 5 | 10 | Year     |
| Advanced Placement French Language and Culture   | 0610 | 5 | 10 | Year     |
| Advanced Placement German Language and Culture   | 0660 | 5 | 10 | Year     |
| Advanced Placement Latin   | 0570 | 5 | 10 | Year     |
| Advanced Placement Spanish Language and Culture  | 0740 | 5 | 10 | Year     |
| French I   | 0601 | 5 | 10 | Year     |
| French I Accelerated   | 0602 | 3 | 10 | Year     |
| French II  | 0603 | 5 | 10 | Year     |
| French II Honors   | 0600 | 5 | 10 | Year     |
| French III   | 0616 | 5 | 10 | Year     |
| French III Honors  | 0620 | 5 | 10 | Year     |
| French IV  | 0626 | 5 | 10 | Year     |
| French IV Honors   | 0630 | 5 | 10 | Year     |

|                             |      |   |    |      |
|-----------------------------|------|---|----|------|
| French V                    | 0631 | 5 | 10 | Year |
| German III Honors           | 0640 | 5 | 10 | Year |
| German IV Honors            | 0650 | 5 | 10 | Year |
| Latin I                     | 0654 | 5 | 10 | Year |
| Latin I Accelerated         | 0655 | 3 | 10 | Year |
| Latin II Honors             | 0550 | 5 | 10 | Year |
| Latin III Honors            | 0680 | 5 | 10 | Year |
| Mandarin Chinese I          | 0681 | 5 | 10 | Year |
| Mandarin Chinese II Honors  | 0682 | 5 | 10 | Year |
| Mandarin Chinese III Honors | 0683 | 5 | 10 | Year |
| Mandarin Chinese IV Honors  | 0684 | 5 | 10 | Year |
| Spanish I                   | 0661 | 5 | 10 | Year |
| Spanish I Accelerated       | 0665 | 5 | 10 | Year |
| Spanish II                  | 0662 | 5 | 10 | Year |
| Spanish II Honors           | 0690 | 5 | 10 | Year |
| Spanish III                 | 0666 | 5 | 10 | Year |
| Spanish III Honors          | 0720 | 5 | 10 | Year |
| Spanish IV                  | 0671 | 5 | 10 | Year |
| Spanish IV Honors           | 0730 | 5 | 10 | Year |
| Spanish V                   | 0676 | 5 | 10 | Year |

It is the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, national origin/ethnicity, veteran status, gender, age, disability, sexual orientation, gender identity/expression, or religion.

As used in this policy, “nondiscrimination” refers to nondiscrimination with respect to students on the basis of race, color, national origin/ethnicity, veteran status, gender, age, disability, sexual orientation, gender identity/expression, or religion. This includes review of curriculum materials for illegal discriminatory bias. The District shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics, and extracurricular activities.

The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of Federal and state laws and regulations. The Board encourages students who have been subject to discrimination and third parties who become aware of discrimination against a student or students to promptly report such alleged incidents to designated employees. The Board directs that complaints of discrimination shall be investigated promptly and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of discrimination.

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Director of Pupil Services as the District's Compliance Coordinator. The Pupil Services Office is located at 970 Highland Avenue, Abington PA 19001, and telephone number 215-881-2548. The Superintendent shall ensure that procedures for resolving complaints involving discrimination against students are developed and made part of the Superintendent's Administrative Procedures. The procedures shall be distributed periodically to all employees and students as applicable and posted in a prominent location in each school building.



## Eastern Center for Arts and Technology

EASTERN is accredited by the Middle States Association of Colleges and Schools. The campus is located in Willow Grove and is owned by nine school districts in Eastern Montgomery County. Districts include Abington, Bryn Athyn, Cheltenham, Hatboro-Horsham, Jenkintown, Lower Moreland, Springfield, Upper Dublin and Upper Moreland.

More information about EASTERN is available at [www.eastech.org](http://www.eastech.org).

Programs taken at EASTERN are considered part of the high school program and count as elective credit toward graduation. Programs enrich the student's high school experience. They give students the opportunity to reinforce their career path after high school, get a head start in collegiate studies in that field and get ready for employment. Most of the half-day programs offer advanced placement college credit opportunities for students continuing their education after high school in similar majors.

### CAREER PROGRAMS

7:45 - 10:30 a.m. OR 12:00 - 2:45 p.m.

Career programs are scheduled 5 days a week for 2 hours 45 minutes from 7:45 a.m.–10:30 a.m. or 12:00 p.m. to 2:45 p.m. in 14 career areas and are primarily offered to 11th and 12th grade students. They are recommended as a two-year sequence for students, except Allied Health, which is a senior-only option. If space is available, one-year seniors are accepted into all programs.

- A work experience program is available to qualified second-year students incorporating on-site job experiences with classroom learning.

- Many programs offer advanced placement/college credit options at colleges like Pennsylvania College of Technology, Penn State Abington, Harcum College, Universal Technical Institute and Montgomery County Community College.

***EASTERN students may qualify for up to 12 free college credits through Perkins statewide articulation agreements. All statewide articulation agreements can be found at [www.collegetransfer.net/Search/PABureauofCTESOARPrograms/tabid/3381/Default.aspx](http://www.collegetransfer.net/Search/PABureauofCTESOARPrograms/tabid/3381/Default.aspx)***

***Students/parents will be solely responsible for tuition and fees for MCCC dual enrollment.***

***Please note that there are course material fees for tools of the trade and required clothing related to several programs. Families with a financial need should contact Ferne Andre, 215-784-4800 Ext. 314, or Amy Shields at 215-784-4806.***

# **2020-2021 High School Program Offerings**

## **Arts, Human Services and Hospitality Career Cluster**

- Commercial Art
- Cosmetology
- Culinary Arts

## **Business, Computer and Public Safety Career Cluster**

- Business and Technology Professional
- Protective Services

## **Construction Career Cluster**

- Construction Technology
- Electrical Technology
- Heating, Ventilation and Air Conditioning

## **Health Sciences Career Cluster**

- Allied Health
- Veterinary Science

## **Transportation and Manufacturing Career Cluster**

- Automotive Technology
- Collision Repair Technology
- **Robotics and Automated Technology – New Program**
- Welding Technology

**To access program information please to  
Eastern Center for Arts and Technology's  
[Career Pathway Course Guide](#).**