



# **Program of Studies**

**Grades 9 - 12**

**2022 - 2023**

## **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.

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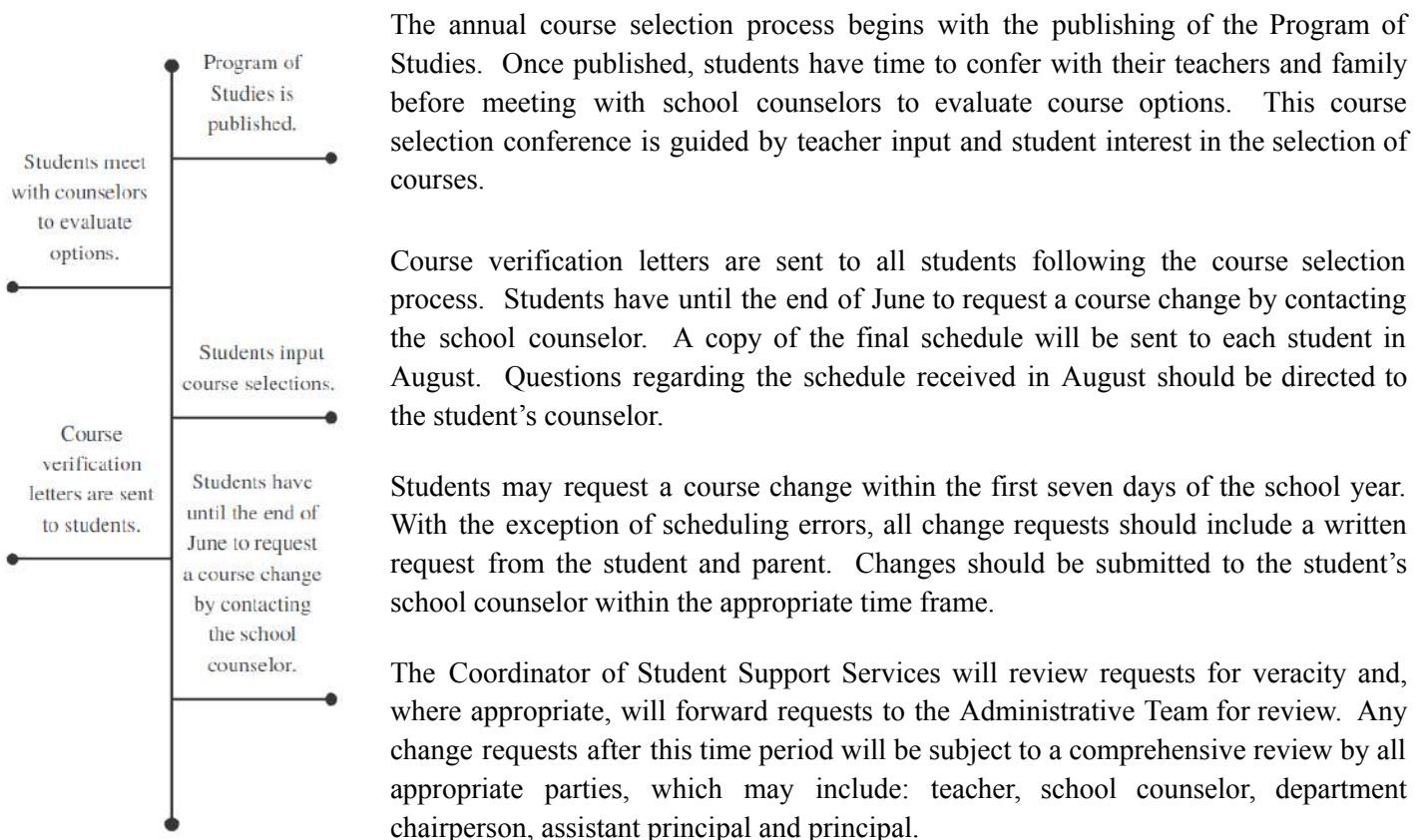
# Introduction

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 students' 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.

This guide will provide all the information students need to make informed choices and a planning sheet for their four years at Abington Senior High School. Before you begin to select courses for next year, please take time to review the Abington School District requirements and use the planning sheet to begin to map out a pathway to your future.

## Course Selection Timeline



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 are available to work on skill deficits identified through the evaluation process, and some students may benefit from a more reduced pace, our goal is to teach students the skills needed to succeed in greater challenges over time.

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.

## Course Expectations

Abington Senior 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 students' interests 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, a variety of courses in the academic areas of art, business, English, mathematics, music, science, social studies, and world language are offered 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 (AP) Program. All Abington Senior 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 Preparatory (CP or no designation)**

College Preparatory courses follow a challenging curriculum designed to prepare students to be ready for college level work. Students who enroll in a College Preparatory 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 Senior 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 Senior 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.

## 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. The grading scale and corresponding value number are outlined in the Abington Senior High School Student Handbook.

### Weighted Grades

Weighted grades are designed to encourage motivated students to select the most rigorous courses. Students may earn additional grade points in Honors, Advanced Placement, and Dual Enrollment Courses as outlined:

- Honors courses are weighted by 1.15.
- Advanced Placement courses are weighted by 1.25.
- Dual Enrollment courses from a 2 year college are weighted by 1.15.
- Dual Enrollment courses from a 4 year college are weighted by 1.25.

### 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 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> grade years. The actual computation of rank occurs eight times — mid-year of the 9<sup>th</sup> grade year, the end of the 9<sup>th</sup> grade year, mid-year of the 10<sup>th</sup> grade year, the end of the 10<sup>th</sup> grade year, mid-year of the 11<sup>th</sup> grade year, at the end of the 11<sup>th</sup> grade year, mid-year of the 12<sup>th</sup> grade year, and at the end of the 12<sup>th</sup> grade year. The mid-year of the 12<sup>th</sup> grade year rank is used to determine the top ten percent of the graduating class and the selection of valedictorian and salutatorian. For those courses which are calculated in the GPA, class rank is determined by dividing grade points earned by number of credits scheduled.

Class rank will continue to be calculated through the 2024 - 2025 school year for students through the Class of 2025. Students in the Classes of 2023 through 2025 will have the option to exclude class rank when sending transcripts to colleges, universities, and trade/technical schools.

# Special Programs and Scheduling Opportunities

## Special Education (PA Code Chapter 14)

Special education services at Abington Senior High School provide identified students with individual educational programs that can range from itinerant to full time services. We focus on the individual needs of the student and provide supports in the least restrictive placement possible. This may include a combination of general education and special education classes. Consistent with federal and state mandates, we provide services including learning support, autistic support, emotional support and life skills support, and transition support for exceptional students. We also provide supports and services to students with behavioral, speech/language, hearing, vision, physical and occupational needs.

## Protected Handicapped Services (PA Code Chapter 15)

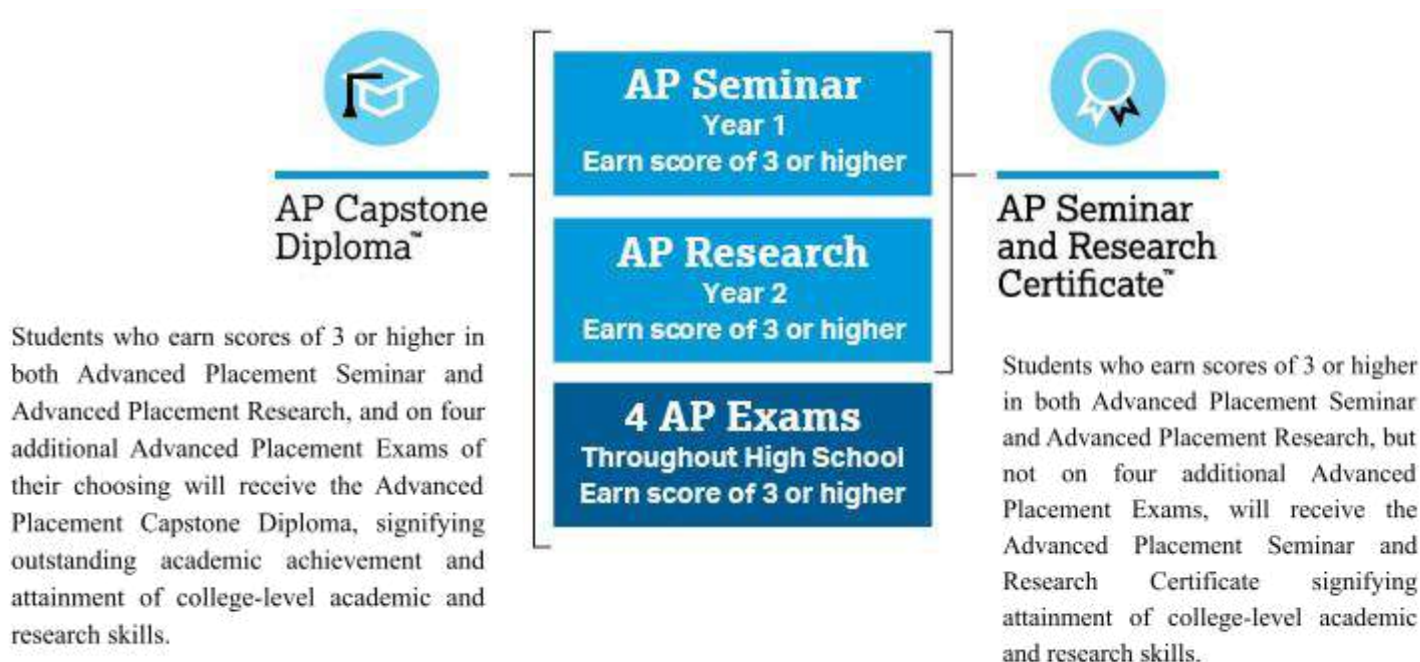
The District also provides services, related aids or reasonable accommodations for those individuals identified as protected handicapped students. Students are eligible for a Service Agreement if they have a physical or mental disability which substantially limits a major life activity such as caring 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)

The district provides instructional programs and services to school-aged children who have been identified by an evaluation team as eligible for a Gifted Individual Education Program (GIEP). Opportunities are available for students to enrich their learning experiences through the GIEP process, with enrichment and acceleration offered within courses and Lunch and Learn sessions. For more information, contact the building Principal, Coordinator of Student Support Services, or the school counselor.

## 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. Students who earn scores of 3 or higher in both Advanced Placement Seminar and Advanced Placement Research, and on four additional Advanced Placement Exams of their choosing will receive the Advanced Placement Capstone Diploma, signifying outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both Advanced Placement Seminar and Advanced Placement Research, but not on four additional Advanced Placement Exams, will receive the Advanced Placement Seminar and Research Certificate signifying attainment of college-level academic and research skills.



### Project Lead the Way (PLTW)

Project Lead the Way is a nonprofit organization that provides transformative learning experiences for K-12 students and teachers across the U.S. Through pathways in computer science, engineering, and biomedical science, 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 will be offering two courses in the Engineering Pathway and two courses in the Biomedical Science Pathway in the 2022 - 2023 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 Grades* 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 the Counseling Office 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 40 elective credits over two years 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 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.



### **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.

### **Pennsylvania State University, Abington campus**

Abington Senior High School offers a Dual Enrollment Program with Pennsylvania State University (PSU), Abington campus. 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 will be able to enroll in college courses approved by Abington School District and instructed at PSU's Abington campus. Courses completed at PSU's Abington campus 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 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 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 will be able to 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. 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 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

### School Counseling Services

The mission of Abington School District’s 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

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 pursue post-secondary studies should 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, a web-based college and career planning tool, as the primary resource for college-bound students. Students are introduced to this program at the Middle 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 Department 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 [here](#).

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

- demonstrate Readiness For Postsecondary Success as Defined by the State of Pennsylvania;
- meet Abington School District's Course and Achievement Requirements as delineated in the Abington Senior High School Program of Studies; and
- complete a Culminating Project as described in the Abington Senior High School Program of Studies.

## Readiness For Postsecondary Success as Defined by the State of Pennsylvania

In order to graduate, a student in the class of 2023 and beyond must 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 the Keystone Exams Composite Score of 4452 that was approved by the Pennsylvania State Board of Education on July 11, 2019.
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 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
  - c. Attain an industry-recognized credential
  - d. Attain a state-specified score on an Advanced Placement Exam
  - e. 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:

- f. Satisfactorily complete a service learning project approved by the Superintendent or designee
  - g. Attain a proficient or advanced score on a Keystone Exam
  - h. Attain a letter guaranteeing full-time employment
  - i. Successfully complete an internship/externship/cooperative education program
  - j. 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.

## Abington School District's Course and Achievement 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.

Subject	Years	Points
English	4	40
Mathematics	3	30
Science	3	30
Social Studies	3	30
Health & Physical Education	4	21*
Additional Electives		68*
<b>Total for Graduation</b>		<b>219</b>

\*The Health & Physical Education requirement is being reduced from 24 to 21 points. However, students are still expected to meet the Curriculum Expectations by Grade and the 219 total credit requirement for graduation through the completion of elective offerings.

### 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.

## Curriculum Expectations by Grade

### Grade 9 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Health and Physical Education	8
Electives	7

### Grade 10 Requirements

Course	Points
English	10
Social Studies	10
Mathematics	10
Science	10
Physical Education	4
Electives	10

### Grade 11 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Physical Education	4
Electives	6

### Grade 12 Requirements

Course	Points
English	10
Mathematics	
Science	
Social Studies	
Fitness and Wellness II	5
Electives	36

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.

To request changes beyond those listed above, parents/guardians and students must contact the Counseling Office to schedule a conference with the student's school counselor, the Principal, and appropriate faculty.

## Requirements to Advance to the Next Grade

<b>TO ENTER GRADE:</b>	<b>MUST HAVE PASSED THE FOLLOWING SUBJECTS:</b>	<b>MUST HAVE ACCUMULATED THE FOLLOWING CREDITS:</b>
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

### Culminating Project:

Students in Abington School District will engage in a 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 nonprofit 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 twenty hours of service by the end of grade eleven, however due to limitations imposed by COVID 19 safety measures, these hours are optional for the class of 2023. Please refer to the school's website for further details.

In order to graduate, a student in the class of 2024 must:

- demonstrate Readiness For Postsecondary Success as Defined by the State of Pennsylvania;
- meet Abington School District's Course and Achievement Requirements as delineated in the Abington Senior High School Program of Studies; and
- complete a Culminating Project as described in the Abington Senior High School Program of Studies.

## Readiness For Postsecondary Success as Defined by the State of Pennsylvania

In order to graduate, a student in the class of 2023 and beyond must 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 the Keystone Exams Composite Score of 4452 that was approved by the Pennsylvania State Board of Education on July 11, 2019.
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 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
  - c. Attain an industry-recognized credential
  - d. Attain a state-specified score on an Advanced Placement Exam
  - e. 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:

- f. Satisfactorily complete a service learning project approved by the Superintendent or designee
  - g. Attain a proficient or advanced score on a Keystone Exam
  - h. Attain a letter guaranteeing full-time employment
  - i. Successfully complete an internship/externship/cooperative education program
  - j. 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.

## Abington School District's Course and Achievement 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.

Subject	Years	Points
English	4	40
Mathematics	3	30
Science	3	30
Social Studies	3	30
Health & Physical Education		22*
Additional Electives		67*
<b>Total for Graduation</b>		<b>219</b>

\*The Health & Physical Education requirement is being reduced from 24 to 21 points. However, students are still expected to meet the Curriculum Expectations by Grade and the 219 total credit requirement for graduation through the completion of elective offerings.

### 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.

## Curriculum Expectations by Grade

### Grade 9 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Health & Physical Education	8
Foundations of Innovation I	4
Electives	7

### Grade 10 Requirements

Course	Points
English	10
Social Studies	10
Mathematics	10
Science	10
Physical Education	4
Foundations of Innovation II	4
Electives	10

### Grade 11 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Fitness and Wellness II	5
Electives	6

### Grade 12 Requirements

Course	Points
English	10
Mathematics	
Science	
Social Studies	
Physical Education*	5
Electives	36

*\*Students will take a Physical Education elective course of their choice for a total of 5 points.*

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.

To request changes beyond those listed above, parents/guardians and students must contact the Guidance Office to schedule a conference with the student's School Counselor, the Principal, and appropriate faculty.

### Requirements to Advance to the Next Grade

TO ENTER GRADE:	MUST HAVE PASSED THE FOLLOWING SUBJECTS:	MUST HAVE ACCUMULATED THE FOLLOWING CREDITS:
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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 & Physical Education (9, 10)	103
12	English (9, 10, 11); Social Studies (9, 10, 11); Mathematics (9, 10, 11); Science (9, 10, 11); Health & Physical Education (9, 10, 11)	166

## Culminating Project:

Students in Abington School District will engage in a 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 twenty hours of service by the end of grade eleven. Please refer to the school's website for further details.

In order to graduate, a student in the class of 2025 must:

- demonstrate Readiness For Postsecondary Success as Defined by the State of Pennsylvania;
- meet Abington School District's Course and Achievement Requirements as delineated in the Abington Senior High School Program of Studies; and
- complete a Culminating Project as described in the Abington Senior High School Program of Studies.

## Readiness For Postsecondary Success as Defined by the State of Pennsylvania

In order to graduate, a student in the class of 2023 and beyond must 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 the Keystone Exams Composite Score of 4452 that was approved by the Pennsylvania State Board of Education on July 11, 2019.
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 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
  - c. Attain an industry-recognized credential
  - d. Attain a state-specified score on an Advanced Placement Exam
  - e. Successfully complete a dual enrollment courseThe additional two pieces of evidence may include any of the evidence listed above as 4a through 4f, as well as:
  - f. Satisfactorily complete a service learning project approved by the Superintendent or designee
  - g. Attain a proficient or advanced score on a Keystone Exam
  - h. Attain a letter guaranteeing full-time employment
  - i. Successfully complete an internship/externship/cooperative education program
  - j. 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.

## Abington School District's Course and Achievement 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
Mathematics	3	30
Science	3	30
Social Studies	3	30
Health & Physical Education		23*
Additional Electives		66*
<b>Total for Graduation</b>		<b>219</b>

\*The Health & Physical Education requirement is being reduced from 24 to 23 points. However, students are still expected to meet the Curriculum Expectations by Grade and the 219 total credit requirement for graduation through the completion of elective offerings.

### 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.

## Curriculum Expectations by Grade

### Grade 9 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Health & Physical Education	8
Foundations of Innovation I	4
Electives	7

### Grade 10 Requirements

Course	Points
English	10
Social Studies	10
Mathematics	10
Science	10
Physical Education*	5
Foundations of Innovation II	5
Electives	10

### Grade 11 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Fitness and Wellness II	5
Electives	6

### Grade 12 Requirements

Course	Points
English	10
Mathematics	
Science	
Social Studies	
Physical Education*	5
Electives	36

*\*Students will take a Physical Education elective course of their choice for a total of 5 points.*

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.

To request changes beyond those listed above, parents/guardians and students must contact the Guidance Office to schedule a conference with the student's School Counselor, the Principal, and appropriate faculty.

### Requirements to Advance to the Next Grade

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 & Physical Education (9, 10)	103
12	English (9, 10, 11); Social Studies (9, 10, 11); Mathematics (9, 10, 11); Science (9, 10, 11); Health & Physical Education (9, 10, 11)	166

## Culminating Project:

Students in Abington School District will engage in a 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 twenty hours of service by the end of grade eleven. Please refer to the school's website for further details.

In order to graduate, starting with the class of 2026 students must:

- demonstrate Readiness For Postsecondary Success as Defined by the State of Pennsylvania;
- meet Abington School District's Course and Achievement Requirements as delineated in the Abington Senior High School Program of Studies; and
- complete a Culminating Project as described in the Abington Senior High School Program of Studies.

## Readiness For Postsecondary Success as Defined by the State of Pennsylvania

In order to graduate, a student in the class of 2023 and beyond must 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 the Keystone Exams Composite Score of 4452 that was approved by the Pennsylvania State Board of Education on July 11, 2019.
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 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
  - c. Attain an industry-recognized credential
  - d. Attain a state-specified score on an Advanced Placement Exam
  - e. 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:

- f. Satisfactorily complete a service learning project approved by the Superintendent or designee
  - g. Attain a proficient or advanced score on a Keystone Exam
  - h. Attain a letter guaranteeing full-time employment
  - i. Successfully complete an internship/externship/cooperative education program
  - j. 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.

## Abington School District's Course and Achievement Requirements

To graduate from Abington Senior High School, you must earn a minimum of two hundred and fifty 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
Mathematics	3	30
Science	3	30
Social Studies	3	30
Health and Physical Education		20
Additional Electives		100
<b>Total for Graduation</b>		<b>250</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.

### Curriculum Expectations by Grade

#### Grade 9 Requirements

#### Grade 10 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Fitness and Wellness I	5
Foundations of Innovation I	5
Electives	20
Total	70

Course	Points
English	10
Social Studies	10
Mathematics	10
Science	10
Physical Education	5
Foundations of Innovation II	5
Electives	20
	70

### Grade 11 Requirements

### Grade 12 Requirements

Course	Points
English	10
Mathematics	10
Science	10
Social Studies	10
Fitness and Wellness II	5
Electives	10
Total	55

Course	Points
English	10
Mathematics	
Science	
Social Studies	
Physical Education	5
Electives	40
Total	55

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.

To request changes beyond those listed above, parents/guardians and students must contact the Guidance Office to schedule a conference with the student's School Counselor, the Principal, and appropriate faculty.

### Requirements to Advance to the Next Grade

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)	60
11	English (9, 10); Social Studies (9, 10); Mathematics (9, 10); Science (9, 10); Health & Physical Education (9, 10)	120
12	English (9, 10, 11); Social Studies (9, 10, 11); Mathematics (9, 10, 11); Science (9, 10, 11); Health & Physical Education (9, 10, 11)	180

## Culminating Project:

Students in Abington School District will engage in a four-year culminating project. The culminating project will include specially developed activities that provide students with the opportunity to plan for, invest in, and explore their interests and future college and career plans. Through these activities students will have an immersive opportunity to utilize the skills and knowledge they attain through their Abington studies, foster a deeper interest in potential career choices, practice authentic skills, be engaged participants in their local communities, and become productive citizens. They will refine and develop their projects with the final requirement of presenting an oral report and a project portfolio as evidence of satisfactory completion of the project prior to graduation.

# Pathways



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 ninth grade 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.

### **SEMINAR I (*anticipated fall of 2024*)**

Seminar I will provide opportunities for eleventh grade students to invest in and experience their future through research, interviews, visitations, and job-shadowing experiences. Students will continue to program, plan and set goals for high school, college, and career.

## FOUNDATIONS OF INNOVATION II

Foundations of Innovation II provides opportunities for tenth grade 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.

### **SEMINAR II (*anticipated fall of 2025*)**

Seminar II provides opportunities for twelfth grade students to experience their future in collaboration with community partners. Students will engage in apprenticeships, service learning, internships, and other job-related experiences. At the conclusion of Seminar II students will present their Pathways Portfolio.

# The Pathways



**Business and Entrepreneurship Pathway**



**Computer Science and Information Technology Pathway**



**General Studies 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**



## 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 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

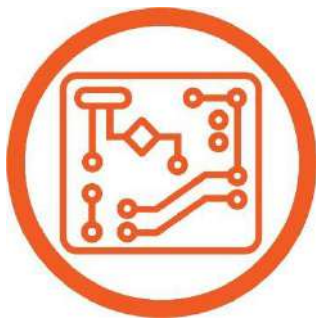
### *Is a career in business and entrepreneurship right for you?*

- 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
- Entrepreneurship I / II
- Public Speaking
- Sports and Entertainment Marketing I / II
- Money and Investing
- Psychology or AP Psychology
- AP Computer Science Principles (AP CSP)
- AP Microeconomics
- AP Macroeconomics
- AP Statistics
- World Languages
- 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 may wish to take computer science classes, while students interested in how computers interact may wish to enroll in networking classes, and students interested in how computers can be used in design may wish to take 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

- Introduction to Information Technology
- Information Technology I / II
- Introduction to Computer Science
- AP Computer Science Principles
- AP Computer Science A
- Honors Advanced Data Structures and Algorithms
- Precalculus and Calculus Courses
- AP Statistics
- World Languages



## General Studies Pathway

The General Studies Pathway provides students with an opportunity to develop a breadth of knowledge across multiple disciplines. As a General Studies program does not fit into one particular pathway, students may pursue coursework in any academic area as they explore their career interests, including the arts, social sciences, the humanities, and biological and physical sciences.

### Possible Careers

Commercial Artists and Designers  
Web Developers  
Human Resource Workers  
Sales Managers  
Accountants  
Financial Analysts

Educators  
Retail Workers  
Paralegals  
News Reporters  
Social Workers  
Registered Nurses

### Characteristics of Students in the General Studies Pathway

Intellectually curious - Analytical - Adaptable - Open-minded - Critical Thinker - Collaborative

### *Is a General Studies program right for you?*

- *Are you interested in exploring multiple academic areas?*
- *Do you want to learn about careers in a number of different fields?*
- *Are you interested in learning new things and being intellectually curious?*

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

### Recommended Coursework

- Introduction to Computer Science
- Public Speaking
- Psychology or AP Psychology
- Forensics
- Media Literacy
- Money and Investing
- Graphics and Design
- Introduction to Business
- Introduction to Exercise Science
- Engineering Essentials
- Precalculus and Calculus Courses
- Introduction to Statistics or AP Statistics
- World Languages





## 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

- Introduction to Law and the Legal System
- 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?*
- *Do you like being with and around people?*
- *Have you ever cared for a sick pet or family member?*
- *Do you enjoy laboratory work in courses like biology or chemistry?*
- *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

- Principles of Biomedical Science
- Introduction to Exercise Science
- Human Body Systems
- Anatomy / Physiology
- Sociology
- Lifeguarding
- Psychology or AP Psychology
- AP Biology
- AP Chemistry
- Precalculus and Calculus Courses
- AP Statistics
- World Languages
- 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 media.

### 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

- Introduction to Acting and Theater
- Interdisciplinary Studies
- Psychology or AP Psychology
- Sports & Entertainment Marketing I / II
- Sociology
- Creative Writing
- Apparel Design I / II / III
- Media Literacy
- Introduction to Law and the Legal System
- Entrepreneurship I / II
- World Languages



## 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

- Introduction to Computer Science
- AP Computer Science Principles
- Introduction to Business
- Money and Investing
- Engineering Essentials
- Principles of Engineering
- Physics of Automated Robots
- AP Statistics
- World Languages
- 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

- Principles of Biomedical Science
- Human Body Systems
- Anatomy / Physiology
- Forensic Science
- Sociology
- Psychology or AP Psychology
- Engineering Essentials
- Principles of Engineering
- 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
- World Languages
- 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 like doing things for others?*
- *Have you ever volunteered for service work in your community?*
- *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

- Human Body Systems
- Anatomy / Physiology
- AP Biology
- AP United States Government and Politics
- AP United States History
- AP Language and Composition
- Creative Writing
- Introduction to Law and the Legal System
- Media Literacy
- Psychology or AP Psychology
- Sociology
- World Languages



## 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 Specialist  
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 Solver

#### *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

- Studio Art I / II / III
- AP Art Theory
- Ceramics, Drawing, or Painting
- Graphics & Design
- Digital Photography
- Offerings at the [Eastern Center for Arts and Technology](#) including: Commercial Art

#### Performance Arts

- Band / Chorus / Orchestra Ensembles
- Music Technology I/II/III
- Music Theory and Composition I/II
- Vocal Workshop
- Piano I / II
- Introduction to Acting and Theater

#### Communication Arts

- Creative Writing
- Public Speaking
- Introduction to Cinema
- Interdisciplinary Studies
- Graphics & Design
- Journalism
- Video Production Workshop

# COURSE DESCRIPTIONS

## ART

### STUDIO ART I

No prerequisite

- |       |   |           |
|-------|---|-----------|
| AR100 | Studio Art I is a comprehensive, year-long course in which students explore and develop a variety of artistic techniques by learning foundational skills in drawing, painting, printmaking, and sculpture across a variety of media. Through projects and experiences, students learn and apply the elements and principles of art and design. Studio Art includes an integrated art history component. Students will receive regular studio art and art history assignments as homework. | Full Year |
|-------|---|-----------|

### HONORS STUDIO ART II

Prerequisite: Studio Art I or two art semester electives where one is Drawing, or a portfolio review

- |       |   |           |
|-------|---|-----------|
| AR200 | Studio Art II is an honors-level, year-long course in which students increase their depth of study in art and design fundamentals. Students explore advanced art techniques including watercolor and acrylic painting, drawing, and sculpture. Studio Art II fosters the development of a mature attitude toward the process of creating, writing about, and critiquing art. Subject matter is approached through observational, creative and conceptual problem solving. Studio Art II includes an integrated art history component. Students will receive regular studio art and art history homework assignments commensurate with an honors-level course. | Full Year |
|-------|---|-----------|

### HONORS STUDIO ART III

Prerequisite: Honors Studio Art II and/or recommendation of instructor

- |       |   |           |
|-------|---|-----------|
| AR300 | Studio Art III is an honors-level, year-long course in which students focus on furthering and applying their understanding of artistic techniques and communication skills to create and present a portfolio. Students engage in constructive peer critiques through both verbal and written activities. Studio Art III expands upon students' creative visual thinking and problem solving skills. Projects involve experimentation with methods and media, which will include the use of advanced drawing, painting, printmaking, and sculpture techniques. Students will receive regular studio art and art history homework assignments commensurate with an honors-level course. | Full Year |
|-------|---|-----------|

### HONORS STUDIO ART TECHNIQUES AND APPLICATIONS

Prerequisite: Honors Studio Art II or recommendation of instructor

Corequisite: Honors Studio Art III

- |       |  |           |
|-------|--|-----------|
| AR310 | This course provides serious art students contemplating a career in the arts with advanced formal, technical, and expressive instruction in painting, drawing, and printmaking. Students will develop higher-level thinking skills, art-related technology skills, and they will gain a background in contemporary art history. Students will learn about the artistic process and | Full Year |
|-------|--|-----------|



explore career opportunities in the arts. Projects will focus on experimentation with methods and media.

## ADVANCED PLACEMENT STUDIO ART AND DESIGN

Prerequisite: Honors Studio Art II

Corequisite: Honors Studio Art III

- |       |   |           |
|-------|---|-----------|
| AR500 | 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. | Full Year |
|-------|---|-----------|

## DIGITAL PHOTOGRAPHY

No Prerequisite

- |       |  |          |
|-------|--|----------|
| AR111 | Digital Photography is a semester course that introduces students to the digital camera and the emerging technologies of digital photography. These technologies include high quality color printers, scanners, and computers through Adobe Creative Suite applications. Topics include design, composition, visual creativity and historical photography. Students will learn lens operation, photo exposure, light balance, lighting, and image editing utilizing Photoshop. Projects include: Portraits, Photographic restoration, Posters, Advertising and Fine Art and Mixed Media images. Maintaining and archiving images on a student generated website will also be explored. | Semester |
|-------|--|----------|

## ADVANCED DIGITAL PHOTOGRAPHY

Prerequisite: Digital Photography

- |       |  |          |
|-------|--|----------|
| AR112 | Advanced Digital Photography is a semester course designed for students who have successfully completed Digital Photography and are interested in furthering their knowledge. Building on Digital Photography, students will explore alternative processes like Print Toning, Cyanotype, Solarization, and Photo-montage. At the end of this course students will have a portfolio of high quality prints that exhibit a mature understanding of photography. Students continue to use digital cameras and the Adobe Creative Suite applications to create projects. | Semester |
|-------|--|----------|

## GRAPHICS & DESIGN

No prerequisite

- |       |  |          |
|-------|--|----------|
| AR113 | Graphics Design is a semester course that introduces students to the principles of 2-D design and visual communication. Students explore techniques used by commercial artists and graphic designers through the elements and principles of design. Coursework includes creating and critiquing graphics, logos, typography, posters, and packaging used for personal creativity, advertising, and commercial applications. Drawing, Painting and Printmaking techniques will be explored in addition to the utilization of digital applications in the Adobe Creative Suite for project creation. | Semester |
|-------|--|----------|

## ADVANCED GRAPHICS & DESIGN

Prerequisite: Graphics & Design

- |       |  |          |
|-------|--|----------|
| AR114 | Advanced Graphics & Design is a semester course that challenges students to apply principles of design and visual communication techniques to conceptually challenging projects. Advanced Drawing, Painting and Printmaking techniques will be explored in addition to the utilization of digital applications in the Adobe Creative Suite for project creation. | Semester |
|-------|--|----------|

## DRAWING

No prerequisite

- |       |   |          |
|-------|---|----------|
| AR115 | Drawing is a semester course that presents students with an introduction to various drawing techniques. The course will focus on observational drawing, composition, and design. Projects will help students understand the concepts of linear perspective, spherical and cylindrical forms, value, shading and space. Drawing is an important foundational course for other major and elective areas of art study. | Semester |
|-------|---|----------|

## ADVANCED DRAWING

Prerequisite: Drawing

- |       |  |          |
|-------|--|----------|
| AR116 | Advanced Drawing is a semester course in which students will use a variety of alternative strategies to further develop their drawing technique. In addition to pencil, charcoal, and digital drawing tools, students will also explore the use of pastel, watercolor, collage and mixed media. Students will engage in art history discussions relevant to drawing. | Semester |
|-------|--|----------|

## PAINTING

Prerequisite: Drawing and/or recommendation of instructor

- |       |   |          |
|-------|---|----------|
| AR117 | Painting is a semester course that presents students with an introduction to various painting techniques of watercolor, oil, and acrylic. An emphasis will be placed upon color theory, composition and how to make the most of your painting tools. Students will also be engaged in art history discussions relevant to historical and contemporary painting. | Semester |
|-------|---|----------|

## ADVANCED PAINTING

Prerequisite: Painting

- |       |  |          |
|-------|--|----------|
| AR118 | Advanced Painting is a semester course that provides students with the opportunity to utilize the basic skills they learned in Painting 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. | Semester |
|-------|--|----------|

## CERAMICS: WHEEL-THROWING

Prerequisite: Ceramics: Hand-Building or recommendation of instructor

- |       |   |          |
|-------|---|----------|
| AR121 | Ceramics: Wheel-Throwing is a semester course that will introduce 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 | Semester |
|-------|---|----------|

practice skills as they work toward proficiency through repetition. Students are exposed to both historical and contemporary works of art.

## CERAMICS: ADVANCED WHEEL-THROWING

Prerequisite: Ceramics: Wheel-Throwing

- |       |   |          |
|-------|---|----------|
| AR122 | Ceramics: Advanced Wheel-Throwing is a semester course designed for students who wish to further their knowledge and skills using the potter's wheel as their main tool for production. Wheel-Throwing Advanced 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. | Semester |
|-------|---|----------|

## CERAMICS: HAND-BUILDING

No prerequisite

- |       |   |          |
|-------|---|----------|
| AR123 | Ceramics: Hand-Building is a semester course that will introduce 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. | Semester |
|-------|---|----------|

## CERAMICS: ADVANCED HAND-BUILDING

Prerequisite: Ceramics: Hand-Building

- |       |  |          |
|-------|--|----------|
| AR124 | Ceramics: Advanced Hand-Building is a semester course designed to give students who have completed Ceramics: Hand-Building the opportunity to continue working with three-dimensional media without the aid of the potter's wheel. Advanced Hand-Building 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. | Semester |
|-------|--|----------|

## CRAFTS DESIGN

No Prerequisite

- |       |   |          |
|-------|---|----------|
| AR125 | Crafts Design is a semester course in which students will explore a variety of craft techniques and materials. The History of Craft and the ways in which Crafts reflect the people and the society who create them is central to the course. 3-D design concepts will be applied. Projects may include but are not limited to jewelry, papermaking, bookmaking, textile design, furniture design, basketry, and loom and non-loom weaving. Materials used may also include glass or tile mosaic, clay, wire, metals, wood, embroidery floss, fabric dyes, yarn, raffia, reed, and found objects. | Semester |
|-------|---|----------|

## ILLUSTRATION AND ANIMATION

- |       |   |          |
|-------|---|----------|
| AR126 | Prerequisite: Drawing, Studio Art I or recommendation of instructor<br><br>Illustration and Animation is a semester course in which students explore foundational concepts of 2-D and 3-D visuals using digital tools and the Adobe Creative Suite. Students learn to | Semester |
|-------|---|----------|

story-board and develop imagery for creative, expressive, and commercial projects. Students also learn to set images into motion by creating video shorts. Animation techniques are presented and include lighting, camera angles, atmospheric effects, and texture effects. The utilization of a sketchbook and participation in critiques of illustrative and animated works are key components to the course.

## CERAMICS: PROJECTS IN SCULPTURE

Prerequisite: recommendation of instructor

- |       |   |          |
|-------|---|----------|
| AR127 | Ceramics: Projects in Sculpture I is a semester course that provides students the opportunity to continue ceramic studies by choosing a specific topic or technique to develop an individualized, cohesive body of three-dimensional work. Students will maintain a sketchbook/journal of their process and create a final digital portfolio of their work. | Semester |
|-------|---|----------|

## CERAMICS: ADVANCED PROJECTS IN SCULPTURE

Prerequisite: Ceramics: Projects in Sculpture

- |       |   |          |
|-------|---|----------|
| AR128 | Ceramics: Advanced Projects in Sculpture is a semester course that provides students the opportunity to continue ceramic studies by choosing a personal concept for making 3-D work that will culminate in a final portfolio of related works and a written artist statement. | Semester |
|-------|---|----------|

# BUSINESS AND INFORMATION SYSTEMS

## INTRODUCTION TO BUSINESS

No prerequisite

- |       |   |          |
|-------|---|----------|
| BU111 | Students will truly be given a glimpse of the Business/Entrepreneurship Pathway during this semester course, exploring Accounting, Marketing, Entrepreneurship, and career opportunities. Students will be introduced to several beginning topics of courses in Accounting, Sports and Entertainment Marketing, and Entrepreneurship. | Semester |
|-------|---|----------|

## COMPUTING ESSENTIALS

No prerequisite

- |       |   |          |
|-------|---|----------|
| BU112 | Computing Essentials focuses on the effective use of applications for use in the workplace or school environments. Instruction will be directed toward industry certification that will build the students' skill set while equipping the student with skills necessary to pass <a href="#">certification exams</a> . | Semester |
|-------|---|----------|

## FOUNDATIONS OF INNOVATION I

No prerequisite

- |      |   |          |
|------|---|----------|
| FOI1 | 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. | Semester |
|------|---|----------|

## FOUNDATIONS OF INNOVATION II

No prerequisite

- |      |   |          |
|------|---|----------|
| FOI2 | 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. | Semester |
|------|---|----------|

## WORK STUDY

Prerequisite: Work Study Contract

- |      |   |  |
|------|---|--|
| BUWS | The Work Study Program provides students in grades 11 and 12 an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Through this 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'. |  |
|------|---|--|

## INTRODUCTION TO INFORMATION TECHNOLOGY

No prerequisite

BU113 Introduction to Information Technology is designed to explore the nature and scope of Information Technology (IT). Students will plan and install a network using wireless technology, develop critical thinking and problem-solving skills using Cisco Packet Tracer, practice verifying and troubleshooting network and Internet connectivity, and recognize and mitigate security threats to a home network. It's an excellent launching point for students pursuing a wide range of career pathways – from cybersecurity to software development to business and more. A Networking Academy digital badge is available for this course. Semester

Students will learn these core skills:

- Plan and install a home or small business network using wireless technology, then connect it to the Internet.
- Develop critical thinking and problem-solving skills using Cisco Packet Tracer.
- Practice verifying and troubleshooting network and Internet connectivity.
- Recognize and mitigate security threats to a home network.

## INFORMATION TECHNOLOGY I

Prerequisite: Introduction to Information Technology

BU211 Information Technology I will introduce content necessary to take the Certified Cisco Network Associate (CCNA) and Certified Cisco CyberOps certification exams. The course will utilize the Cisco Networking Academy's *Introduction to Networks*, *Cybersecurity* and *Cybersecurity Essentials* courses. *Introduction to Networks* introduces architectures, models, protocols, and networking elements – functions needed to support the operations and priorities of Fortune 500 companies to small innovative retailers. *Cybersecurity* and *Cybersecurity Essentials* allow students to begin their study of cybercrime, security principles, technologies, and procedures used to defend networks. Full Year

## INFORMATION TECHNOLOGY II

Prerequisite: Information Technology I

BU212 Information Technology II will continue with the content necessary to take the Certified Cisco Network Associate (CCNA) and Certified Cisco CyberOps certification exams. The course will utilize the Cisco Networking Academy's *Switching, Routing & Wireless Essentials* and *CyberOps Associate* courses. The first course focuses on switching technologies and router operations that support small-to-medium business networks, including wireless local area networks (WLAN) and security concepts. The second focuses on security concepts, security monitoring, host-based analysis, network intrusion analysis, and security policies procedures. Full Year

## INTRODUCTION TO COMPUTER SCIENCE

No Prerequisite

BU114 Introduction to Computer Science introduces students to Computer Science through a systematic approach. Students will learn how to create and share the content on their own web pages. After deciding what content they want to share with the world, they will learn how to structure and style pages using HTML and CSS. They will also practice valuable programming skills such as debugging, using resources, and teamwork. Students will then build on their Semester

coding experience as they program animations, interactive art, and games. Students will start by creating simple shapes and build up to more sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. Finally, students will explore the role of hardware platforms in computing and how different sensors can provide more effective input and output than the traditional keyboard, mouse, and monitor. They will develop programs that utilize the same hardware inputs and outputs in the smart devices, looking at how a simple rough prototype can lead to a finished product.

## ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Prerequisite: Algebra 1 and/or Introduction to Computer Science

BU500

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.

Full Year

## ADVANCED PLACEMENT COMPUTER SCIENCE A

Prerequisite: AP Computer Science Principles or Recommendation from Department Chair

BU 510

In AP Computer Science A students will be designing programs, developing the algorithms they need, and writing code to implement them. They will also be testing program code, correcting errors, and explaining how program code works. This course prepares students for advanced computer science coursework and its integration into a wide array of STEM-related fields.

Full Year

## HONORS ADVANCED DATA STRUCTURES AND ALGORITHMS

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

BU520

Exploration of advanced topics in Computer Science, including Advanced Data Structures, Database Administration, Data Science Concepts and Tools, and development of projects for inclusion in the students' Career Portfolio.

Full Year

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

Prerequisite: Strong Math Skills

BU213

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.

Full Year

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

BU214 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, with revenues and expenses of the department recorded and reported separately. This course teaches a deeper coverage of the complexities in the areas of accounting for depreciation, inventory, notes and payroll taxes, in addition to analysis of corporations, shareholder's equity (bonds) and financial statements. Full Year

## SPORTS AND ENTERTAINMENT MARKETING I

No Prerequisite

BU115 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. Semester

## SPORTS AND ENTERTAINMENT MARKETING II

Prerequisite: Sports and Entertainment Marketing I

BU116 Sports and Entertainment Marketing II is a project based course where students apply their understanding of marketing, specifically in the context of sports and entertainment. Students will have the opportunity to promote sporting and arts/entertainment events that take place at high school during the course of the semester. Class time will be used to expand students' understanding of marketing while working collaboratively with fellow students to promote the various activities that Abington Senior High School has to offer. Semester

## ENTREPRENEURSHIP I

No prerequisite

BU117 Entrepreneurship I is 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, Semester



rapid prototyping, culture-building, and finance. Students will be coached along as they develop their professional strengths and innovative spirits!

## ENTREPRENEURSHIP II

Prerequisite: Entrepreneurship I

BU118 Students in Entrepreneurship II 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, sell, 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. Students will also help organize, manage, and operate our school-based enterprise, Ghost Gear, as well as plan and execute marketing activities for school-based events including athletic competitions and art programs. Semester

## MONEY AND INVESTING

No prerequisite

BU121 Understanding the various components of an individual's personal finances is helpful for future financial success. Money and Investing presents knowledge and skills for students to make informed decisions and to manage real world financial issues. The entire path that an individual embarks on regarding their financial success is addressed. From career planning, which ends up being an individual's first major financial decision, to short and long term investments, and everything else in between. Money and Investing is designed to equip students with the requisite knowledge to begin making informed financial decisions and provide them with a foundation that will allow them to explore even more complicated financial issues as they arise in their lives. Semester

## ENGLISH

### HONORS ENGLISH I

No prerequisite

EN110 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. While the core curriculum is the same as the English I course, honors classes offer a more rigorous pace, coupled with the expectation for students to be motivated self-starters who can work well independently.

Full Year

### ENGLISH I

No prerequisite

EN111 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.

Full Year

### HONORS ENGLISH II

Prerequisite: English I

EN120 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.

Full Year

### ENGLISH II

Prerequisite: English I

EN121 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,

Full Year

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.

### HONORS ENGLISH III

Prerequisite: English II

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|-------|---|-----------|
| EN130 | 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. | Full Year |
|-------|---|-----------|

### ENGLISH III

Prerequisite: English II

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|-------|---|-----------|
| EN131 | 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. | Full Year |
|-------|---|-----------|

### ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Prerequisite: English II

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|-------|---|-----------|
| EN500 | The Advanced Placement English Language and Composition course will run as an elective course open to both 11th and 12th 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. The course will also lay the groundwork for the students' transitions into the Advanced Placement English Literature and Composition course currently offered in the 12th grade curriculum. This course will prepare students to complete the Advanced Placement English Language and Composition examination. | Full Year |
|-------|---|-----------|

### ENGLISH IV

Prerequisite: English III

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|-------|--|-----------|
| EN141 |  | Full Year |
|-------|--|-----------|

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.

## ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Prerequisite: English III

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|-------|--|-----------|
| EN510 | 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 exam for college credit. | Full Year |
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## INTERDISCIPLINARY STUDIES

Prerequisite: Recommended for grade 12. Admission to this course is by application.

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|-------|--|-----------|
| EN151 | 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. | Full Year |
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## AFRICAN AMERICAN LITERATURE: RECONSTRUCTION TO THE HARLEM RENAISSANCE

No prerequisite

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|-------|---|----------|
| EN201 | 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. | Semester |
|-------|---|----------|

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

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|-------|---|----------|
| EN202 | No prerequisite<br><br>This course will focus on the literary canon of African American writers from the Civil Rights movement to the present. Students will explore the history, experiences, theories, and philosophies of African Americans through the literature represented by influential African American writers | Semester |
|-------|---|----------|

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.

## INTRODUCTION TO ACTING AND THEATER

No prerequisite

EN203 In this course, students will be introduced to basic theater terms, Uta Hagen's 9 questions, delivery of monologues and dialogues, script writing, costume design, and an overall understanding of the total theater production. Students will primarily learn through participation in small acting assignments along with the creation and production of their own one act play. In general, this class will provide students with an introduction to varied aspects of theater. Students will perform and experience the varied roles within the class period with their peers. Semester

## ADVANCED ACTING AND THEATER

Prerequisite: Introduction to Acting and Theater

EN204 In this course, students will pursue a more nuanced understanding of the dynamics of acting, directing, and theater logistics. This entirely interactive course will prompt students to conduct in-depth studies and performances of monologues, scenes, and full length plays, both contemporary and classic. Students will explore the more detailed, intensive elements of character development utilizing the methods of Uta Hagen (among other theatre practitioners) and apply their findings to practice. Additional theater elements, such as directing/blocking, light design, costume creation, etc will be explored as they relate to different play/musical genres. The course will culminate with a collaboration with our Creative Writing class, in which full-length plays are developed for the purpose of a final performance in front of peers, faculty, and invited guests. Semester

## INTRODUCTION TO CINEMA

No prerequisite

EN205 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. Semester

## CREATIVE WRITING

No prerequisite

EN206 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. Semester

## DEBATE

No prerequisite

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|-------|---|----------|
| EN207 | 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. | Semester |
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## JOURNALISM

No prerequisite

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|-------|--|----------|
| EN208 | 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. | Semester |
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## MEDIA LITERACY

No prerequisite

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|-------|--|----------|
| EN209 | 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. | Semester |
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## PUBLIC SPEAKING

No prerequisite

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|-------|--|----------|
| EN211 | 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. | Semester |
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## VIDEO PRODUCTION I

No prerequisite

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|-------|--|----------|
| EN212 | 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 | Semester |
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course a student's creative "juices" must be flowing! A goal will be to produce potential content for both school and community consumption.

## VIDEO PRODUCTION II

Prerequisite: Video Production I

EN213

Video Production II is a more demanding extension of the Video Production I 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 Video Production I as a prerequisite, and they must receive permission from the instructor before taking this course.

Full Year

## English Language Development (ELD)

### ELD LEVEL A

ELDA	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.	Full Year
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### ELD LEVEL B

ELDB	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.	Full Year
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### ELD LEVEL C

ELDC	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 5 periods per week and does not factor into the student's GPA.	Full Year
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## FAMILY AND CONSUMER SCIENCE

### APPAREL DESIGN I

No prerequisite

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| FC101 | Apparel Design I offers an opportunity to gain career skills in all facets of the fashion industry, providing 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. | Semester |
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### APPAREL DESIGN II

Prerequisite: Apparel Design I

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| FC102 | Apparel Design II 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. | Semester |
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### APPAREL DESIGN III

Prerequisite: Apparel Design II

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| FC103 | Apparel Design III allows students to explore their talents and skills within the fashion industry for higher education options and career choices. This course 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. | Semester |
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### CHEF'S WORKSHOP

No prerequisite

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|-------|---|----------|
| FC201 | Chef's Workshop 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. | Semester |
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# HEALTH AND PHYSICAL EDUCATION

## FITNESS AND WELLNESS I

No prerequisite

HP101

Fitness and Wellness I is a requirement for all 9th grade students. This hybrid course will include time in the traditional classroom setting working on wellness concepts across the following topics: health and wellness, fitness and nutrition, mental and emotional health, substance abuse, and human growth and development. In the physical setting, students will work on improving health and skill related components of fitness through a variety of activities and games. Units are designed to provide a sampling of the full range of electives offered throughout the physical education program, including an aquatic experience.

Semester

## FITNESS AND WELLNESS II

No prerequisite

HP102

Fitness and Wellness II is a requirement for all 11th grade students. The classroom portion of this course focuses on the study of human behavior and 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, STI's, and HIV/AIDS. Additionally, all students will undergo CPR/AED and First Aid training via the American Heart Association. The physical portion of the class is a standards-based program that affords students the opportunity to improve their health and skill-related components of fitness through participation in a broad range of activities.

Semester

## UNIFIED FITNESS AND WELLNESS

Prerequisite: Instructor Approval

HP103

This course combines students of all abilities to participate cooperatively in physical activities including fitness, lifetime activities, and individual and team sports. Students will increase confidence, communication, and leadership skills while working together to ensure success for all participants. This course provides experiences to foster the school's inclusive environment for students of all abilities. Who should sign up for this course? Students interested in working in special education, physical therapy, occupational therapy, child care or who have a love for helping others. This course may be completed with permission from the school counselor and/or IEP team.

Semester

## ADVENTURE EDUCATION

No prerequisite

HP201

Adventure Education is the ultimate experience in social emotional learning (SEL) through a variety of activities and challenges across various environments. In other words, how do you perceive obstacles, solve problems, communicate, set goals, perform tasks, and measure success on an individual and group level? You'll find those answers and more through a variety of activities that range from low intensity and risk to higher levels of intensity and risk as the group builds relationships, trust, confidence, and skill. Don't be

Semester

misled, there is a physical component to the course and “various environments” could include aquatic activities and challenges!

## AQUATIC ACTIVITIES

Prerequisite: Swimming proficiency

HP202

Any student who is a proficient swimmer and wants to explore various activities and games while also improving fitness levels in the aquatic setting should enroll. Water volleyball, basketball, and polo are some of the games you’ll enjoy. Adventure-based water activities such as team building, relay races, and the use of masks, fins, and snorkels will be employed. Water safety and rescue techniques as well as basic swimming/biathlon training will form the foundation of the course.

Semester

## INTRODUCTION TO EXERCISE SCIENCE

No prerequisite

HP203

This elective is appropriate for students interested in health and human services careers. Course topics include: organization of the body, the skeletal system, articulations and skeletal muscles, the blood, the cardiovascular system, and the respiratory system. Principles of training (energy systems) will be explored, so there is a physical fitness component to the class. Students interested in such vocations as Physical Therapy, Personal Training, Nursing, Medicine (MD or PA), Athletic Training, Physical Education, Occupational Therapy, etc. are strongly encouraged to enroll.

Semester

## LIFEGUARDING

No prerequisite

HP204

American Red Cross Lifeguard Certification - Students will gain knowledge and skills needed to prevent and respond quickly to aquatic emergencies and injuries, prevent drownings, and promote facility safety. Students will be able to demonstrate rescue skills, providing care and victim assessment for both breathing and cardiac emergencies, first aid, and caring for head, neck, and back injuries. Students must be 15 years old by the completion of the course. If successful in completing the course, students will be certified in Lifeguarding, CPR, and AED skills, and will be eligible to apply for lifeguarding jobs. The American Red Cross requires students to successfully complete the following skills challenges by the conclusion of the course:

Semester

- 300-yard continuous swim using freestyle
- Tread water for 2 minutes using only legs
- Complete a combination of skills within 1 minute and 40 seconds, which includes the combination of a 20-yard swim using freestyle or breaststroke, a surface dive to a depth of 7-10 feet, retrieval of a 10-pound object, return to the surface, and 20-yard swim back to the starting point.

**There is a \$38.00 American Red Cross fee which covers the cost of the certificates.**

## LIFETIME SPORTS & ACTIVITIES

HP205

No prerequisite

Semester

Lifetime Sports & Activities will enable students to engage in a variety of lifetime sports and activities. The main focus is on the development of skills, game strategy, rules, etiquette, and safety precautions for the following: Tennis, Ping-pong, Badminton, Volleyball, PickleBall, Golf, and Disc Golf. Other activities may include "backyard" activities such as bocce ball, Kan Jam, Frisbee, corn-hole, and fitness walking/hiking. If there's time, recreational swimming is an option.

## OPTIMAL WELLNESS

No prerequisite

HP206	<p>This course is designed to explore all aspects of the wellness continuum and empower individuals to take a proactive approach to overall health and wellness for a lifetime. Discover a world of alternative, complementary, and/or integrative medical systems and healing practices from a consumer, personal, and practitioner's viewpoint. There is a physical component of the course focused on the practical application of concepts, most importantly a high level of general fitness.</p>	Semester
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## PERSONAL FITNESS

No prerequisites

HP207	<p>Personal Fitness is designed to equip students with the knowledge and skills necessary for maintaining an optimal level of fitness for a lifetime. The ultimate goal is finding new and exciting ways to increase heart rate. Circuit training, spin bikes, 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 regarding cardiovascular activities so personal fitness goals can be set and met in the way the individual prefers.</p>	Semester
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## STRENGTH & CONDITIONING

No prerequisites

HP208	<p>The course provides 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.</p>	Semester
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## TEAM SPORTS AND COMPETITIVE GAMES

No prerequisite

HP209	<p>The purpose of this elective course is to develop the physical, social, and emotional skills necessary to be competent in many forms of movement in a team or group setting. The integration of fitness concepts throughout gameplay is critical to the success of this course. Students will have the opportunity to learn the fundamentals of a variety of fall, winter, and spring team sports and activities. Emphasis will be placed on the basic skills, rules, strategies, scorekeeping, and sportsmanship.</p>	Semester
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## ULTIMATE PHYSICAL EDUCATION

Prerequisite: Permission from a Physical Education staff member.

HP210 Ultimate Physical Education is the combination of the full range of electives offered throughout the physical education program at an intensified level. Students looking to challenge themselves and others across every category of activity and environment (water included) in pursuit of elite fitness levels should consider this elective. Emphasis will be placed on learning and refining skills with an increased level of competitiveness across both health and skill-related components of fitness. Students will not only learn to train and play like an athlete but will test their limits on a regular basis through the Work Out of the Day, races, adventure-based challenges, and tournaments. This is a perfect fit for students looking to pursue a career in athletic training, physical education, physical therapy, or the armed forces. Semester

## UNIFIED PARTNERS INTERNSHIP

Prerequisite: Application Process to be approved by Physical Education staff.

HP211 In this program peer tutors will be paired with students with special needs in a Unified Fitness and Wellness class. This program will give regular education students the opportunities for hands-on experiences in the teaching process. They will learn more about individual learning styles and knowledge of various disabilities. Expectations for peer tutors include assisting student athletes with special needs as well as the physical education teachers, recording reflections about their experiences, and following special education teachers' support and tips about working with their special education partner. Semester

## WATER SAFETY INTERNSHIP

Prerequisite: Application Process to be approved by Physical Education staff.

HP212 Water Safety Internship is for students with a valid lifeguarding certification. Students will gain practical experience by lifeguarding various physical education classes and help to ensure a safe environment. Students will also assist the teacher with the demonstration of concepts and/or basic swimming instruction. Students should be prepared to swim or participate in every class. Semester

# MATHEMATICS

## HONORS ALGEBRA I

No prerequisite

MA100	Honors Algebra I offers an in-depth study of algebra concepts. The topics include linear equations and inequalities, systems of equations and inequalities, functions, quadratic and exponential functions. The Algebra I Keystone exam will be administered to all students at the conclusion of this course.	Full Year
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## ALGEBRA I

No prerequisite

MA101	This course focuses on the content tested on the Pennsylvania Algebra I Keystone 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.	Full Year
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## HONORS GEOMETRY

Prerequisite: Algebra I

MA110	Honors Geometry is a course rooted in plane geometry. It includes deduction and proof related to congruence, similar and congruent polygons, circles, and arcs. Also included are constructions, coordinate geometry, area, volumes and right triangle trigonometry.	Full Year
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## GEOMETRY

Prerequisite: Algebra I

MA111	Geometry 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.	Full Year
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## HONORS ALGEBRA II AND TRIGONOMETRY

Prerequisite: Honors Geometry

MA120	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.	Full Year
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## HONORS ALGEBRA II

MA130	Prerequisite: Algebra I	Full Year
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Honors Algebra II is the study of algebraic functions, their properties and related applications. This includes polynomial, rational, radical, exponential and logarithmic functions. Additional topics include the Fundamental Theorem of Algebra, sequences, series, probability, statistics, conics and matrix algebra.

## ALGEBRA II

Prerequisite: Algebra I

MA131	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.	Full Year
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## HONORS PRECALCULUS & CALCULUS A

Prerequisite: Honors Algebra II and Trigonometry

MA140	This course is part of a three year program that prepares students to take the AP Calculus BC test and therefore requires Honors Algebra II and Trigonometry as a prerequisite. Honors Precalculus and Calculus A cover 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.	Full Year
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## FINITE MATHEMATICS

Prerequisite: Algebra II

MA141	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.	Full Year
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## INTRODUCTION TO STATISTICS

Prerequisite: Algebra II

MA142	In many instances, objective decisions need to be made based on data. This course will introduce concepts and methods of statistics, including variability, randomness, and probability. Students will frequently use Chromebooks to explore and represent data, make determinations and state findings with correct mathematical language. Students will collect, analyze, and interpret data and present findings to others.	Semester
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## PRECALCULUS-FUNCTIONS

Prerequisite: Algebra II or Honors Alg II

MA143	This semester course builds upon the foundations of algebra while looking at foundational functions and their inverses in greater depth and detail. Topics include polynomial, rational, radical, exponential, and logarithmic functions and related expressions, graphs	Semester
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and equations. Precalculus requires a significant amount of preparation. This semester-length course is recommended for both STEM and Business pathways.

## PRECALCULUS-TRIGONOMETRY

Prerequisite: Algebra II or Honors Alg II

MA144	After defining and exploring periodic functions, the trigonometric and inverse functions are a main focus. Evaluation of trig functions with and without calculators and the graphs are examined. Identities, equations and the law of sines and cosines are additional topics in trigonometry. The course concludes with sequence and series and limits. This course in particular requires a significant amount of memorization. Precalculus-Trigonometry is recommended for STEM pathways.	Semester
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## ALGEBRA III

Prerequisite: Algebra II

MA145	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 polynomial, rational, exponential and logarithmic functions and their graphs, properties and related expressions and equations.	Semester
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## CALCULUS

Prerequisite: Precalculus or Honors Precalculus & Calculus A

MA146	Calculus offers dual enrollment college credit from Montgomery County Community College. It uses a college text and is equivalent to a Calculus I college course. There is much memorization and rigor in this course. Excellent algebra skills, study habits and a significant investment of daily preparation time are important for success.	Full Year
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## ADVANCED PLACEMENT CALCULUS AB

Prerequisites: Precalculus or Honors Precalculus & Calculus A

MA500	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 Honors Precalculus & Calculus A, students who are currently in Honors Precalculus & Calculus A will only be permitted to take this course with permission of the Department Chair of Mathematics.	Full Year
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## ADVANCED PLACEMENT CALCULUS BC

MA510	Prerequisite: Honors Precalculus & Calculus A with grade "B" or better	Full Year
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AP Calculus BC continues where Honors Precalculus & 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

MA520

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.

Full Year

# MUSIC

## MUSIC APPRECIATION

No prerequisite

MU101	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.	Semester
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## MUSIC THEORY AND COMPOSITION I

No Prerequisite

MU111	Music Theory and Composition I is a year-long course that introduces students to the rudiments of music, functional harmony studies, and using music notation to communicate creative concepts and ideas. Students complete individual and group analysis and composition activities. Students learn to use digital music notation software.	Full Year
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## HONORS MUSIC THEORY AND COMPOSITION II

Prerequisite: Music Theory and Composition I and/or recommendation of instructor

MU120	Honors Music Theory and Composition II is a year-long course in which students learn and apply advanced concepts through analysis and composition. Students study and create works in a variety of styles while developing their own compositional style. Learning to listen and provide peer feedback is a valuable skill supported throughout the course. Homework assignments given will be commensurate with those of an Honors course.	Full Year
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## ADVANCED PLACEMENT MUSIC THEORY

Prerequisite: Honors Music Theory and Composition II

MU500	AP Music Theory is a year-long course that provides an in-depth study of the processes of music performance, composition, and analysis by focusing on the development of skills that include identifying features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music. Students learn to sight-sing and complete written dictation at advanced levels. Completing and composing music based on cues, following common-practice styles, is also a skill students hone in AP Music Theory. Students who take this course should have acquired basic skills in vocal or instrumental performance. 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 music courses.	Full Year
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## HONORS ADVANCED STUDIES IN MUSIC DESIGN AND PRODUCTION

MU130	Prerequisite: AP Music Theory	Full Year
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Honors Advanced Studies in Music Design and Production is a semester course for students who wish to continue advancing and expanding their music skills in the areas of music technology and music theory. Through a personalized project-based approach to instruction, students will design, produce, and present their compositions or creative output through coordinated performances. Students may repeat this course with faculty permission.

## CONCERT BAND

Prerequisite: Recommendation of the band director

MU201	Concert Band is a year-long, repeated course in which students develop their skills as band musicians. Membership is open and is informed by each member's placement audition. Rehearsals develop and reinforce basic ensemble skills, musical concepts, musicianship, and professionalism. The ensemble explores diverse, interesting, and appropriately challenging wind band literature while developing healthy and proper musical techniques on students' respective instruments. Participation in the band program requires after-school and/or evening rehearsals and performances on and/or off campus, as determined by the director. All band members are encouraged to participate in the Marching Band.	Full Year
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## CONCERT CHOIR

No prerequisite

MU211	Concert Choir is a year-long, repeated course in which students develop their skills as choral singers. Membership is open. Rehearsals develop and reinforce basic ensemble skills, musical concepts, musicianship, and professionalism. The ensemble explores diverse, interesting, and appropriately challenging choral literature while developing healthy and proper choral singing techniques. Participation in the choral program requires after-school and/or evening rehearsals and performances on and/or off campus, as determined by the director.	Full Year
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## MUSIC TECHNOLOGY I

No prerequisite

MU301	Music Technology I is a course in which students begin exploring the many facets of this creative and innovative field. Creation, production, engineering, programming, and entrepreneurship are all key areas of practice within the music technology field. Students learn to use a combination of digital instruments, digital audio workstations (DAWs), audio equipment, and other digital applications in the music technology lab. Students work on individual and group assignments that can include, but are not limited to, creating and recording songs, beats, raps, re-mixes, podcasts, film scores, and releases in addition to performing student-created works. There are no prerequisites for this course, but students should be prepared to bring and develop their personal creative voice. Music literacy concepts are incorporated in alignment with individual projects to support the creative process.	Full Year
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## MUSIC TECHNOLOGY II

MU302	Prerequisite: Music Technology I or recommendation of instructor	Full Year
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Music Technology II is a year-long course in which students advance their skills across the areas of creation, production, engineering, programming, and entrepreneurship. Students learn more advanced features and uses of the digital instruments, digital audio workstations (DAWs), audio equipment, and other digital applications in the music technology lab. More advanced training begins with regard to audio recording, engineering, and post-production. Students continue to work on individual and group assignments that begin incorporating mixed forms of media.

### HONORS MUSIC TECHNOLOGY III

Prerequisite: Music Technology

MU310	Music Technology III is a year-long course in which students continue to develop and hone their creative and production skills through creative personal and group projects. Applied sound recording and production projects are encouraged to occur within and outside of the music tech lab. Students build a portfolio of work.	Full Year
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### CHORALE

Prerequisite: Audition

MU212	Chorale is a year-long, repeated course in which students advance their skills as choral singers. Membership is achieved through an audition. Rehearsals develop and reinforce advanced ensemble skills, musical concepts, musicianship, and professionalism. The ensemble explores diverse and rigorous choral literature while developing healthy and proper choral singing techniques. Participation in the choral program requires after-school and/or evening rehearsals and performances on and/or off campus, as determined by the director.	Full Year
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### ORCHESTRA

Prerequisite: Recommendation of the orchestra director

MU221	Orchestra is a year-long, repeated course in which students develop their skills as string musicians. Membership is open and is informed by each member's placement audition. Rehearsals develop and reinforce basic ensemble skills, musical concepts, musicianship, and professionalism. The ensemble explores diverse, interesting, and appropriately challenging string and orchestral literature while developing healthy and proper musical techniques on students' respective instruments. String playing techniques involving bowing, fingering, and tone production are emphasized and pursued through the use of scales, string literature and orchestral literature. Participation in the string program requires after-school and/or evening rehearsals and performances on and/or off campus, as determined by the director.	Full Year
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### SYMPHONIC ORCHESTRA

Prerequisite: Audition

MU222	Symphonic Orchestra is a year-long, repeated course in which students advance their skills as string musicians. Membership is achieved through an audition. Rehearsals develop and reinforce advanced ensemble skills, musical concepts, musicianship, and professionalism. The ensemble explores diverse and rigorous string and orchestral literature while developing healthy and proper musical techniques on students' respective	Full Year
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instruments. String playing techniques involving bowing, fingering, and tone production are emphasized and pursued through the use of scales, string literature and orchestral literature. Participation in the string program requires after-school and/or evening rehearsals and performances on and/or off campus, as determined by the director.

## PIANO I

No prerequisite

MU102	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.	Semester
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## PIANO II

Prerequisite: Piano I or Approval of instructor

MU103	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.	Semester
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## VOCAL WORKSHOP

No prerequisite

MU104	Vocal workshop is a semester course for students interested in developing their singing skills. Students engage in applied classroom instruction about healthy and artistic voice production and performance. Students learn about singing and theatrical techniques across diverse styles of music by learning and performing songs individually and in small groups. In-class experiences along with at home practicing support students' growth and identification of styles and repertoire that best fits their voice. Students also develop knowledge and skills in the areas of the International Phonetic Alphabet (IPA), effective practicing, critical listening, self-assessment, and collaborative assessment. Basic music literacy is also addressed through this course. Students may repeat the course to extend learning to assist with transitioning into choral groups.	Semester
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## SYMPHONIC BAND

Prerequisite: Audition

MU202	Symphonic Band is a year-long, repeated course in which students advance their skills as band musicians. Membership is achieved through an audition. Rehearsals develop and reinforce advanced ensemble skills, musical concepts, musicianship, and professionalism. The ensemble explores diverse and rigorous wind band literature while developing healthy and proper musical techniques on students' respective instruments. Participation in the band program requires after-school and/or evening rehearsals and performances on and/or off campus, as determined by the director. All band members are encouraged to participate in the Marching Band.	Full Year
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## INSTRUMENTAL WORKSHOP

No prerequisites

MU105

Instrumental Workshop provides students opportunities to develop their expressive music skills by learning a band or string instrument. Students engage in applied classroom instruction about healthy and artistic production and performance on a band or string instrument. In-class experiences along with at home practicing support students' growth and identification of styles and repertoire that best fits their personal style. Students also develop knowledge and skills in the areas of effective practicing, critical listening, self-assessment, and collaborative assessment. Individual student pacing is common in this course. Students may repeat the course to extend learning to assist with transitioning into band or orchestra.

Semester

## MODERN MUSIC WORKSHOP

No prerequisite

MU106

Modern Music Workshop is for students interested in developing their expressive music skills by learning to make music using their choice or combination of digital/acoustic instruments of their own, including their voice and body. This can include, but is not limited to, Jazz, Rock, R&B, hip-hop, rap, dance, and pop music styles. Students engage in applied classroom instruction about healthy and artistic production and performance on their preferred medium of expression. In-class experiences along with at home practicing support students' growth and identification of styles and repertoire that best fits their personal style. Students also develop knowledge and skills in the areas of effective practicing, critical listening, self-assessment, and collaborative assessment. Individual student pacing is common in this course. Students may repeat the course to extend learning to assist with transitioning into other music courses.

Semester

## READING

### POPULAR CONTEMPORARY LITERATURE

No prerequisite

RD111

This course is designed with a specific emphasis on critical analysis skills. Students will read self-selected materials 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

## SCIENCE

### HONORS BIOLOGY

No prerequisite

SC100

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.

Full Year

### BIOLOGY

No prerequisite

SC101

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.

Full Year

### HONORS CHEMISTRY

Prerequisite: Biology or Honors Biology

*It is recommended that students have a good grasp of Algebra I concepts before taking Chemistry.*

SC110

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.

Full Year

### CHEMISTRY

Prerequisite: Biology or Honors Biology

*It is recommended that students have a good grasp of Algebra I concepts before taking Chemistry.*

SC111

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

Full Year



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

## PHYSICS

SC121	Prerequisite: Chemistry or Honors Chemistry	Full Year
	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

SC122	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.	Full Year

## ADVANCED PLACEMENT BIOLOGY

SC500	Prerequisite: Biology or Honors Biology and Chemistry* or Honors Chemistry*	
	<i>*Students can take Chemistry or Honors Chemistry concurrently with a teacher recommendation.</i>	
	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.	Full Year

## ADVANCED PLACEMENT CHEMISTRY

SC510	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 Chemistry examination.	Full Year

## ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Prerequisite: Biology or Honors Biology

SC520	AP 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 Environmental Science examination.	Full Year
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## ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED

Prerequisite: grade 11 or 12 and recommendation from instructor

SC530	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.	Full Year
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## ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED

Prerequisite: AP Physics 1 or Physics and recommendation from instructor

SC540	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.	Full Year
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## ADVANCED PLACEMENT PHYSICS C

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

SC550	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.	Full Year
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## ANATOMY / PHYSIOLOGY

Prerequisite: Biology or Honors Biology

SC131	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.	Full Year
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## PRINCIPLES OF BIOMEDICAL SCIENCE

No prerequisite

SC132

In this course students explore the vast range of careers in biomedical sciences from design and data analysis to outbreaks, clinical empathy, health promotion, and more. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career. This is a Project Lead the Way (PLTW) Biomedical Science course.

Full Year

## HUMAN BODY SYSTEMS

Prerequisite: Biology or Honors Biology

SC133

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.

Full Year

## PHYSICS OF FLIGHT

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

SC134

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.

Semester

## ASTRONOMY

No prerequisite

SC135

The purpose of this course is to provide students with an overview of a broad array of astronomy topics. This course introduces students to lunar phases, constellations, major bodies of the solar system, the Milky Way galaxy and more. A recurring theme throughout the course is the evolution of objects. The formation, evolution, and demise of stars, solar systems, galaxies, and the Universe are studied. Astrobiology, the search for extraterrestrial life, and black holes are additional topics that are briefly discussed in this course.

Semester

## ENGINEERING ESSENTIALS

Prerequisite: Algebra I

SC136

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 3-D modeling software, and use an engineering notebook to document their work. This is a Project Lead the Way (PLTW) Engineering course.

Full Year

## PRINCIPLES OF ENGINEERING

Prerequisite: Algebra I

*It is recommended but not required that students take Engineering Essentials as an introduction to this course.*

SC137

Full Year

In this course students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car. This is a Project Lead the Way (PLTW) Engineering course.

## FORENSIC SCIENCE

Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry

SC138

Semester

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 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 I

SC139

Semester

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 I

SC141

Semester

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

### HONORS WORLD HISTORY

No prerequisite, Fulfills grade 9 Social Studies requirement

SS110	The student must be a strong, independent reader and 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). This course is a prerequisite for AP World History and AP European History.	Full Year
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### WORLD HISTORY

No prerequisite, Fulfills grade 9 Social Studies requirement

SS111	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. This course is a prerequisite for AP World History and AP European History.	Full Year
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### HONORS CIVICS AND GOVERNMENT

No prerequisite, Fulfills grade 10 Social Studies requirement

SS120	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.	Full Year
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### CIVICS AND GOVERNMENT

No prerequisite, Fulfills grade 10 Social Studies requirement

SS121	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.	Full Year
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## ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

No prerequisite, Fulfills grade 10 Social Studies requirement

SS500

The Advanced Placement United States 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.

Full Year

## HONORS AMERICAN HISTORY

No prerequisite, Fulfills grade 11 Social Studies requirement

SS130

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.

Full Year

## AMERICAN HISTORY

No prerequisite, Fulfills grade 11 Social Studies requirement

SS131

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.

Full Year

## ADVANCED PLACEMENT UNITED STATES HISTORY

No prerequisite, Fulfills grade 11 Social Studies requirement

SS510

The Advanced Placement U.S. History content matter covers discovery and settlement of the New World, The Gilded Age, and 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.

Full Year

## ADVANCED PLACEMENT EUROPEAN HISTORY

Prerequisite: Grade 9 World History or Honors World History

SS520

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.

Full Year

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

SS530

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.

Full Year

## ADVANCED PLACEMENT MACROECONOMICS (offered in 2023-2024)

No Prerequisite

SS540

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.

Full Year

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

No Prerequisite

SS550

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 economics.

Full Year

## ADVANCED PLACEMENT PSYCHOLOGY

No Prerequisite

SS560

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.

Full Year

## ADVANCED PLACEMENT WORLD HISTORY

Prerequisite: World History or Honors World History

SS570

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.

Full Year

## INTERDISCIPLINARY STUDIES

Prerequisite: Recommended for grade 12. Admission to this course is by application.

SS141

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.

Full Year

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

No Prerequisite

SS201

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,

Semester



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

SS202

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 end of reconstruction 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.

Semester

## AMERICA AS A WORLD POWER

No prerequisite

SS203

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.

Semester

## GLOBAL ISSUES IN THE 21ST CENTURY

No prerequisite

SS204

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).

Semester

## HISTORY OF CONTEMPORARY AMERICAN CULTURE

No prerequisite

SS205

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 media (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

Semester

the Internet) using a wide range of critical approaches (such as gender studies, changes in racism, social fluctuations, and political contexts).

## HOLOCAUST, GENOCIDE, AND CRIMES AGAINST HUMANITY

No Prerequisite

SS590

Students will explore various aspects of genocide, human behavior, and crimes against humanity. With a focus on the 20th 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 the section on Dual Enrollment for additional information.

Full Year

## INTRODUCTION TO LAW & THE LEGAL SYSTEM

No Prerequisite

SS206

This course is designed for all students with an interest in various areas of law, law enforcement, our legal system, and corrections. Students will study the criminal justice process from investigation through corrections and they will have the opportunity to examine the various court systems in state and federal government. Throughout the year students will have the opportunity to meet and work with judges, attorneys, and law enforcement officials from the community. Students will participate in mock trials, simulations, and moot court activities throughout the course. Active student participation in the course is crucial to success.

Semester

## PSYCHOLOGY

No Prerequisite

SS207

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.

Semester

## SOCIOLOGY

No Prerequisite

SS208

This course focuses on humans as members 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.

Semester

## SPECIAL OPPORTUNITIES

### ADVANCED PLACEMENT SEMINAR

Prerequisite: Open to students entering grades 10 and 11

APSM

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. In Advanced Placement Research, students will independently design, plan, and conduct a yearlong research-based investigation on a topic of individual interest.

Full Year

### ADVANCED PLACEMENT RESEARCH

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

APRS

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.

Full Year

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 the Principal and cooperating teacher.

CRST

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

Full Year or  
Semester

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 your counselor for additional information.

## WORLD LANGUAGE

### FRENCH I

No prerequisite

WL111

This course begins the development of 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). 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.

Full Year

### FRENCH II HONORS

Prerequisite: Level I French

WL120

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.

Full Year

### FRENCH II

Prerequisite: Level I French

WL121

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.

Full Year

### FRENCH III HONORS

WL130

Prerequisite: Level II or Level II Honors French

Full Year

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.

### FRENCH III

Prerequisite: Level II or Level II Honors French

WL131

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.

Full Year

### FRENCH IV HONORS

Prerequisite: Level III or Level III Honors French

WL140

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 nonfiction 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.

Full Year

### FRENCH IV

WL141

Prerequisite: Level III or Level III Honors French

Full Year

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.

## FRENCH V

Prerequisite: Level IV or Level IV Honors French

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.

WL151

Full Year

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Prerequisite: Level IV or Level IV Honors French

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 six 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 nonfiction 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.

WL500

Full Year

## GERMAN II HONORS

Prerequisite: Level I German

WL220

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.

Full Year

## GERMAN III HONORS

Prerequisite: Level II Honors German

WL230

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.

Full Year

## GERMAN IV HONORS

Prerequisite: Level III Honors German

WL240

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 nonfiction 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.

Full Year



## ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE

Prerequisite: Level IV Honors German

WL510 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 six 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 nonfiction 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. Full Year

## MANDARIN CHINESE III HONORS

Prerequisite: Level II Honors Mandarin Chinese

WL330 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. Full Year

## MANDARIN CHINESE IV HONORS

Prerequisite: Level III Honors Mandarin Chinese

WL340 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 nonfiction and fiction texts with literacy support. Students will need to support their opinion with knowledge, experience, details, etc. from the Full Year

interpretive sources. Students will continue to be immersed in the language in the classroom.

## ADVANCED PLACEMENT MANDARIN CHINESE LANGUAGE AND CULTURE

Prerequisite: Level IV Honors Mandarin Chinese

WL520

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 six 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 nonfiction 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.

Full Year

## SPANISH I

No prerequisite

WL411

This course begins the development of 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). 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.

Full Year

## SPANISH II HONORS

Prerequisite: Level I Spanish

WL420

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.

Full Year

## SPANISH II

Prerequisite: Level I Spanish

WL421

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.

Full Year

## SPANISH III HONORS

Prerequisite: Level II or Level II Honors Spanish

WL430

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.

Full Year

## SPANISH III

Prerequisite: Level II or Level II Honors Spanish

WL431

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.

Full Year

## SPANISH IV HONORS

Prerequisite: Level III or Level III Honors Spanish

WL440 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 nonfiction 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. Full Year

## SPANISH IV

Prerequisite: Level III or Level III Honors Spanish

WL441 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. Full Year

## SPANISH V

Prerequisite: Level IV or Level IV Honors Spanish

WL451 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. Full Year

## ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Prerequisite: Level IV or Level IV Honors Spanish

WL540 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 six 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 nonfiction 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. Full Year

## LATIN I

No prerequisite

WL611 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. Full Year

## LATIN II HONORS

Prerequisite: Latin I

WL620 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 Full Year

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: 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.

WL630

Full Year

## ADVANCED PLACEMENT LATIN

Prerequisite: Latin III 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.

WL530

Full Year

