

# **PENN WOOD HIGH SCHOOL**



## **COURSE SELECTION GUIDE**

**2021-2022**

# TABLE OF CONTENTS

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Vision & Mission Statement .....	2
Course Selection .....	2
Academic Standards .....	3
Guidance Department .....	6
Graduation Requirements.....	7
Promotional Requirements .....	8
William Penn School District Educational Programs .....	11
Academic Plan and Course Selection by Grade .....	13
Course Descriptions.....	18
Appendix I	
Appendix II	

## **PENN WOOD HIGH SCHOOL:**

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**Vision Statement:** Our vision at Penn Wood High School (PWHS) is for all of our students to graduate, in four years, college and/or career ready.

### **Mission Statement:**

- PWHS staff will provide rigorous, data-driven, student-centered, differentiated instruction aligned with the academic standards of the Commonwealth of Pennsylvania.
- PWHS staff will create a positive, nurturing, and supportive school climate that encourages all students to discover and pursue their passion for learning.
- PWHS staff is a group of dedicated professionals, committed to the academic success for all students.

## **COURSE SELECTION:**

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### **Choosing Courses:**

The best preparation for college requirements and college admission or career readiness is challenging coursework at the high school level. Colleges look at the strength of classes completed and the student's performance in those classes. In all core subject areas, students are given the opportunity to enroll in advanced levels or AP classes. A variety of electives are offered to enhance the student's academic record.

Students and parents should consider the following when selecting courses:

- Overall graduation requirements
- The mandatory promotional expectations for each grade level
- Prerequisites (courses a student must have successfully completed before taking a specific course)
- The expectations for those classes before choosing a particular course of study
- The recommended courses for post-high school career and college/university plans
- NCAA requirements (if a student plans on playing collegiate sports)

### **Course Selection Process:**

The course selection process for the next academic year begins at the start of the spring semester of the current year. Counselors and teachers assist in choosing the appropriate courses for each individual student. Counselors meet with students in small groups and individually to discuss course selection and college and career readiness. They also guide students in meeting the necessary promotional/graduation requirements. After the preliminary process, students bring home their course selection form to their parent or guardian for review and for a parent's or guardian's signature. In the event that a student does not return the signed course selection sheet, the courses selected in the initial meeting between the counselor and the student will be implemented. Guidance Counselors will plan and keep a copy of the student's Academic Plan in their student file. *It is recommended that students and parents complete page 12, "Academic Plan," in order to keep track of their credits towards graduation in conjunction with the Guidance Counselor.*

### **Roster Changes**

The master schedule for PWHS is constructed based upon student course selection requests and the assignment of staff members. Students and parents are asked to discuss the courses selected by the student and consult with the student's guidance counselor as necessary. The number and variety of courses offered are based on student enrollment and staff availability.

Students may request a change in classes before the second Friday the course meets by filling in the "Roster Change Request" form (see Appendix I). This form must be signed by the parent or guardian and returned to guidance before the second Friday. The guidance counselor will review the requested transfer and make changes as appropriate such that seats are available in the class and classes remain balanced. Until the change is approved by the school and the student is issued a new schedule, the student must follow his/her current schedule. Please note the following:

- Signing the form does not guarantee approval for the requested course change.
- If the student is dropping an Advance Placement (AP) course, no matter the date, students must complete the "Drop/Change a Course" form (See Appendix II).
- Students are responsible for making up the missed work that was covered in the new class.

- Students who wish to change a course after the second Friday must complete the “Request to Drop/Change a Course” form (See Appendix II). A request to drop a class will not be considered unless the form is completed in its entirety. However, completing the form does not guarantee approval for the requested course change.

## **Academic Standards:**

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### **Transferring Students:**

All transferring students are subject to the WPSD grading scale, promotion and graduation requirements. Grades are stored using a letter grade based on a numeric score. If the student transfers in with a numeric and letter grades, letter grades will be used. If there are only numeric grades, the numeric grade will be transferred to WPSD grading scale to produce a letter grade. At the time of entrance, students should come to the district with proof of appropriate grade placement from the previously attended school. Please note, transferring students with missing or incomplete earned credit verification will be placed in the grade deemed appropriate by the principal, in consultation with the guidance department. They will be approved to graduate when the total number of credits required for Penn Wood High School graduation has been verified by receipt of official transcripts, report cards, or completion of missing courses through programs approved in advance by their Penn Wood High School guidance counselor. Immigrant students whose secondary records are unobtainable from their country of origin will be individually evaluated based on their demonstrated competency in academic achievement and standardized assessments to determine their eligibility for graduation. Therefore, without official records from the previous school, verifying credits earned, the incoming student might not be eligible for graduation.

### **National Collegiate Athletic Association**

The following are the National Collegiate Athletic Association (NCAA) requirements to participate in athletic programs and earn financial assistance. If you want to compete in NCAA sports at a College/University, you need to register with the NCAA Eligibility Center to make sure you stay on track to meet initial-eligibility standards. To register, visit this website <https://web3.ncaa.org/ecwr3/>. Our District Athletic Director, Rapp Curry, will conduct information sessions to assist student athletes through the process. To reach the Athletic Office, (610) 284-8080 and press option 5.

**Division I Academic Eligibility-** To be eligible to compete in NCAA sports during your first year at a Division I college/university, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. You must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

**Division II Academic Eligibility-** To be eligible to compete in NCAA sports during your first year at a Division II college/university, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. You must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science

- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible

## **Make Up Work**

The following guidelines have been established for make-up work in the high school.

1. If a student is absent from class for one (1) day, he/she upon return to school is required to submit all work due that was assigned prior to the day of absence and take test(s) assigned prior to the day of absence provided no new material on the test was taught that day.

2. If a student is absent from class for more than one (1) day, the student has make-up days equivalent to the number of days absent from the day he/she returns to school to make-up all work (tests, quizzes, assignments, etc.). It is the responsibility of the student to meet with the teacher before or after class to make proper arrangements and secure the information needed regarding the tests, etc., that needs to be completed.

3. In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven (7) consecutive days, provisions will be made to extend the timeline for make-up work.

4. Students who fail to fulfill their responsibilities for make-up work will receive a "0" for the work, tests, etc. that was not completed. Students who are absent from class for excused reasons, including approved school activities, must be given the opportunity to make up all work and cannot be penalized academically for not being present in class, provided they complete all make-up work according to the above guidelines. Students who participate in an approved school activity must check with their teachers to receive information concerning classroom work previous to participating in the activity. Approved school activities include those listed on the daily bulletin, field trips, school programs, athletic events, etc. Visits to the Guidance Office, other teacher's areas, writing lab, etc., are not legitimate reasons to be absent from a scheduled class unless previously approved by the scheduled classroom teacher.

## **Extra Credit**

Each classroom teacher is expected to provide students with a clear understanding of the assessment practices related to their individual course. Grades assigned should reflect the achievement based upon the specific criteria expected in the course and outlined by the teacher. Individual extra credit assignments will be given by teachers so that a student may improve his/her letter grade. Teachers will assign projects, presentations, problems, etc. that result in bonuses. In this case, however, all students share equal opportunities to participate. Assignments will be offered to individual students, as well as the class as a whole.

NOTE: Students are encouraged to complete all work assigned in the class by the teacher, as well as complete extra credit assignments.

## **Policy on Failing Grades/Credit Recovery:**

A passing grade, of a 60, is required to earn credit for all courses. If a student fails a course and receives an "F", the student will need to restore the deficient credit. There are multiple options available to students who need to restore a credit (or earn additional credits). These options can be discussed with their respective guidance counselor. Students will need to seek approval from their guidance counselor before starting any option. Once the credit is recovered the grade earned will be included on the transcript. Full credit will be earned upon successful completion. *Failed classes in English, Mathematics, Social Studies, and Science must be restored in order to meet graduation requirements.*

## **I. William Penn School District Summer School Program:**

The William Penn School District offers summer school classes. Please contact the guidance office for more information regarding courses offered.

Phone: Green Avenue Campus- 610-284-8080 ext. 2162 or 2170

Cypress Street Campus- 610-626-3223 ext. 2216

Website: <https://www.williampensd.org/>

## **II. William Penn School District Personalized Learning Community:**

The William Penn School District Personalized Learning Community offers students in grades 9-12 a personalized pathway to support the pursuit of post-secondary opportunities. Students may enroll in our full-time hybrid or virtual pathways as an alternative to traditional brick-and-mortar courses.

Additionally, students in grades 9-12 can access our credit recovery or credit advancement pathways to remediate grades or take courses in advanced preparation of post-secondary opportunities.

For more information, please contact Warren M. Danenza by phone or email.

Phone: 610-284-8005 ext.1266

Email: [personalizedlearning@williampensd.net](mailto:personalizedlearning@williampensd.net)

Website: <https://www.williampensd.org/>

## **III. After School Credit Recovery**

During the school year, students can make-up courses through the after school credit recovery program. Students can meet with their guidance counselors to attend.

## **IV. Keystone Credit Recovery and Correspondence Program:**

Keystone Credit Recovery: Used for failing a course

Website: <http://www.creditmakeup.com/>

Phone: 1-800-255-4937 or 570-784-5220

Keystone High School – Correspondence: used by a student if taking a course for the first time

Website: <http://www.keystonehighschool.com>

Phone: 1-800-255-4937 or 570-784-5220

- ❖ Each of the above listed programs has a specific registration process and a registration fee in order to take the course. Please contact the program directors at the above listed number in order to gain more information regarding the program. If a student decides to take a course (from items I – IV listed above), the student must get the course pre-approved in writing by his/her guidance counselor.

## **Guidance Department:**

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The PWHS guidance department provides academic, social and emotional support, as well as career counseling, to Penn Wood High School students. Each high school class is assigned to a specific guidance counselor for their four years of high school.

### **Penn Wood High School – Green Avenue Campus**

Ms. Cleveland: Class of 2022 [acleveland@wpsd.k12.pa.us](mailto:acleveland@wpsd.k12.pa.us) (610) 284-8080 ext. 2172

Mrs. Felder: Class of 2023 [tfelder@wpsd.k12.pa.us](mailto:tfelder@wpsd.k12.pa.us) (610) 284-8080 ext. 2171

Mrs. Cinquino: Class of 2024 [lcinquino@wpsd.k12.pa.us](mailto:lcinquino@wpsd.k12.pa.us) (610) 284-8080 ext. 2174

### **Penn Wood High School – Cypress Street Campus**

- Mr. Garbe: Class of 2025 [wgarbe@wpsd.k12.pa.us](mailto:wgarbe@wpsd.k12.pa.us) (610) 626-3223 ext. 2217

Some of the many services provided by the guidance department are:

- Individual and group counseling with students
- Career planning
- Course selection
- Orientation for new students
- Coordination of standardized testing program namely SAT and ACT exams
- Referral and coordination with community agencies
- Support and referral for special education service
- Conferences with students, parents and staff, including class coordination with district social workers and psychologist
- Orientation, selection and placement for career and technical schools
- Referral for homebound services
- Student Assistance Program (SAP)
  - Counselors actively participate in the Student Assistance Program (SAP) at Penn Wood High School.
  - SAP is a confidential program designed to provide intervention and support for students who appear to be experiencing barriers to their school success. These barriers may include social/emotional difficulties, the use of alcohol and/or other substances.
  - The team is comprised of SAP certified counselors, teachers, administrators, and social workers.

## **Ranking:**

Class rank is calculated by taking the total potential credits and multiplying it by the sum of the total quality points and then dividing by total potential credits. It is determined at the end of each marking period and finalized at the end of each academic year. **NOTE: At the end of the third quarter, a senior student's weighted cumulative GPA will be used to determine salutatorian, valedictorian, awards, and various scholarships.**

## **Grading Scale:**

A = 100-90

B = 89-80

C = 79 – 70

D = 69 – 60

F = 59 and below

## **AWARDING OF GPA QUALITY POINTS:**

College Prep Courses are non-weighted courses. Students receive the following quality points for each letter grade:

A= 4.0

B=3.0

C= 2.0

D=1.0

F=0.0

Honors Courses are weighted courses. Students will receive the following quality points for each letter grade:

A= 4.5

B=3.5

C= 2.5

D=1.5

F=0.0

AP and Dual Enrollment courses are weighted courses. They are given the following quality points for each letter grade:

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F = 0.0

## **Honor Roll:**

Penn Wood High School awards both Distinguished Honor Roll and Honor Roll to students whose GPA qualifies.

*Distinguished Honors-* GPA 3.5 and Above

*Honors-* GPA 3.0 and Above

## **Graduation Requirements:**

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In order for students to graduate from Penn Wood High School and receive the state endorsed William Penn Board of Education Diploma, each student must:

A. Successfully complete a minimum of **22 credits**. These credits must include the following course requirements:

1. **English Credit Requirements:**

- English Composition
- Literature
- American Literature
- World Literature

2. **Math Credit Requirements:**

- Algebra I (both parts A and B, if necessary)
- Geometry
- Algebra II/Applied Math/Personal Finance

***NOTE: It is highly recommended for students pursuing post-secondary education to complete four years of math.***

3. **Science Credit Requirements:**

- Environmental Science
- Biology
- Chemistry

***NOTE: It is highly recommended for students pursuing post-secondary education in the medical or science disciplines to complete four years of science.***

4. **Social Studies Credit Requirements:**

- Law and Government

- World History
- American History

5. Health: 0.5 credit

6. Physical Education: 0.5 credit

7. Electives: 7 credits

- General Electives: Students must successfully complete 2 credits from this category
- Humanities Electives: Students must successfully complete 2 credits from this category
- The remaining 3 credits are chosen from either the elective categories listed above (a or b) or from the core content areas of study (i.e. an additional math class).

B. Complete a graduation project as required by the Pennsylvania Department of Education: 1 credit

C. Pass all required Keystone Exams as required by the Pennsylvania Department of Education.

D. Complete PA State Act 158 Pathway requirement.

**Promotional Requirements:**

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Grade	Total Minimum Credits
9 <sup>th</sup> Grade into 10 <sup>th</sup> Grade	5.0
<div style="border: 1px solid black; padding: 5px;">           All students must earn 5 credits, 4 of which must include English, Math, Science, and Social Studies in order to be promoted.         </div>	
10 <sup>th</sup> Grade into 11 <sup>th</sup> Grade	10.0
<div style="border: 1px solid black; padding: 5px;">           All students must have earned a total of 10 credits, 4 of which must include English, Math, Science, and Social Studies in order to be promoted.         </div>	
11 <sup>th</sup> Grade into 12 <sup>th</sup> Grade	16.0
<div style="border: 1px solid black; padding: 5px;">           All students must have earned a total of 16 credits, 4 of which must include English, Math, Science, and Social Studies in order to be promoted.         </div>	
12 <sup>th</sup> Grade to Graduation	22.0
<div style="border: 1px solid black; padding: 5px;">           All students must pass the mandatory content areas and accumulate 22 credits in accordance with the district graduation requirements. Additionally, students must submit and satisfactorily finish an approved graduation project (1.0 credit). Finally, students must successfully complete Keystone Exams and ACT 158 pathway required by the State of Pennsylvania in order to receive a diploma from the William Penn School District.         </div>	

## **Testing Program/Schedule:**

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### **GRADE 9:**

#### **Required-**

- Keystone exams (as directed by the Pennsylvania Department of Education)
- PWHS Quarterly exams (administered at the end of each quarter- 20% of student's grade)

### **GRADE 10:**

#### **Required-**

- Advanced Placement Tests (where applicable)
- Keystone exams (as directed by the Pennsylvania Department of Education)
- PWHS Quarterly exams (administered at the end of each quarter- 20% of student's grade)

#### **Optional-**

- PSAT: Preliminary SAT (suggested if anticipating post-secondary schooling)

### **GRADE 11:**

#### **Required-**

- Advanced Placement Tests (where applicable)
- PWHS Quarterly exams (administered at the end of each quarter- 20% of student's grade)
- PSAT/NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test (suggested if anticipating post-secondary schooling)

#### **Optional-**

- SAT I: Scholastic Assessment Test (suggested if anticipating post-secondary schooling)
- SAT II: Subject Tests (where applicable)
- ACT: American College Tests (suggested if anticipating post-secondary schooling)

### **GRADE 12:**

#### **Required-**

- Advanced Placement Tests (where applicable)
- PWHS Quarterly exams (administered at the end of each quarter- 20% of student's grade)
- ACT 158 Pathway Completion

#### **Optional-**

- SAT I: Scholastic Assessment Test (suggested if anticipating post-secondary schooling)
- SAT II: Subject Tests (where applicable)
- ACT: American College Tests (suggested if anticipating post-secondary schooling)

*Students may be administered other tests mandated by the Pennsylvania Department of Education or the William Penn School District*

## **ACT 158 Pathway**

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For students graduating in 2022 and beyond, the following options exist to meet the statewide graduation requirement:

- **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

- **Keystone Composite Pathway:** Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).
- **Alternate Assessment Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency **and** one of the following:
  - Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
  - Gold Level on the ACT Work Keys Assessment;
  - Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
  - Successful completion of a concurrent enrollment courses in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
  - Successful completion of a pre-apprenticeship program; or
  - Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.
- **Evidence Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including
  - One of the following:
    - Attainment of an established score on the ACT Work Keys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
    - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
    - Attainment of an industry-recognized credential; or
    - Successful completion of a concurrent enrollment or postsecondary course; and
  - Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.
- **CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

## Keystone Exams

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The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, Biology. Beginning in the 2012-2013 school year, Keystone Exams in the following subjects were developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools:

- Algebra I
- Literature
- Biology

The Keystone Exams are one component of Pennsylvania's statewide high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

# **William Penn School District Educational Programs:**

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## **Advanced Placement Courses:**

Advanced Placement (AP) courses prepare students for AP tests, which may qualify them to earn college credit and exempt them from taking certain freshman-level college courses. All students in AP courses are required to take the AP Exam.

- AP English Literature and Composition
- AP World History
- AP American History
- AP European History
- AP Psychology
- AP Calculus AB
- AP Calculus BC
- AP Biology
- AP Chemistry
- AP Physics Mechanics C
- AP Spanish Language
- AP French Language
- AP Studio Art
- AP English Language and Composition
- AP Computer Science

## **Academically Talented:**

Academically talented students who are identified in Grade 8, will be eligible to take High School level courses. These courses include Algebra I and/or Spanish I.

## **Dual Enrollment Program:**

Dual enrollment provides students with the opportunity to take enrichment courses and earn credit for both high school and college. Students must meet the following criteria to be considered: (A) satisfactory attendance and discipline records; (B) proficient/advanced standardized state test scores. Qualifying students must then take a placement exam and test on the college level in English, Reading, and Math in order to be accepted into the Dual Enrollment Program. Upon acceptance and admission, the student is permitted to apply for one college course per semester. Students must maintain a C average or better to remain in the program and receive credit.

*\*Students are not permitted to take courses that are currently offered at Penn Wood High School (ie AP English, AP Psychology, etc.).*

## **Advanced Technology Program:**

Advanced Technology Program is designed to serve individuals who desire hands-on training and education for the acquisition or advancement of a technical career. The program is flexible enough for both entry-level students and individuals with established skills who seek technical growth or advancement through continued education. Courses are designed to help students to develop skills in communication, computer applications and applied science while strengthening the problem solving and critical thinking skills necessary for career advancement.

## **Water Treatment Management**

The Water Treatment Management program is instructed by DCCC teachers at the Upper Darby Center. The water treatment program prepares students for certification and employment in a well-paying, stable field in need of employees. The minimum education to enter this field is a high school degree, but credits from this program can be applied to fulfill the requirements of the Technical Studies Associates in Applied Science, so motivated students can obtain credits to leverage

toward an Associate's Degree or beyond. The Certification Program offers all the necessary course work, hands-on training in labs and module tests necessary to pass the final exam necessary for DEP certification. This certification program will also substitute for some experience time required for operator certification. The William Penn School District will award 2 elective credits per year for each year of successful coursework completion. This is a two-year program and is open to Juniors and Seniors.

### **Delaware County Community College- Early College Program:**

The Early College Program is designed to encourage students in grades 10 through 12 to earn college credits towards associate degrees in various career fields. Students must meet the following criteria to be considered: (A) satisfactory attendance and discipline records; (B) proficient/advanced standardized state test scores. Qualifying students must then take a placement exam and test on the college level in English, Reading, and Math in order to be accepted into the Early College Program.

### **Social Emotional Learning:**

#### **Support of Students through Social and Emotional Learning (SEL)**

In order to effectively support the mission and vision of the school district we will actively support the effective implementation of SEL practices in all schools. Our goal is to ensure that social and emotional learning is a process we employ through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (The Collaborative for Academic, Social, and Emotional Learning - CASEL). Every school in the district will employ the use of Social and Emotional Learning Strategies on a daily basis with students. Our students have experienced challenges over the last several months and we must be able to adequately support them in processing feelings, thoughts and emotions. We believe that having specific time for students to engage in dialogue about critically important matters will benefit them as they engage in the learning process.

## Academic Plan and Course Selection by Grade

Students should use the graduation requirements, course selection tips, and college planning guidelines to create an academic plan and to keep track of his or her graduation progress.

### 9<sup>th</sup> Grade- 6 credits

Course	Credits
English Composition	1.0
Algebra I A	1.0
Law and Government	1.0
Environmental Science	1.0
Elective 1:	
Elective 2:	

Total credits = \_\_\_\_\_

### 10<sup>th</sup> Grade- 6 credits

Course	Credits
Literature	1.0
Algebra I b or Geometry	1.0
World History	1.0
Biology	1.0
Elective 1:	
Elective 2:	

Total credits= \_\_\_\_\_

Total Credits = \_\_\_\_\_

### 11<sup>th</sup> Grade- 6 credits

Course	Credits
American Literature	1.0
Geometry or Algebra II	1.0
American History	1.0
Chemistry	1.0
Elective 1:	
Elective 2:	

Total Credits = \_\_\_\_\_

### 12<sup>th</sup> Grade- 6 credits

Course	Credits
World Literature	1.0
Elective 1:	
Elective 2:	

Total credits = \_\_\_\_\_

- Physical Education (0.5 credit)
- Health (0.5 credit)
- Graduation Project (1.0 credit)
- Keystone - Algebra I, Literature, & Biology

# 12<sup>th</sup> Grade Course Selection

**Student Name** \_\_\_\_\_

## Core Courses Required for Graduation

**English- 4.0 credits**

Composition  
Literature  
American Literature  
World Literature

**Math- 3.0 credits**

Algebra I  
Geometry  
Algebra II

**Science- 3.0 credits**

Environmental Science  
Biology  
Chemistry

**Social Studies- 3.0 credits**

Law & Government  
World History  
American History

*All college bound students should consider taking four years of math, science, and social studies.*

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> World Literature College Prep    | <input type="checkbox"/> PreCalculus           | <input type="checkbox"/> Chemistry College Prep    | <input type="checkbox"/> American History College Prep    |
| <input type="checkbox"/> World Literature College Prep-FT | <input type="checkbox"/> PreCalculus Honors    | <input type="checkbox"/> Chemistry College Prep-FT | <input type="checkbox"/> American History College Prep-FT |
| <input type="checkbox"/> World Literature Honors          | <input type="checkbox"/> Trig/Advanced Algebra | <input type="checkbox"/> Chemistry Honors          | <input type="checkbox"/> AP American History              |
| <input type="checkbox"/> AP Eng. Lit. & Comp              | <input type="checkbox"/> Statistics            | <input type="checkbox"/> Physics                   | <input type="checkbox"/> AP European History              |
|   | <input type="checkbox"/> Calculus              | <input type="checkbox"/> Physics Honors            |   |
|   | <input type="checkbox"/> AP Calculus AB        | <input type="checkbox"/> AP Physics                |   |
|   | <input type="checkbox"/> AP Calculus BC        | <input type="checkbox"/> AP Chemistry              |   |
|   |  | <input type="checkbox"/> AP Biology                |   |

**Language-1.0 credits:** *(2 years of a language is highly recommended if planning to attend a college/university)*

- |                                    |                                     |                                      |                                     |   |                                     |
|------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Spanish I | <input type="checkbox"/> Spanish II | <input type="checkbox"/> Spanish III | <input type="checkbox"/> Spanish IV | <input type="checkbox"/> Advanced Spanish | <input type="checkbox"/> AP Spanish |
| <input type="checkbox"/> French I  | <input type="checkbox"/> French II  | <input type="checkbox"/> French III  | <input type="checkbox"/> French IV  | <input type="checkbox"/> Advanced French  | <input type="checkbox"/> AP French  |

## **Elective Courses:**

**Physical Education- 0.5 credits** *(required)*

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Physical Education      | <input type="checkbox"/> Basketball   |
| <input type="checkbox"/> Strength & Conditioning | <input type="checkbox"/> Life Fitness |

**Health- 0.5** *(required):*

- Health

**General Elective:** *(at least 2 credits are required)*

- |  |   |
|--|---|
| <input type="checkbox"/> Math (see above) *    | <input type="checkbox"/> Physical Education (see above) |
| <input type="checkbox"/> Science (see above) * | <input type="checkbox"/> SAT Verbal Preparation         |
| <input type="checkbox"/> Forensics             | <input type="checkbox"/> Anatomy & Physiology           |
| <input type="checkbox"/> Robotics              | <input type="checkbox"/> SAT Math Preparation           |
| <input type="checkbox"/> Accounting            | <input type="checkbox"/> Personal Finance               |
| <input type="checkbox"/> Business Law          | <input type="checkbox"/> Economics                      |
| <input type="checkbox"/> Entrepreneurship      | <input type="checkbox"/> AP Computer Science*           |
| <input type="checkbox"/> Co-Op Education       | <input type="checkbox"/> Computer Technology I          |
| <input type="checkbox"/> Web Page Design       | <input type="checkbox"/> Computer Technology II         |
| <input type="checkbox"/> Desktop Publishing    | <input type="checkbox"/> Digital Media                  |

**Humanities Electives:** *(at least 2 credits are required)*

- |   |  |
|---|--|
| <input type="checkbox"/> African American History | <input type="checkbox"/> Black Literature      |
| <input type="checkbox"/> Psychology               | <input type="checkbox"/> AP Psychology*        |
| <input type="checkbox"/> Sociology                | <input type="checkbox"/> Current Issues        |
| <input type="checkbox"/> Ceramics                 | <input type="checkbox"/> Ceramics II           |
| <input type="checkbox"/> Language (see above) *   | <input type="checkbox"/> Youth Court           |
| <input type="checkbox"/> Introduction to Drawing  | <input type="checkbox"/> Studio Portfolio I*   |
| <input type="checkbox"/> Studio Portfolio II*     | <input type="checkbox"/> Studio Portfolio III* |
| <input type="checkbox"/> Beginning Band           | <input type="checkbox"/> Full Band*            |
| <input type="checkbox"/> Film Analysis            | <input type="checkbox"/> Choir                 |
| <input type="checkbox"/> Creative Reading         | <input type="checkbox"/> Creative Writing      |
| <input type="checkbox"/> Drama                    |  |

**NOTE:** *All courses marked with an asterisk (\*) are full year courses*

**22 Total Credit**

# 11<sup>th</sup> Grade Course Selection

**Student Name** \_\_\_\_\_

## Core Courses Required for Graduation

### English- 4.0 credits

Composition  
Literature  
American Literature  
World Literature

### Math- 3.0 credits

Algebra I  
Geometry  
Algebra II

### Science- 3.0 credits

Environmental Science  
Biology  
Chemistry

### Social Studies- 3.0 credits

Law & Government  
World History  
American History

*All college bound students should consider taking four years of math, science, and social studies.*

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> American Literature College Prep    | <input type="checkbox"/> Algebra II College Prep           | <input type="checkbox"/> Chemistry College Prep    | <input type="checkbox"/> American History College Prep    |
| <input type="checkbox"/> American Literature College Prep-FT | <input type="checkbox"/> Algebra II College Prep-FT        | <input type="checkbox"/> Chemistry College Prep-FT | <input type="checkbox"/> American History College Prep-FT |
| <input type="checkbox"/> American Literature Honors          | <input type="checkbox"/> Algebra II Honors                 | <input type="checkbox"/> Chemistry Honors          | <input type="checkbox"/> American History Honors          |
| <input type="checkbox"/> AP English Language and Composition | <input type="checkbox"/> Trigonometry/<br>Advanced Algebra | <input type="checkbox"/> Physics                   | <input type="checkbox"/> AP American History              |
|  | <input type="checkbox"/> Statistics                        | <input type="checkbox"/> Physics Honors            |   |
|  | <input type="checkbox"/> PreCalculus                       | <input type="checkbox"/> AP Physics                |   |
|  | <input type="checkbox"/> PreCalculus Honors                | <input type="checkbox"/> AP Chemistry              |   |
|  |  | <input type="checkbox"/> AP Biology                |   |

### Language-1.0 credits: (2 years of a language is highly recommended if planning to attend a college/university)

- |                                    |                                     |                                      |                                     |   |                                     |
|------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Spanish I | <input type="checkbox"/> Spanish II | <input type="checkbox"/> Spanish III | <input type="checkbox"/> Spanish IV | <input type="checkbox"/> Advanced Spanish | <input type="checkbox"/> AP Spanish |
| <input type="checkbox"/> French I  | <input type="checkbox"/> French II  | <input type="checkbox"/> French III  | <input type="checkbox"/> French IV  | <input type="checkbox"/> Advanced French  | <input type="checkbox"/> AP French  |

## **Elective Courses:**

### Physical Education- 0.5 credits (required)

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Physical Education      | <input type="checkbox"/> Basketball   |
| <input type="checkbox"/> Strength & Conditioning | <input type="checkbox"/> Life Fitness |

### Health- 0.5 (required):

- Health

### General Elective: (at least 2 credits are required)

- |  |   |
|--|---|
| <input type="checkbox"/> Math (see above) *    | <input type="checkbox"/> Physical Education (see above) |
| <input type="checkbox"/> Science (see above) * | <input type="checkbox"/> SAT Verbal Preparation         |
| <input type="checkbox"/> Forensics             | <input type="checkbox"/> Anatomy & Physiology           |
| <input type="checkbox"/> Robotics              | <input type="checkbox"/> SAT Math Preparation           |
| <input type="checkbox"/> Accounting            | <input type="checkbox"/> Personal Finance               |
| <input type="checkbox"/> Business Law          | <input type="checkbox"/> Economics                      |
| <input type="checkbox"/> Entrepreneurship      | <input type="checkbox"/> AP Computer Science*           |
| <input type="checkbox"/> Co-Op Education       | <input type="checkbox"/> Computer Technology I          |
| <input type="checkbox"/> Web Page Design       | <input type="checkbox"/> Computer Technology II         |
| <input type="checkbox"/> Desktop Publishing    | <input type="checkbox"/> Digital Media                  |
|  | <input type="checkbox"/> Drama                          |

### Humanities Electives: (at least 2 credits are required)

- |   |  |
|---|--|
| <input type="checkbox"/> African American History | <input type="checkbox"/> Black Literature      |
| <input type="checkbox"/> Psychology               | <input type="checkbox"/> AP Psychology*        |
| <input type="checkbox"/> Sociology                | <input type="checkbox"/> Current Issues        |
| <input type="checkbox"/> Ceramics                 | <input type="checkbox"/> Ceramics II           |
| <input type="checkbox"/> Language (see above) *   | <input type="checkbox"/> Youth Court           |
| <input type="checkbox"/> Introduction to Drawing  | <input type="checkbox"/> Studio Portfolio I*   |
| <input type="checkbox"/> Studio Portfolio II*     | <input type="checkbox"/> Studio Portfolio III* |
| <input type="checkbox"/> Beginning Band           | <input type="checkbox"/> Full Band*            |
| <input type="checkbox"/> Film Analysis            | <input type="checkbox"/> Choir                 |
| <input type="checkbox"/> Creative Reading         | <input type="checkbox"/> Creative Writing      |

*NOTE: All courses marked with an asterisk (\*) are full year courses*

**22 Total Credit**

# 10<sup>th</sup> Grade Course Selection

Student Name \_\_\_\_\_

## Core Courses Required for Graduation

### English- 4.0 credits

Composition  
Literature  
American Literature  
World Literature

### Math- 3.0 credits

Algebra I A/B  
Geometry  
Algebra II

### Science- 3.0 credits

Environmental Science  
Biology  
Chemistry

### Social Studies- 3.0 credits

Law & Government  
World History  
American History

*All college bound students should consider taking four years of math, science, and social studies.*

- Literature College Prep
- Literature College Prep-FT
- Literature Honors

- Algebra I B
- Geometry College Prep
- Geometry College Prep-FT
- Geometry Honors
- Algebra II College Prep
- Algebra II College Prep-FT
- Algebra II Honors

- Biology College Prep
- Biology College Prep-FT
- Biology Honors

- World History College Prep
- World History College Prep-FT
- World History Honors
- AP World History

## Language-1.0 credits: (2 years of a language is highly recommended if planning to attend a college/university)

- Spanish I       Spanish II       Spanish III
- French I       French II       French III

## **Elective Courses:**

### Physical Education- 0.5 credits (required)

- Physical Education
- Strength & Conditioning
- Basketball
- Life Fitness

### Health- 0.5 (required):

- Health

### General Elective: (at least 2 credits are required)

- Math (see above) \*
- Science (see above) \*
- Forensics
- Robotics
- Accounting
- Business Law
- Entrepreneurship
- Co-Op Education
- Web Page Design
- Desktop Publishing
- Physical Education (see above)
- SAT Verbal Preparation
- Anatomy & Physiology
- SAT Math Preparation
- Personal Finance
- Economics
- AP Computer Science\*
- Computer Technology I
- Computer Technology II
- Digital Media
- Drama

### Humanities Electives: (at least 2 credits are required)

- African American History
- Psychology
- Sociology
- Ceramics
- Language (see above) \*
- Introduction to Drawing
- Studio Portfolio II\*
- Beginning Band
- Film Analysis
- Creative Reading
- Black Literature
- AP Psychology\*
- Current Issues
- Ceramics II
- Youth Court
- Studio Portfolio I\*
- Studio Portfolio III\*
- Full Band\*
- Choir
- Creative Writing

*NOTE: All courses marked with an asterisk (\*) are full year courses*

**22 Total Credit**

# 9<sup>th</sup> Grade Course Selection

Student Name \_\_\_\_\_

## Core Courses Required for Graduation

### English- 4.0 credits

Composition  
Literature  
American Literature  
World Literature

### Math- 3.0 credits

Algebra I A/B  
Geometry  
Algebra II

### Science- 3.0 credits

Environmental Science  
Biology  
Chemistry

### Social Studies- 3.0 credits

Law & Government  
Global History  
American History

*All college bound students should consider taking four years of math, science, and social studies.*

- Composition College Prep
- Composition College Prep FT
- Composition Honors

- Algebra IA College Prep
- Algebra I College Prep-FT
- Algebra I Honors
- Geometry College Prep
- Geometry College Pre-FT
- Geometry Honors

- Environmental Sci. College Prep
- Environmental Sci. College Prep-FT
- Environmental Sci. Honors

- Law & Gov't College Prep
- Law & Gov't College Prep-FT
- Law & Gov't Honors

## Language-1.0 credits: (2 years of a language is highly recommended if planning to attend a college/university)

- Spanish I       Spanish II
- French I

## **Elective Courses:**

### General Elective: (at least 2 credits are required)

- Computer Tech I
- Contemporary Living
- Current Issues

### Humanities Electives: (at least 2 credits are required)

- Language (see above) \*
- Creative Writing
- 3D Art
- 2D Art
- Choir
- Youth Court
- Health

*NOTE: All courses marked with an asterisk (\*) are full year courses*

**22 Total Credits**

# ENGLISH

**Graduation Requirement: 4 Years (English Composition, Literature, American Literature, British and World Literature)**

## **English Composition Honors**

Credits: 1.0

Prerequisite: Teacher Recommendation

English Composition Honors addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. This course is an intensive program that goes beyond the required English course. This course includes extensive reading and writing of essays. Students develop their skills in interpreting literary themes, devices, and elements. Students engage in a variety of reading and writing assignments, including writing in informational, persuasive and argumentative models. Students apply appropriate listening and speaking skills through discussion, and oral responses and presentations.

## **English Composition College Prep- Fast Track**

Credits: 1.0

Prerequisite: Teacher Recommendation

English Composition College Prep Fast Track addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking, applying a comprehensive literacy approach model. In this course, students are prepared to closely engage with extensive literary texts including plays, novels, informational pieces, short stories, and poems. Students will further develop and begin to enhance their critical reading skills by analyzing and interpreting literary themes, elements, and concepts. Continuing to focus on writing skills, students will concentrate on the aspect of researching and composing pieces in a variety of modes such as informational, persuasive, and argumentative pieces. Students will further develop their writing abilities in focus, content, organization, and style and apply listening and speaking skills through oral responses, discussions and student led presentations.

## **English Composition College Prep**

Credits: 1.0

Prerequisite: Teacher Recommendation

English Composition College Prep addresses the Pennsylvania Content Standards of reading, writing, listening and speaking, using a comprehensive literacy approach model. In this course, students improve their skills and strategies to read and respond to various genres of literature. Students study their characteristics and further develop their skills in interpreting literary themes and elements. Students engage in a variety of reading and writing assignments, including all modes of writing in narrative, informational, persuasive and argumentative models. They continue to concentrate on improving the focus, content, organization, style, grammar and spelling in their writing. Students apply appropriate listening and speaking skills through discussion, oral responses and presentations.

## **English Composition**

Credits: 1.0

English Composition addresses the Pennsylvania Content Standards in reading, writing, listening and speaking. In this course, students develop their skills in interpreting literary themes, devices, and elements using the Readers Workshop model. Students engage in reading novels, short stories, poetry, as well as a variety of non-fiction texts. They will continue to concentrate on improving the focus, content, organization, style, grammar and spelling in their writing.

## **21<sup>st</sup> Century Literacy Strategies I**

Credits: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course is designed for students who will benefit from specific instruction in reading secondary content material and strengthening reading/writing skills and strategies. Instruction supports literacy development with instruction in skills related to the alphabetic principle, fluency, vocabulary, reading comprehension, writing, viewing, critical thinking, and preparation for Keystone Literature exams. Teaching strategies increase motivation by making reading relevant to

students' lives. This course targets students who have demonstrated a need to have additional supports with literacy. This is a yearlong course.

## **21<sup>st</sup> Century Literacy Strategies II**

Credits: 1.0

Grade: 10

Prerequisite: Teacher Recommendation

This course is a continuation of 21<sup>st</sup> Century Literacy Strategies I. This course is designed for students who will benefit from specific instruction in reading secondary content material and strengthening reading/writing skills and strategies. Instruction supports literacy development with instruction in skills related to the alphabetic principle, fluency, vocabulary, reading comprehension, writing, viewing, critical thinking, and preparation for Keystone Literature Exams. Teaching strategies increase motivation by making reading relevant to students' lives. This course targets students who have demonstrated a need to have additional supports with literacy. This is a yearlong course.

## **Literature Honors**

Credits: 1.0

Recommended: Teacher Recommendation; A grade of "B" or better in English Composition Honors or College Prep Literature Honors addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. This course is an intensive program that goes beyond the required English course. This includes extensive reading and writing of essays. Utilizing the workshop model, students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts focusing on the theme. Students will develop more sophisticated organizational schemes for written works and continue to write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions. Students produce a presentation utilizing complex research skills including documenting sources using Modern Language Association standards.

## **Literature College Prep- Fast Track**

Credit: 1.0

Prerequisite: Teacher Recommendation

Literature College Prep addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Utilizing the workshop model, students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts. Students write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions. Fast track students will benefit from an intensive focus on writing, additional supplemental texts, and more independent, self-directed tasks. Students should expect to devote four to six hours outside of class for weekly academic preparation.

## **Literature College Prep**

Credits: 1.0

Recommended: Teacher Recommendation

Literature College Prep addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Utilizing the workshop model, students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts. Students write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions.

## **Literature**

Credits: 1.0

Literature addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Utilizing the workshop model with guided questions and activities, students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts. Students write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions and research skills.

## **Advanced Placement English Language and Composition**

Credit: 1.0

Recommended: Teacher Recommendation

AP Language is an intensive, College Board sanctioned course. The College Board describes it as follows: “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.” Mandatory summer assignments will be included. Students who take this course must take and pay for the AP exam. Those who score well may earn college credit for a first-year composition course. Students should expect to devote roughly 5-6 hours each week to work outside of class time.

### **American Literature Honors**

Credit: 1.0

Recommended: Teacher Recommendation

The honors-level Language and Composition course closely echoes the skills and content of the AP course of the same name but is reduced in scope because it does not focus on preparing for the AP test. The CollegeBoard describes the course as follows: “The...English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.” Mandatory summer assignments will be included. Students DO NOT take the AP test at the end of the year, and no time will be devoted to test prep in class. Students should expect to devote roughly 5 hours each week to work outside of class time.

### **American Literature College Prep- Fast Track**

Credit: 1.0

Prerequisite Teacher Recommendation

American Literature College Prep focuses on developing proficiency in reading, writing, listening, and speaking. Students read, analyze and interpret various types of American literature. This course is intended to develop the skills necessary for success at college level English. Various types of writing are required during the year, culminating in The Decades Project, a large scale research project and oral presentation on a ten-year period in American history. Fast track students will benefit from an intensive focus on writing, additional supplemental texts, and more independent, self-directed tasks. Students should expect to devote four to six hours outside of class for weekly academic preparation.

### **American Literature College Prep**

Credits: 1.0

Prerequisite Teacher Recommendation

American Literature College Prep focuses on developing proficiency in reading, writing, listening, and speaking. Students read, analyze and interpret various types of American literature. This course is intended to develop the skills necessary for success at college level English. Various types of writing are required during the year, culminating in The Decades Project, a large scale research project and oral presentation on a ten-year period in American history. Students should expect to devote three to five hours outside of class for weekly academic preparation.

### **American Literature**

Credits: 1.0

American Literature addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Utilizing the workshop model and guided questions and activities, students read, analyze, and interpret various types of American literature and relate them to American history, other literature, and personal experiences. Coursework includes formal essays and reflective pieces as well as maintaining reader’s notebooks and writing sourcebooks. The culminating course project is a research paper on a ten-year period in modern American history using the Modern Language Association standards for documentation. Reading assignments include independent reading as well as course-assigned readings such as *A Gathering of Flowers* and *The Crucible*.

## **Advanced Placement English Literature and Composition**

Credit: 1.0

Recommended: Teacher Recommendation

AP Literature is an intensive, College Board sanctioned course. The College Board describes it as follows: “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.” Mandatory summer assignments will be included. Students who take this course must take and pay for the AP exam. Those who score well may earn college credit for a first-year composition course. Students should expect to devote roughly 5-6 hours each week to work outside of class time.

## **Honors Literature and Composition**

Credit: 1.0

Recommended: Teacher Recommendation

The honors-level Literature and Composition course closely echoes the skills and content of the AP course of the same name but is reduced in scope because it does not focus on preparing for the AP test. The College Board describes the course as follows: “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.” Mandatory summer assignments will be included. Students DO NOT take the AP test at the end of the year, and no time will be devoted to test prep in class. Students should expect to devote roughly 5 hours each week to work outside of class time.

## **British and World Literature College Prep- Fast Track**

Credit: 1.0

Prerequisite: Teacher Recommendation

British and World Literature College Prep addresses the Pennsylvania Content Standards of reading, writing, listening and speaking. Utilizing the workshop model, students read, analyze and interpret canonical British texts and well texts from around the world. These works are organized in thematic units that help students make connections between texts and their own lives. Students will read a variety of text styles, including fiction, poetry, non-fiction, historical texts, memoirs, and essays. Coursework also includes writing in a variety of modes, and students will produce argumentative, explanatory, and informational texts. Fast track students will benefit from an intensive focus on writing, additional supplemental texts, and more independent, self-directed tasks. Students should expect to devote three to five hours outside of class for weekly academic preparation.

## **British and World Literature College Prep**

Credits: 1.0

Prerequisite: Teacher Recommendation

British and World Literature College Prep addresses the Pennsylvania Content Standards of reading, writing, listening and speaking. Utilizing the workshop model, students read, analyze and interpret canonical British texts and well texts from around the world. These works are organized in thematic units that help students make connections between texts and their own lives. Students will read a variety of text styles, including fiction, poetry, non-fiction, historical texts, memoirs, and essays. Coursework also includes writing in a variety of modes, and students will produce argumentative, explanatory, and informational texts.

## **British and World Literature**

Credits: 1.0

British and World Literature addresses the Pennsylvania Content Standards of reading, writing, listening and speaking. Utilizing the workshop model, students read, analyze and interpret canonical British texts and well texts from around the world. These works are organized in thematic units that help students make connections between texts and their own

lives. Students will read a variety of text styles, including fiction, poetry, non-fiction, historical texts, memoirs, and essays. Coursework also includes writing in a variety of modes, and students will produce argumentative, explanatory, and informational texts.

## **ADDITIONAL ENGLISH CLASSES**

### **Drama I**

Credits: 0.5

Grades: 11-12

A semester course that focuses on learning more about the theater. Activities fall into four categories: history, stagecraft, script writing, and performance. Course work includes exploring the beginning of Western theater and producing a coordinating project. Students study basic design techniques and develop set designs appropriate for various scripts. Other assignments include studying the structure of drama, creating and performing monologues and simple scenes, and writing an original script using *A Raisin in the Sun* by Lorraine Hansberry as inspiration. Required performances include both scripted and improvisational monologues and scenes.

### **Film Analysis**

Credits: 0.5

Grades: 10-12

Lights! Camera! Action! This course exposes students to the greatest movies, the most influential directors, and the most respected actors and actresses of the film era. It offers a behind-the-scenes look at classic films, old and new. Classic directors (who may include Alfred Hitchcock, Frank Capra, Orson Welles, and Billy Wilder) and modern directors (who may include Mike Nichols, Mel Brooks, Steven Spielberg, Spike Lee, Ridley Scott, and M. Night Shyamalan) are studied, as are films representing a variety of genres and styles. The course also deals with such issues as censorship and discrimination in the movie industry. Classes involve lecture, viewing, discussion, and written analysis of the films.

### **SAT Verbal Preparation**

Credits: 0.5

Grades: 10-12

A semester course that develops the necessary competencies needed to maximize students' scores on the verbal section of the SAT. Using a variety of materials, the students will improve their skills in the areas of critical reading, vocabulary, grammar, context clues, roots, language conventions, and timed essay writing. Students will utilize diagnostic tests and practice tests to help prepare them for when they sit for the SAT. Skills practiced in class are reinforced with nightly homework.

### **Creative Writing**

Credits: 0.5

Grades: 9-12

A semester course that focuses on writing fiction, poetry, and on improving students' writing skills. Assignments include creating original poetry, short stories, fairy tales, memoirs, and tall tales. Opportunities will also be provided to engage in writing and editing skills related to publication.

### **Creative Reading**

Credits: 0.5

Grades 9-12

This course will provide students with access to Young Adult literature and the opportunity to engage in collaborative discussion. Various reading levels will be addressed through a wide variety of Young Adult genres in a reciprocal teaching format designed to foster a passion for reading. In addition to focusing on reading skills and appreciation of reading, this course emphasizes on the analysis of the author's craft. Students will collectively converse on and engage in the themes, motifs, symbolism, diction, plot structure and point of view of a text. As a key aspect of the process, each student will be coached on how to record observations in a journal in order to understand, analyze and make connections with works of fiction in the goal to make every student an active reader. Texts will be determined by grade level and classroom library.

## **Black Literature**

Credits: 1.0

Grades: 10-12

This English course is focused solely on literature written by black authors. Literature selections could include African, African American, Afro-Brazilian, Black British, Black Canadians, Caribbean, Haitian, and more. Students enrolled in this course will learn about each of the Black literary movements, and will use these movements as a starting point for academic discourse about the course texts. Through this course's content and literary skills, students will develop critical reading, writing, and analysis skills that are necessary for college success. Students will be expected to compose a variety of literary analyses and research essays that are supported by evidence. Students will examine novels, short stories, essays, plays, literary criticism, autobiographies, poems, speeches, nonfiction, and visual art created by Black authors.

## **Yearbook**

Credits: 1.0

Grades: 12

Prerequisite: Approval of instructor based on applications and interviews.

This year-long course is an intensive, project-based production of the school yearbook. This course focuses on goal setting, project deadlines, journalism, photography, and graphic design. Students will learn to use Adobe In Design for the creation of page layouts. Students should expect to engage in intensive journalistic writing.

# **MATHEMATICS**

**Graduation Requirement: Algebra I, Geometry, and Algebra II/Applied Math/Personal Finance**

## **Algebra I Honors**

Credit: 1.0

Grade: 8-9

Prerequisite: Teacher Recommendation

This course, aligned with state and national standards, formalizes the study of algebra in order to provide students with the skills and knowledge necessary for the study of higher level mathematics. Students will learn about operations with real numbers; linear expressions, equations and inequalities; exponents; data analysis and probability; coordinate geometry; functions and relations; systems of equations; radical expressions; polynomials; factoring; quadratic equations; and rational expressions. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. Mathematics concepts in this course will be covered in greater detail than Algebra I College Prep.

## **Algebra I College Prep – Fast Track**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course, aligned with state and national standards, formalizes the study of algebra in order to provide students with the skills and knowledge necessary for the study of higher level mathematics. Students will learn about operations with real numbers; linear expressions, equations and inequalities; exponents; data analysis and probability; coordinate geometry; functions and relations; systems of equations; radical expressions; polynomials; factoring; quadratic equations; and rational expressions. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Students will be challenged through the use of more complex problems and discovery activities requiring students to use prior knowledge mixed with higher order thinking skills to make their own conclusions. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

## **Algebra I College Prep**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course, aligned with state and national standards, formalizes the study of algebra in order to provide students with the skills and knowledge necessary for the study of higher level mathematics. Students will learn about operations with real numbers; linear expressions, equations and inequalities; exponents; data analysis and probability; coordinate geometry; functions and relations; systems of equations; radical expressions; polynomials; factoring; quadratic equations; and rational expressions. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

## **Algebra I College Prep – Part A**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course, aligned with state and national standards, is designed for students who need to revisit essential pre-Algebra I topics and those students who will benefit from a slower-paced curriculum. Students will learn about operations with real numbers; area and perimeter; proportional relationships; linear expressions, equations and inequalities; coordinate geometry; functions and relations; and systems of equations. Problem solving will be integrated throughout the course and will require students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. This course targets students who have demonstrated a need to have additional supports with math skills. This is a yearlong course.

## **Algebra I College Prep – Part B**

Credit: 1.0

Grade: 10

Prerequisite: Successful completion of Algebra I – Part A

This course, aligned with state and national standards, is designed for students who have successfully completed Algebra I – Part A and those students who will benefit from a slower-paced curriculum. Students will revisit the essential topics covered during Algebra I; linear expressions, equations and inequalities, coordinate geometry; functions and relations; and systems of equations. Students will also learn about exponents and square roots; polynomials; factoring and rational expressions; data analysis; and probability. Problem solving will be integrated throughout the course and will require students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. This course targets students who have demonstrated a need to have additional supports with math skills. This course is required to students who took Algebra I – Part A. Algebra I - Part A and Algebra I - Part B are considered as one math course. This is a yearlong course.

## **Geometry Honors**

Credit: 1.0

Grades: 9-10

Prerequisite: Teacher Recommendation

**NOTE: Students taking this course after Algebra I College Prep must take Algebra II Honors in 10<sup>th</sup> grade concurrently with Geometry Honors to complete the Honors Sequence before graduating.**

Aligned with state and national standards, this course covers topics from Euclidean geometry that include points, lines, planes, angles, congruence, parallel and perpendicular concepts, similarity, polygons, circles, area, volume, planar and spatial relationships, constructions, coordinate geometry, and right triangle geometry. Both inductive and deductive reasoning and methods of proof will be used to develop geometry as a mathematical system. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Strong Algebra I skills are essential and will be used to help develop topics in this course. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. Mathematics concepts in this course will be covered in greater detail than Geometry College Prep.

## **Geometry College Prep - Fast Track**

Credit: 1.0

Grades: 9-10

Prerequisite: Teacher Recommendation

Aligned with state and national standards, this course covers topics from Euclidean geometry that include points, lines, planes, angles, congruence, parallel and perpendicular concepts, similarity, polygons, circles, area, volume, planar and spatial relationships, constructions, coordinate geometry, and right triangle geometry. Some inductive and deductive reasoning and methods of proof will be used to develop geometry as a mathematical system. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. This course is designed to prepare students for college-level reasoning and communication of logical thought. Thus, emphasis will be placed in teaching students how to communicate the process of solution through effective writing, rather than simple procurement of answers. Additionally, this course is designed to address the essential knowledge and skills at greater depth with a broader scope and a faster pace as well as prepare students for math problems on standardized tests such as the ACT and SAT.

## **Geometry College Prep**

Credit: 1.0

Grades: 9-10

Prerequisite: Teacher Recommendation

Aligned with state and national standards, this course covers topics from Euclidean geometry that include points, lines, planes, angles, congruence, parallel and perpendicular concepts, similarity, polygons, circles, area, volume, planar and spatial relationships, constructions, coordinate geometry, and right triangle geometry. Some inductive and deductive reasoning and methods of proof will be used to develop geometry as a mathematical system. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

## **Geometry**

Credit: 1.0

Grade: 10

Aligned with state and national standards, this course covers topics from Euclidean geometry that include points, lines, planes, angles, congruence, parallel and perpendicular concepts, similarity, polygons, circles, area, volume, planar and spatial relationships, constructions, coordinate geometry, and right triangle geometry. Some inductive and deductive reasoning and methods of proof will be used to develop geometry as a mathematical system. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Solid Algebra 1 skills are essential and will be used to help develop topics in this course. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. Mathematics concepts in this course will be covered in a manner that will allow students the opportunity to reinforce and connect prior mathematics skills and concepts learned.

## **Algebra II Honors**

Credit: 1.0

Grade: 10-11

Prerequisite: Teacher Recommendation

This course thoroughly examines and applies the topics of algebra involving the real number system as well as introduces students to the complex number system. Topics will include: linear, quadratic, and exponential equations and inequalities; functions and relations; properties of exponents; complex numbers; data analysis and probability; systems of equations and inequalities; polynomials and factoring; radical and rational expressions and equations; sequences and series; logarithms; along with applications of key topics in geometry. Problem solving applications, as well as cooperative learning activities, will be emphasized. Homework and class work will be assigned on a regular basis. Mathematics concepts in this course will be covered in greater detail and at a faster pace than Algebra 2 College Prep. At the end of the

course, students will be introduced to some initial topics in pre-calculus. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

### **Algebra II College Prep - Fast Track**

Credit: 1.0

Grade: 10-11

Prerequisite: Teacher Recommendation

This course thoroughly examines and applies the topics of algebra involving the real number system as well as introduces students to the complex number system. Topics will include: linear, quadratic, and exponential equations and inequalities; functions and relations; properties of exponents; complex numbers; data analysis and probability; systems of equations and inequalities; polynomials and factoring; radical and rational expressions and equations; sequences and series; logarithms; along with applications of key topics in geometry. Problem solving applications, as well as cooperative learning activities, will be emphasized. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. This course is designed to prepare students for college-level reasoning and communication of logical thought. Thus, emphasis will be placed in teaching students how to communicate the process of solution through effective writing, rather than simple procurement of answers. Additionally, this course is designed to address the essential knowledge and skills at greater depth with a broader scope and a faster pace as well as prepare students for math problems on standardized tests such as the ACT and SAT.

### **Algebra II College Prep**

Credit: 1.0

Grade: 10-11

Prerequisite: Teacher Recommendation

This course thoroughly examines and applies the topics of algebra involving the real number system as well as introduces students to the complex number system. Topics will include: linear, quadratic, and exponential equations and inequalities; functions and relations; properties of exponents; complex numbers; data analysis and probability; systems of equations and inequalities; polynomials and factoring; radical and rational expressions and equations; sequences and series; logarithms; along with applications of key topics in geometry. Problem solving applications, as well as cooperative learning activities, will be emphasized. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

### **Algebra II**

Credit: 1.0

Grade: 11

This course thoroughly examines and applies the topics of algebra involving the real number system as well as introduces students to the complex number system. Topics will include: linear, quadratic, and exponential equations and inequalities; functions and relations; properties of exponents; complex numbers; data analysis and probability; systems of equations and inequalities; polynomials and factoring; radical and rational expressions and equations; sequences and series; logarithms; along with applications of key topics in geometry. Problem solving applications, as well as cooperative learning activities, will be emphasized. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. Mathematics concepts in this course will be covered in a manner that will allow students the opportunity to reinforce and connect prior mathematics skills and concepts learned.

## **CALCULUS COURSES**

\*\*\*NOTE: Highly recommended if pursuing college or university studies after high school and/or majoring in mathematics or science careers\*\*\*

### **Pre-Calculus Honors**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

This course lays a foundation for further studies in fields such as engineering, physical sciences, mathematics, or finance. The first semester of this course extends the topics of Algebra II to include further study of complex numbers, curve sketching, exponents, logarithms, and series and sequences. Additional topics include the study of polynomials and limits

of functions. The second semester will address the trigonometric functions and their properties, solutions of triangles, inverse functions, identities, polar graphs, trigonometric equations and applications. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Strong Algebra II skills are essential and will be used to help develop topics in this course. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. Mathematics concepts in this course will be covered in greater detail and at a faster pace than Pre-calculus.

### **Pre-Calculus**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

This course lays a foundation for further studies in fields such as engineering, physical sciences, mathematics, or finance. The first semester of this course extends the topics of Algebra II to include further study of complex numbers, curve sketching, exponents, logarithms, and series and sequences. Additional topics include the study of polynomials and limits of functions. The second semester will address the trigonometric functions and their properties, solutions of triangles, inverse functions, identities, polar graphs, trigonometric equations and applications. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Strong Algebra II skills are essential and will be used to help develop topics in this course. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

### **Calculus**

Credit: 1.0

Grade: 12

Prerequisite: Pre-calculus and Teacher Recommendation

Calculus studies the science of mathematics at the college level. While this course reviews and extends skills and topics studied in previous mathematics courses, it is devoted to develop the study of calculus as an examination of the “instantaneous rate of change” of objects in the physical world. Course topics include the study of limits of functions, derivatives, applications of derivatives, some integration, and some applications of integration. Problem solving applications will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Strong higher-level algebra skills are essential and will be used to help develop topics in this course. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

### **Advanced Placement Calculus AB**

Credit: 2.0 (Double Period)

Grades: 12

Prerequisite: Pre-calculus Honors and Teacher Recommendation

AP Calculus AB studies the science of mathematics at the college level. This course is devoted to develop the study of calculus as an examination of the “instantaneous rate of change” of objects in the physical world. Topics include: elementary functions and their properties, limits and functions, differentiation, integration, and applications of differential and integral calculus. Problem solving applications are an essential part of the course and will require the students to apply the skills and concepts learned. Students in this course will be required to take the national Advanced Placement Calculus test for which they may receive college credit, dependent upon score and college requirements. In addition, students will be required to complete a research project and presentation covering topics studied in the course. A graphing calculator will be used on a regular basis to assist with developing concepts of the course and is needed for the national exam.

### **Advanced Placement Calculus BC**

Credit: 2.0 (Double Period)

Grades: 12

Prerequisite: Pre-calculus Honors and Teacher Recommendation

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of this course are limits, derivatives, integrals, the

Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

## **ADDITIONAL MATH COURSES**

**\*\*\*NOTE: Highly recommended if pursuing college or university studies after high school and/or majoring in math or science careers\*\*\***

### **Statistics**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

This course introduces students to the basic concepts of probability and statistics. Methods of data collection, representation, and analysis, as well as measures of central tendency and variation, will be developed. Statistical topics include regression and correlation as well as sampling distributions. Probability topics include independent and dependent events, compound events, normal probability distributions, and counting principles. Real-life applications, cooperative learning activities, and career connections will be emphasized. Homework, class work activities, and application projects will be assigned on a regular basis. Technology, including computers, calculators, internet sources, etc., will be utilized to facilitate research analysis and representation of student-selected topics.

### **Trigonometry and Advanced Algebra**

Credit: 1.0

Grade: 11-12

Prerequisite: Teacher Recommendation

This course is designed to build a solid foundation of trigonometric skills and concepts as well as reinforce and extend the study of algebraic concepts and skills from prior mathematics courses. Trigonometric functions and their properties will be introduced and developed. Algebra topics will include: linear, quadratic, and exponential equations and inequalities; graphs and functions; polynomials and factoring; a variety of nonlinear functions; sequences and series; and systems of equations and inequalities. Real-world applications and cooperative learning activities will be used to develop concepts of the course. Homework and class work will be assigned on a regular basis. Graphing calculators will be used on a regular basis to assist with developing concepts of the course.

### **Applied Mathematics**

Credit: 1.0

Grade: 12

Prerequisite: Teacher Recommendation

**NOTE: Students enrolled in this course must receive both teacher and guidance counselor recommendation.**

This course focuses on the application of mathematical skills and concepts in real-world problem-solving situations such as personal/business finance and consumer and career applications. Course content will include topics from all five mathematics anchors: numbers and operations; measurement; geometry; algebra; and data analysis and probability. Homework, cooperative learning activities and application projects will be assigned on a regular basis. Calculators will be used on a regular basis to assist with developing concepts of the course.

### **SAT Math Preparation**

**\*\*\*NOTE: This course is offered for elective credit only, not for mathematics credit toward graduation. SAT Math Prep will be offered to 10<sup>th</sup> - 12<sup>th</sup> grade students ONLY.\*\*\***

Credit: .5

Grades: 10-12

Prerequisite: Teacher Recommendation

This semester course is designed to help prepare students for the mathematics section of the SAT exam as well as to improve their overall mathematical skills. Emphasis is placed on general test-taking skills and strategies, improving mathematical abilities and accuracy, and developing logical reasoning skills. Course topics include a wide variety of skills

and concepts from algebra, geometry, and data analysis. Practice examination exercises will be utilized on a regular basis. Graphic calculators will be used on a regular basis to assist with developing concepts of the course.

### **Personal Finance**

Credit: 0.5

Prerequisite: none

Grade: 9 -12

This course, aligned with state and national standards, is design to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. Problem solving will be integrated throughout the course and will require students to apply the skills and concepts learned. Homework and classwork will be assign on a regular basis. Technology will be use on a regular basis to assist with developing concepts of the course. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. This is a one-semester class.

## **SCIENCE**

### **Graduation Requirement: Environmental Science, Biology, Chemistry**

### **Environmental Science Honors**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course analyzes the complex interactions between humans and their environment. Students will study Earth's systems, the human influence upon these systems and examine their place within the environmental structure. Topics will include: biochemical cycles, energy flow, limiting factors, species population, community, freshwater and terrestrial ecology, use of natural resources, pollution and contemporary environmental issues. Students will use case studies and laboratory investigations to develop an understanding of the interactions of plants and animals with their environment. Students will develop laboratory skills (i.e. dissection skills, use of microscope). Formal lab reports are required. Students can expect to initiate and conduct a long term independent project such as development and maintenance of an environmental science website. Study time for this course is 20-30 minutes per night.

### **Environmental Science College Prep – Fast Track**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course examines the complex interactions between humans and their environment. Students should gain a broader understanding of the natural world and their place within it. Topics of study will include: biochemical cycles, energy flow, limiting factors, species population, community, freshwater and terrestrial ecology, use of natural resources, pollution and contemporary environmental issues. Students will use case studies and laboratory investigations to develop an understanding of living things with their environment. Students will develop laboratory skills (i.e. experimental design & investigation). Fast track students will benefit from an intensive focus on more independent, self-directed projects and tasks. Study time for this course is minimum 25-30 minutes per night.

### **Environmental Science College Prep**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course examines the complex interactions between humans and their environment. Students should gain a broader understanding of the natural world and their place within it. Topics of study will include: biochemical cycles, energy flow, limiting factors, species population, community, freshwater and terrestrial ecology, use of natural resources, pollution and contemporary environmental issues. Students will use case studies and laboratory investigations to develop an understanding of living things with their environment. Students will develop laboratory skills (i.e. dissection skills, use of microscope). Study time for this course is 15-25 minutes per night.

### **Environmental Science**

Credit 1.0

Grade: 9

This course examines the complex interactions between humans and their environment. Students should gain a broader understanding of the natural world and their place within it. Topics of study will include: biochemical cycles, energy flow, limiting factors, species population, community, freshwater and terrestrial ecology, use of natural resources, pollution and contemporary environmental issues. Students will use case studies and laboratory investigations to develop an understanding of living things with their environment. Cooperative learning activities will be emphasized. Study time for this course is 10-20 minutes per night

### **Advanced Placement Biology**

Credit 2.0

Grades: 11-12

Prerequisite: Teacher Recommendation and honor grades in honors biology and honors chemistry

This is a college level course in Biology designed for students who intend to major in science in college. This course is also designed for those interested in a career in science or technology. This course is held two periods each school day. The curriculum consists of topics and experiments required by the College Board to prepare for the AP Biology test. Students will be required to take the ETS/College Board AP Biology test in May. A score of three or higher may result in college credit. This is an intense course that will require a minimum of one hour or more of study time per night to be successful. An independent project in biology is required for the 4th marking period. Summer work is required. Students who enroll must see the instructor before leaving for summer vacation to pick up summer study materials. It is recommended that students scored a proficient or advanced on their Biology Keystone Exam.

### **Biology Honors**

Credit 1.0

Grade: 10

Prerequisite: Teacher Recommendation

Honors Biology is an in depth survey course that analyzes the concepts of modern biology. Students will conduct laboratory experiments, collect and analyze data, and research appropriate topics related to biology. Topics of study include: the nature of life, cells, energy, homeostasis, genetics, evolution, and the human body. Students will use microscopes, computers, and other lab equipment to perform experiments and to participate in dissection. Students will relate biology concepts to current research and advancements in biology and related sciences. Formal lab reports are required.

### **Biology College Prep - Fast Track**

Credit 1.0

Prerequisite: Teacher Recommendation

Students will examine the fundamental concepts of biology. Students will conduct laboratory experiments, collect and analyze data, and research appropriate topics related to biology. Topics will include: nature of life, cells, genetics, evolution, and the human body. Students will use microscopes, computers, and other lab equipment to perform experiments and participate in dissections. Required study time is 15 to 30 minutes per night. All students will prepare for and take a Keystone Biology exam at the end of this course.

### **Biology College Prep**

Credit 1.0

Grade: 10

Prerequisite: Teacher Recommendation

Students will examine the fundamental concepts of biology. Students will conduct laboratory experiments, collect and analyze data, and research appropriate topics related to biology. Topics will include: the nature of life, cells, genetics,

evolution, and the human body. Students will use microscopes, computers, and other science lab equipment to perform experiments and participate in dissections. Informal lab reports are required.

## **Biology**

Credit 1.0

Grade: 10

This course stresses scientific thinking, problem solving, and the importance of biology in daily life. Topics include: the nature of life, the structure and functions of cells, genetics, evolution, nutrition and diseases (communicable and inherited) and the human body. Special attention will be given to biology as it relates to the individual, society and the environment. Real-world applications and cooperative learning activities will be emphasized. Technology will be integrated into the course when appropriate. Study time for this class is 10 to 30 minutes per night.

## **Advanced Placement Chemistry**

Credit 2.0

Grades: 11-12

Prerequisite: Teacher Recommendation, Biology Honors and Chemistry Honors

This course is equivalent to an introductory college course in chemistry. AP chemistry requires complex applications of algebra. The lab component of the course requires professional-style writing of laboratory reports. The curriculum outline is set by the College Board to be equivalent to a full year (two semesters) of university chemistry. Students will be required to take the ETS/College Board Chemistry test in May. This course is designed for those interested in a career in science or technology. The course is held two periods per day. Students can expect a minimum of one hour or more of study per night. Summer work is required. All enrolling students must meet with the instructor prior to summer recess.

## **Chemistry Honors**

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation and Biology Honors

Students will learn the fundamental concepts and theories in chemistry. Students will investigate chemistry concepts and problem solving using dimensional analysis; use calculators, charts and graphs to record and analyze data collected in the laboratory; research topics related to chemistry; and use lab equipment to perform experiments. Students will relate chemistry concepts to current research and advancements in chemistry and related sciences. Study time for this class is 30 to 50 minutes per night.

## **Chemistry College Prep - Fast Track**

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

This course examines concepts and theories in chemistry including matter, atomic structure and bonding, balancing and completing reactions, gas laws and energy change. The course stresses scientific thinking and the importance of chemistry in daily life with practical applications. Students will use laboratory equipment, record and analyze data and observe chemical processes. Real-world applications and cooperative learning activities will be emphasized. Study time for this course is 20-30 minutes per night.

## **Chemistry College Prep**

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

This course examines the fundamental concepts and theories of chemistry. Topics of study will include: atomic theory, chemical bonding, matter and its changes, nomenclature, stoichiometry, dimensional analysis, problem solving and scientific calculations. Students will develop laboratory skills, collect and analyze data as well as research topics related to chemistry. Study time for this course is 20-40 minutes per night.

## **Chemistry**

Credit 1.0

Grades: 11-12

This course examines concepts and theories in chemistry including matter, atomic structure, and bonding, balancing and completing reactions, gas laws and energy changes. The course stresses scientific thinking and the importance of chemistry in daily life with practical applications. Students will use laboratory equipment, record and analyze data and observe chemical processes. Real-world applications and cooperative learning activities will be emphasized. Study time for this class is 20-30 minutes per night.

## **ADDITIONAL SCIENCE CLASSES**

**It is highly recommended that students pursuing post-secondary education and/or majoring in math or science careers should take four years of science**

### **Physics**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

The fundamental concepts of modern physics will be explored. Topics include: mechanics, matter, heat, sound, optics, electricity and magnetism. Physics is for students who are interested in college or additional training after high school. Required study time is 15 to 30 minutes per night.

### **Honors Physics**

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation and the student **must be** scheduled or have completed Trigonometry/Advanced Algebra II, pre-calculus, or calculus

Honors Physics is a survey course that introduces students to the fundamental concepts and theories of classical and modern physics. Topics include Newtonian mechanics, matter, heat, sound, light, nuclear physics, optics, electricity and magnetism. Students can also expect to initiate and conduct a long-term independent project such as development of a physics oriented website or construction of a solar powered device. Students will also utilize MS Excel and other software for analysis of laboratory data. This course is designed for those students interested in a career in science or technology. Required study time for this course is 20-40 minutes per night.

### **AP Physics C Mechanics:**

Credit: 1.0

Grade: 12

Prerequisite: AP Physics C course requires concurrent enrollment in calculus as a minimum prerequisite for acceptance.

AP Physics C Mechanics is a calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation and oscillation. This course is equivalent to the introductory physics course taken by science and engineering students at college. Taking Physics C Mechanics will give an in depth knowledge in Newtonian Mechanics. This lab based class will be of great benefit to those who are thinking of majoring in physics or engineering. Laboratory experience must be part of the education of AP Physics students. Students must design experiments, observe and measure real phenomena, organize, display, and critically analyze data, analyze sources of error and determine uncertainties in measurement, draw inferences from observations and data; and communicate results. Students are required to keep copies of this work and any other work from previous lab experience

### **Anatomy/Physiology**

Credit 0.5

Grades: 10-12

Prerequisite: Teacher Recommendation

This is an elective course. Students will investigate the organ systems of the body, their structural parts, and the functions of each organ and organ system. Diseases that affect these systems are also studied. Laboratory activities include dissections of animal structures that are analogous to human organs. Physiological studies into circulatory, renal, and respiratory systems are included. This course is helpful for those students who wish to pursue a career in health care. Real-world applications and cooperative learning will be emphasized. Study time for this course is 30 minutes per night.

## **Forensics**

Credit 0.5

Grades: 10-12

Prerequisite: Teacher Recommendation

The focus of this course will be applying biology, chemistry, and physical science principles and practices to criminal justice. Some of the topics covered will be evidence collection, fingerprints, document analysis, pathology, odontology, ballistics, trace evidence, biological fluids, DNA and forensic psychiatry. Students will investigate major crimes in terms of the forensics used and how forensic science has improved over time.

## **Robotics**

Credit 0.5

Grades: 12

Prerequisite: A GPA of 3.5 or above, teacher recommendation and a passing a placement test prior to enrollment.

This is an introductory course in robotics available for high school students. Students apply mathematical and problem-solving skills in real life situations by designing robots. Required essential design skills include wiring the robot, attaching the gear system and connecting sensors. Students learn and develop basic programming skills to program a robot for a specific task. While promoting STEM activities, the course also offers the opportunity to collaborate, compete and think critically. *Tetrix* and *Lego Mindstorm* kits are utilized as the design parts.

# **SOCIAL STUDIES**

**Graduation Requirement: Law and Government, World History, American History**

## **Law & Government Honors**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on six themes: the federal government, state & local government, community & political action groups, the judicial system, international relations, and the US & global economic systems. Course topics will focus upon current issues and engage students in the opportunities of active citizenship. Students will analyze historical documents, utilize geographic information systems (GIS) software, participate in discussion forums, simulate stock trading, and other methods to demonstrate mastery of content. Instruction shall align with Pennsylvania's 9<sup>th</sup> & 12<sup>th</sup> grade civics and economics standards.

## **Law & Government College Prep - Fast Track**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on six themes: the federal government, state & local government, community & political action groups, the judicial system, international relations, and the US & global economic systems. Course topics will focus upon current issues and engage students in the opportunities of active citizenship. Students will analyze historical documents, participate in discussion forums, and other methods to demonstrate mastery of content. Instruction shall align with Pennsylvania's 9<sup>th</sup> & 12<sup>th</sup> grade civics and economics standards.

## **Law & Government College Prep**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on five themes: the federal government, state & local government, the judicial system, international relations, and the US & global economic systems. Course topics will focus upon current issues and engage

students in the opportunities of active citizenship. Students will acquire skills in problem solving, multimedia research, personal financing, written, oral, and internet communication, and primary source analysis. Instruction shall align with Pennsylvania's 9<sup>th</sup> & 12<sup>th</sup> grade civics and economics standards.

### **Law & Government**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on four themes: the federal government, state & local government, the judicial system, and the US & global economic systems. Course topics will focus upon current issues and engage students in the opportunities of active citizenship. Students will acquire skills in problem solving, multimedia research, personal budgeting, written, oral, and internet communication. Instruction shall align with Pennsylvania's 9<sup>th</sup> & 12<sup>th</sup> grade civics and economics standards.

### **Advanced Placement World History**

Credit: 1.0

Grade: 10

Prerequisite: Teacher Recommendation

Advanced Placement World History: Modern- students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation (AP Central). The course will culminate with the Advanced Placement examination in May.

### **World History Honors**

Credit: 1.0

Grade: 10

Prerequisite: Teacher Recommendation

This course explores important themes, culture, events, and people in history in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on the development of the civilization in these regions will also be studied. In addition, the use of primary source documents will be presented, analyzed, and synthesized. Students are expected to have strong research and writing skills as research papers and essay writing assignments are utilized.

### **World History College Prep - Fast Track**

Credit: 1.0

Grade: 10

Prerequisite: Teacher Recommendation

This course explores important themes, culture, events, and people in history since ancient times. These topics will be studied in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on the development of the civilization in these regions will also be studied. The class will proceed at a pace that allows in-depth study of each region. In addition, the use of primary source documents will be presented and analyzed. Students are expected to have a solid foundation in research and writing skills that will enable the student to create presentations and complete various types of writing assignments.

### **World History College Prep**

Credit: 1.0

Grade: 10

Prerequisite: Teacher Recommendation

This course explores important themes, culture, events, and people in history since ancient times. These topics will be studied in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on

the development of the civilization in these regions will also be studied. In addition, the use of primary source documents will be presented and analyzed. Students are expected to have a solid foundation in research and writing skills.

### **World History**

Credit: 1.0

Grade: 10

This course explores important themes, culture, events, and people in history since ancient times. These topics will be studied in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on the development of the civilization in these regions will also be studied. In addition, the use of primary source documents will be presented and analyzed.

### **Advanced Placement United States History**

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

Advanced Placement U.S. History will survey the history of the United States of America from approximately 1492 to modern times. The focus of this course provides students with the opportunity to develop an understanding of the major themes in American history, to train students to analyze historical evidence and to develop the ability to express their learned knowledge both orally and in writing. This class approximates an introductory lecture and discussion seminar course typically taken at the college/university level. In addition, the course seeks to prepare students to complete the AP US History exam successfully. The current Advanced Placement program in United States History corresponds to the most recent developments in history curricula at the undergraduate level. At the college level, history is increasingly seen in broad perspectives, with teaching methods geared toward incorporating a broad range of material, including literature and art to tell in dramatic fashion, the unfolding of history that is fundamentally important to understanding the world in which we live. This class emphasizes themes: political institutions, behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. The course will be conducted in a lecture/discussion format. Students will frequently be responsible for presenting independently gathered information and opinions to the class. All students are expected to take the AP Exam given in May.

### **American History College Prep - Fast Track**

Credit 1.0

Grade: 11

Prerequisite: Teacher Recommendation

American History College Prep is designed to introduce the students to the major events and personalities that had a significant impact on our nation's historical, political, and cultural development post-1877. A thematic approach will cover the topics of changing migration and industrialization, the emergence of modern America, economic growth and turmoil post World War I, the Great Depression, World War II, the 50's through the 90's, and the movement towards the new century. The class will proceed at an increased pace that allows the breadth and width of these topics to be covered. Furthermore, students will acquire and sharpen a variety of skills including outlining, notetaking from lectures, research and writing to prepare them for future success in a post-secondary level institution. A variety of supplemental activities will be required in each of these skill areas. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

### **American History College Prep**

Credit 1.0

Grade: 11

Prerequisite: Teacher Recommendation

American History College Prep is designed to introduce the students to the major events and personalities that had a significant impact on our nation's historical, political, and cultural development post American Civil War. A thematic approach will cover the topics of changing migration and industrialization, the emergence of modern America, economic growth and turmoil post World War I, the world at war, the 50's and 60's, and the movement into the new century. Students will acquire and sharpen a variety of skills including outlining, research and writing to prepare them for future endeavors. A variety of supplemental activities will be required in each of these skill areas. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

## **American History**

Credit 1.0

Grade: 11

The American History course is designed to introduce the students to the major events and personalities that had a significant impact on our nation's historical, political, and cultural development post American civil war. A thematic approach will cover the topics of changing migration and industrialization, the emergence of modern America, economic growth and turmoil post World War I, the world at war, the 50's and 60's, and the movement into the new century. Students will acquire and sharpen a variety of skills including outlining, understanding vocabulary, basic map usage, interpretation, and writing to prepare them for future endeavors. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

## **ADDITIONAL SOCIAL STUDIES COURSES**

### **Advanced Placement European History**

Credit: 1.0

Grade: 12

Prerequisite: Teacher Recommendation

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility to teach certain topics of their choice in depth. Classwork entails directed reading, subjective/objective examination, class discussions, research papers/projects, and oral presentations to develop the skills of comprehension, analysis of materials, study habits, and written/verbal expression.

### **Advanced Placement Psychology**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Recommendation

The Advanced Placement Course for Psychology is offered to students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. It is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and animals. This course studies human development, behavior, learning, motivation, and personality. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. The course will be conducted in a lecture/discussion format. Students will frequently be responsible for presenting independently gathered information and opinions to the class. All students are expected to take the AP Exam given in May.

### **Psychology**

Credit: 0.5

Grades: 10-12

Psychology is a semester academic course that provides students with the opportunity to explore their own individual feelings and thoughts as well as examine the major subdivisions in the field of general psychology. Students will start out the semester by examining psychology as a science. As the semester progresses, students will have the opportunity to survey the areas of developmental psychology and abnormal psychology.

### **Current Issues**

Credit: 0.5

Grades: 9-12

Students will see how the decisions of today will impact the world of tomorrow. Students can expect to be involved in class discussions, cooperative learning, and traditional teaching methods. Media resources will be incorporated daily including newspapers, Up-Front Magazine, laptop computers, Internet research and various films based on themes in current events.

### **African American History**

Credit: 0.5

Grades: 10-12

The African American History elective course examines the origins of African American people in continental Africa and traces the black experience in America to the present. Emphasis will be placed on African roots, the transition to slavery, the Civil War, Reconstruction and its aftermath, the period of Jim Crow, Black Nationalism, African American participation in the World Wars, and the modern Civil Rights movement. Students will study vocabulary, basic map usage and interpretation, outlining, researching, and writing. A variety of supplemental activities will be required in each of these skill development areas. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

### **Sociology**

Credit: 0.5

Grades: 10-12

The Sociology elective course is based on the study of people and society. Students will be required to address and assess various hypothetical and real life experiences related to human and societal behaviors. Sociology covers many issues including race relations, gender inequality, poverty and wealth, crime and violence, sexuality, and alcohol and drugs. Students will share their thoughts and opinions through written responses, group discussions, research projects, and group/individual presentations. National and William Penn School District Social Studies Standards form the basis of the course.

### **Economics**

Credit: 0.5

Grades: 10-12

The Economics course will combine the best of mathematics, social studies, business education, technology, language arts, and family and consumer science skills to teach life-long, practical lessons in finance by managing a hypothetical \$10,000 class stock portfolio. The course will teach and reinforce essential skills and concepts like critical thinking, decision-making, cooperation, collaboration, communication, along with independent and group research. Students participating in the course not only learn about investing in the stock market, but discover how to work together with classmates by organizing materials, negotiating decisions, and cooperating with each other to achieve success. Students acquire advanced level knowledge of technology.

### **Youth Court**

Credit: 0.5 or 1.0

Grades: 9-12

This course will provide students with the opportunity to serve on the Penn Wood High School Youth Court. Youth Court will serve as an alternative means of resolving disciplinary issues amongst the student body. It is a completely student run program that gives its' members the opportunity to become leaders within the school. The students will serve in multiple roles throughout the year helping to set up, run and improve the system in place. Students will participate in disciplinary hearings when cases are forwarded to the court by the school administrator. The class will provide exposure and knowledge of the criminal justice system, while encouraging peers to make good decisions in the school community. Youth Court seeks to change the entire school environment into one that supports positive decision making rather than punishment as a means of behavioral change.

# FAMILY AND CONSUMER SCIENCE

## **Contemporary Living**

Credit 0.5

Grades: 9

Prerequisite: N/A

Developed by the Federal Reserve Bank of Philadelphia, this course will teach the importance of financial literacy, personal goal setting, realistic choices about resources and income management. Students will learn about stocks, credit cards, bank accounts, auto loans and insurance, career options, goal setting, identity theft, and other financial topics necessary for successful entry into adult life. Students will prepare a budget and manage a checking account and will take an assessment prepared by the Federal Reserve Bank of Philadelphia.

# ART

## **2D Art**

Credit: 0.5

Grades: 9

Prerequisite: N/A

Two-Dimensional Art includes any art that is flat. This includes drawing (pencil, pastel, marker, ink, oil pastels), painting (tempera, acrylic, and watercolor), and printmaking. We will focus on drawing from observation, and realistic drawing, combined with color theory and composition. We will learn many tricks that will help us to do this better. Everyone can improve their drawing skills and enjoy this art class. This class is a prerequisite for 3D Art (offered in the Spring at Cypress).

## **3D Art**

Credit: 0.5

Grades: 9

Prerequisite: 2D Art

Three-Dimensional Art includes any art that is not flat. In this class we will use materials such as paper mache, wire, clay, cardboard, paint and plaster to create our projects. We will get our hands dirty, so be prepared to do so. Prerequisite: successful completion of 2D Art, or a recommendation from an Art Teacher.

## **Introduction to Drawing**

Credit 0.5

Grades: 10-12 (GAC)

In this semester long course, students will learn fundamental techniques to draw accurately from direct observation. Topics cover a variety of subjects to draw ranging from the figure to self-portraits and perspective. Students will develop skills in drawing accuracy, proportion and shading. Students learn to work with a variety of drawing materials including colored pencils, charcoal and drawing pencils. This course is recommended for students interested in advancing to the Studio Level Portfolio Courses and/or planning to study art, fashion, or other design related field in a post-secondary setting.

## **Studio Portfolio I**

Credit 1.0

Grades: 10-12 (GAC)

Prerequisite: Successful completion of 2D Art, Introduction to Drawing or permission of the instructor  
This year long intermediate level art course is open to students with drawing experience and a strong interest in improving their art skills. The purpose of this course is to further the development of students' skills with a variety of media while developing portfolio pieces suitable for submission to college art programs. Topics include drawing and painting from observation while developing skills with a variety of media including colored pencil, pastels, charcoal and various inks and drawing pencils. Students will also learn to paint with oils and watercolors. In the first semester, particular emphasis will be given to composition, perspective and value. In the second semester students learn about various properties of color as they

continue to work primarily from direct observation. This course is recommended for students considering taking Studio Portfolio II.

## **Studio Portfolio II**

Credit 1.0

Grades: 11-12 (GAC)

Prerequisite: Successful completion of Studio Portfolio I or teacher recommendation

This purpose of this year long class is to provide students with instruction in advanced topics in painting and drawing with an emphasis placed on building a portfolio suitable for admission to college art programs.

Students will gain increasing autonomy in their art production as well as specifically selected assignments to fulfill art school portfolio requirements. On-going topics will include developing a body of work that demonstrates competence with the elements and principles of art. Oil and watercolor painting techniques will be explored in depth. This class is strongly recommended for students interested in taking Advanced Placement Studio Art and/or pursuing a post-secondary program in the visual arts and design.

## **Studio Portfolio III**

Credit 1.0

Grades: 11-12 (GAC)

Prerequisite: Successful completion of Studio Portfolio I, II or teacher recommendation

This purpose of this class is to provide advanced students with time in the art studio to focus on building their portfolios to help gain admission and possibly scholarships to competitive art colleges. Similar to Advanced Placement Studio Art, students will be encouraged to design their own project rubrics and homework assignments to create a body of self-directed artwork over the course of the year. Students will have access to the still life setups in the room and to the off-site drawing locations that occur during the year. This class is strongly recommended for students interested in pursuing a post-secondary program in visual arts and design.

## **Advanced Placement Studio Art: Drawing**

Credit 1.0

Grades: 11-12 (GAC)

Prerequisite: Studio Portfolio II. Teacher permission required.

Advanced Placement Studio Art is a year-long course designed for the highly motivated student who wishes to pursue a **college level** study of art while still in secondary school. Students passing the portfolio evaluation (24 pieces), as set forth by the College Board, may receive college credit. This class involves **significantly** more time and commitment than other art classes. Students produce a body of work that demonstrates a theme throughout twelve pieces, while also working on a body of twelve pieces that show considerable breadth in approach and technique. Individualized instruction enables students to pursue a direction of personal significance while meeting requirements of the AP course. Students serious about this course are required to speak with Ms. Grunt in their junior year. Summer assignments and significant amounts of additional course work required.

## **Independent Study in Drawing and Painting**

Credit 0.5

Grades: 11-12

Prerequisite: Studio Portfolio I

The purpose of this course is to provide individualized instruction for advanced students requiring additional time in the art studio to develop their art portfolio. Assignments will be designed to strengthen students' portfolios by building upon their existing work. Students will work on drawing and painting from observation and have input into more choice-based projects. Students will build upon their art skills and synthesize a body of work with a coherent theme. Additional course work studying various artists and art movements will be required.

## **Art Intern: Drawing**

Credit 0.5

Grades: 12

Prerequisite: Introduction to Drawing

The purpose of this course is to give students an opportunity to learn about running and maintaining an art studio. Interns assist with a variety of tasks to help maintain the studio, as well as develop skills in assisting students who may need additional

help. Successful completion of Introduction to Drawing allows the intern to anticipate and apply techniques learned in class to assist students in the Intro level as directed by the teacher. This course is strongly recommended for students considering teaching as a profession, as well as those interested in establishing an art practice that requires studio maintenance.

### **Ceramics I**

Credit 0.5

Grades: 10-12

This semester long course is an introduction to the techniques, materials, and equipment used to work with the medium of clay. Students explore a variety of approaches to create both functional and sculptural ceramics art. Each project in the class is designed to increase students' skill in a variety of hand building techniques such as pinching, coiling, and slab construction. Students also learn about surface decoration, cold finishes, glazing, and kiln firing their work. A ceramics journal is required for homework, class notes, sketches for projects, and written assignments.

### **Ceramics II**

Credit 0.5

Grades: 10-12

Prerequisite: Ceramics I

This semester long course builds on the skills introduced in Ceramics I. Students learn more advanced techniques for the construction and surface design of ceramic forms, including an introduction to throwing on the pottery wheel. Students continue to explore and expand upon their skills with more challenging functional and sculptural projects to further their understanding of ceramics as a means of artistic expression. Students are expected to demonstrate growth in problem solving, concept development, and critical thinking. A ceramic journal is required for homework, class notes, sketches for projects, and written assignments. Assessment includes a research project on a ceramic artist or art historical movement.

### **Independent Study in Ceramics**

Credit 0.5

Grades: 11-12

Prerequisite: Ceramics I and II

This semester long class enables highly motivated ceramics students to create advanced work while working independently on self-designed projects. Students will develop an area of concentration within ceramics to be used as a means of self-expression while refining their technical skills. Students are required to maintain a ceramics journal for sketches and written analysis of both their own work and the work of other ceramics artists. Independent Study students also learn about and assist with clay reclamation and firing the kilns. A short research project related to their chosen areas of ceramic exploration is also required.

### **Art Intern: Ceramics**

Credit 0.5

Grades: 12

Prerequisite: Ceramics I and teacher permission

The purpose of this course is to give students an opportunity to learn about running and maintaining a ceramics art studio. Interns assist with a variety of tasks to help maintain the studio, such as clay recycling, equipment and supply maintenance, and assisting the teacher with loading and firing the kiln. In addition, interns develop skills in assisting students who may need additional help. Successful completion of Ceramics I allows the intern to anticipate and apply techniques learned in class to assist students as directed by the teacher.

## **MUSIC**

### **Beginning Band**

Credit: 0.5

Grades: 9-10

This course provides an opportunity for any student to learn a band instrument. Students may choose from one of the following band instruments (based on availability): flute, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, or xylophone (Drums are not taught).

**Band** Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Recommendation

**This course consists of both marching and concert band.** Students participate in halftime shows, marching competitions, concerts, pep rallies, parades, and other community functions. Requirements for band include a two-week long summer band camp (usually the first two weeks of August), evening rehearsals (usually 6 hours per week from September through November, 3 hours per week thereafter), evening and weekend performances. The grade for this course includes both participation and individual performance aspects.

### **Choir**

Credit: 0.5

Grades: 9-12

Choir is a non-auditioned group and is open to any student who has an interest in singing. Choir students do not necessarily read music, and will learn skills needed to sing in Concert Choir. **Performances and rehearsals outside of the school day are required.**

## **TECHNOLOGY AND BUSINESS**

### **Computer Technology I**

Credit:0.5

Grades:9-12

This introductory course gives students a core competency in computer concepts and the Microsoft Windows Operating System. Proficiency with computer and software applications gives the high school student a competitive edge—they complete their academic work more efficiently and effectively. Students will have hands-on experience completing real-world projects as they explore the popular computer software tools for communication and productivity: Microsoft Word, Microsoft PowerPoint and Microsoft Excel. Each application is introduced and students are acquainted with its use in creating documents for academic, personal and professional situations. In this class, students will format academic papers in the MLA documentation style, create simple multi-media presentations, and explore basic spreadsheets and graphs. This is a performance class where students are assessed as they complete the tasks of creating documents—as they are learning by doing.

### **Computer Technology II**

Credit: 0.5

Grades 10-12

Prerequisite: Computer Technology I

This advanced course exposes students to higher level computer concepts and applications. It allows them to apply their knowledge of Microsoft Word, Microsoft PowerPoint and Microsoft Excel skills to a variety of Google Applications and Web 2.0 Tools. Applications include, but are not limited to: Google Docs, Google Sheets, Google Slides, Google Maps, Google Sketchup, Weebly, Aminoto, Prezi, Picasa, Microsoft Movie Editor, and many more. Advanced proficiency with these computer software and applications demonstrates how a student might present information in different ways: to explain, to persuade, and to present perspectives. Projects in these applications are presented and students learn more about the tools and productivity features of each application. Students create advanced multi-media presentations using animation and sound, and explore other areas of creativity. This is a performance class where students are assessed as they apply the skills needed to use these applications and software. This class is a project based, hands on class where students learn by doing.

### **Desktop Publishing**

Credit: .5

Grades 9-12

Prerequisite: Computer Technology I

Students learn graphic design concepts and master software as they learn about business communications. This course goes beyond word processing, allowing the student the ability to create more complex, custom documents and prepare them for commercial printing. Projects expose students to a wide variety of marketing materials and the ability to repurpose content to web pages. Students learn to work with picture editing tools, typography, templates, master pages, and the tools to prepare digital files for high-quality printing. This is a performance class where students are assessed as they complete the tasks of creating documents—as they are learning by doing.

### **Web Page Design**

Credit: 0.5

Grades: 11-12

Prerequisite: Computer Technology 2 or Algebra 1

This course will challenge each student as they learn the code to produce web pages for the Internet. Students will learn to code in the programming language, Hypertext Markup Language (HTML). Students will learn how to place text and images on a page. Students will learn to create hyperlinks and email links. Students will learn how to create tables on a web page. This is a lab-type, project-based classroom. Students will be required to create many independent web pages. This is a performance class where students are assessed as they complete the tasks of creating documents—as they are learning by doing.

### **Accounting I**

Credit 1.0

Grades 11-12

Prerequisite: Students enrolled in lower leveled mathematic classes must have the permission of the instructor to take this course.

In this course, students will learn how to plan, keep, analyze and interpret financial records. Students will learn basic bookkeeping skills for businesses organized as sole proprietorships and partnerships. Students will prepare actual accounting statements and complete simulations for departmentalized merchandising businesses organized as corporations. Students will study the financial organizational structure of a corporation including payroll, general accounting adjustments, acquiring capital, depreciation, stocks, bonds and financial analysis and reporting. Students will also prepare personal and business income tax returns. Accounting is a requirement for all business majors in college. Due to the rigorous pace and content of this course, students must be enrolled in College Prep mathematics courses or higher.

### **Business Law**

Credit: 0.5

Grades 9-12

This course explores and analyzes the laws that pertain to business and everyday life. The information provided in this class will enable students to recognize their rights and responsibilities as workers and as citizens. Ethics, contracts, workers' compensation insurance, credit laws, bankruptcy, wills and estates and other various business related topics are some of the topics covered in this course. This class is an excellent opportunity to explore a college business discipline before college.

### **Entrepreneurship**

Credit: 0.5

Grades 9-12

This course explores the skills needed to start and a business successfully. It touches briefly on each of the major business disciplines, management, marketing, finance, and business law. Students work through the necessary steps in creating a business plan to submit to potential investors. This class is an excellent opportunity to explore a possible career in business.

### **On the Job Training (OJT)**

Credits: 0.5-3.0

Grade: 12

Prerequisite: Grade level credit status; counselor and coordinator approval

The OJT course raises awareness of real life work issues that students will encounter in the modern day workforce. OJT is offered to twelfth grade students who are currently meeting all milestones for graduation. This course enables students to be employed, earn money, and receive appropriate credits while working. Students will complete hours of work experience outside of school, acquiring first-hand knowledge about the workforce and gaining employable skills. The instructor guides students, answering questions and providing them with advice as to how to handle various employment situations, so that

students develop the requisite skills to be successful in the workplace. Students are to meet with the work study coordinator throughout the year. The work study coordinator will also contact and visit the student's place of employment. If a student does not maintain good academic standing, s/he may be dropped from the program.

### **Cooperative Education**

Credits: 0.5

Grades: 11-12

Cooperative Education is a half semester course that allows students to explore the endless opportunities for future careers. Students will research occupations based upon their personal interests using search engines such as O-Net (<https://www.onetonline.org/>) and Career Zone (<https://www.pacareerzone.org/>). Students will also engage in activities pertaining to career acquisition, such as the completion a professional resume and cover letter to be used for future job searches. Students will also learn about the job interview process as well as be interviewed by the instructor as part of their quarterly assessment. Finally, students will learn about financial literacy, safety in the workplace, as well as other topics relevant to working in the 21<sup>st</sup> century.

### **AP Computer Science and Principles**

Credit: 1.0

Grades: 11-12

Prerequisite: Computer Technology 1

AP Computer Science Principles is a full year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course is not a tour of current events and technologies. Rather, this course seeks to provide students with a “future proof” foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture.

## **WORLD LANGUAGES**

*It is highly recommended that students pursuing college or university studies after high school take at least two years of a foreign language*

### **Spanish I**

Credit: 1.0

Grades: 9-12

The primary aim of the first year course is to learn to pronounce and understand simple Spanish. Basic vocabulary and grammatical elements are practiced in realistic situations.

### **Spanish II**

Credit: 1.0

Grades: 9-12

Prerequisite: Successful completion of Spanish I

This course reinforces the basics of Spanish I. The emphasis is still on the skills of speaking and listening, with more reading and writing. Current aspects of Hispanic culture are explored through films, magazines and student projects.

### **Spanish III**

Credit: 1.0

Grades: 10-12

Prerequisite: Successful completion of Spanish II

This course reinforces core content material from Levels I and II after which students will move on to expand their skills in reading, writing and speaking. Speaking in conversational and practical settings is emphasized. Students will increase their active vocabulary and improve their reading and writing skills. Cultural experiences and individual projects are considered essential.

## **Spanish IV**

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of Spanish III

Great emphasis is given to oral proficiency in everyday situations. A review of structure is developed through reading literature, periodical material, writing letters and essays. Individual and group projects and a short research project are required.

## **Advanced Spanish**

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of Spanish IV and teacher recommendation

Creative writing and spontaneous conversation are stressed in this advanced course. Hispanic literature, using magazines, novels and collections of essays, is read. Students explore individual areas of interest, including business applications, Spanish art, history, and sociology. Students are expected to do all work in Spanish. A research project and oral presentations are required.

## **Advanced Placement Spanish Language**

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of Advanced Spanish or Spanish IV and teacher recommendation

This course is essentially a continuation of Advanced Spanish. Creative and spontaneous expression is developed. Students will be working on individual projects of special interest. Preparation for the Advanced Placement Spanish Language Test - Language will be stressed. All work in this course will be done in Spanish. The A.P. examination is required as the final exam.

## **French I**

Credit: 1.0

Grades: 9-12

Prerequisite: N/A

The goal of French I is to build the students' proficiency in the French language by focusing on communication with accuracy. Students learn basic grammar and pronunciation and demonstrate their knowledge both in writing and in spoken word. Students will learn to read and comprehend passages written in basic French. Through various visual media, students come to know and appreciate French culture. One long-term project on culture and one descriptive written project are required.

## **French II**

Credit: 1.0

Grades: 9-12

Prerequisite: Successful completion of French I

In this course, students will learn to communicate and to express themselves effectively on many aspects of daily life: meeting people, inviting friends, going out together, ordering food and choosing clothes. They will also be able to describe past events and talk about plans for the future. The history, customs, and traditions of people who live in the French-speaking world are presented through video, readings, and projects. A travel brochure about a trip to France and a project about French foods are requirements of this course.

## **French III**

Credit: 1.0

Grades: 10-12

Prerequisite: Successful completion of French II

This course emphasizes speaking in conversational and practical settings while providing a complete review of basic grammar. Students will also read literature, survey the masterpieces of French art, and write about personal reactions and experiences. Mini-projects using PowerPoint followed by class presentations, and cross-cultural comparisons are also part of the requirements of this course.

## **French IV**

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of French III

This course reviews and refines previously acquired skills, as students concentrate on contemporary French life in their reading and conversation. Highlights of French history and literature are also included. Students write about personal reactions and experiences with a more analytical approach. Students will also be required to engage in classroom discussions

## **Advanced French**

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of French IV and teacher recommendation

Critical thinking, creative writing, and spontaneous conversation are stressed in this course. French literature is read and discussed. While an emphasis is placed on reading and writing, students learn to speak French with new confidence through discussions of current topics and prepared speeches. All work in this course will be done in French. A short research project is required.

## **Advanced Placement French Language**

Credit: 1.0

Grades: 11-12

Prerequisite: successful completion of Advanced French or French IV and teacher recommendation

This course is essentially a continuation of Advanced French. Creative and spontaneous expression is developed. Students will be working on individual projects of special interest. Preparation for the AP French Language exam will be stressed. All course work will be done in French. The AP exam is required as the final examination.

# **PHYSICAL EDUCATION AND HEALTH**

## **Graduation Requirement: Physical Education and Health- 1 Semester**

### **Physical Education**

Credit: 0.5

Grades: 10-12

This course will focus on team sports, such as volleyball, floor hockey, touch football, soccer, basketball, and softball. Students will also participate in activities that can be played either as an individual or as a team such as badminton and tennis. Individual exercise such as distance running, endurance training, and strength training, will also be offered. Twenty percent of each student's grade is a result of two written exams. Exams will cover the history, rules and regulations, and strategy of the activities the students participated in.

### **Basketball**

Credit: 0.5

Grades: 10-12

Students enrolled in this course will learn the game of basketball and practice the skills designed each day to promote wellness. This course will introduce basic skills and techniques of basketball. Students practice shooting, passing, dribbling, footwork, rebounding, defense, and combining individual offensive and defensive techniques into play patterns. At the end of each quarter there will be an assessment given to determine and evaluate the student's overall knowledge of basketball rules and strategies, skill level, and technique. The student is required to have sneakers and athletic attire in order to participate. **Note:** This physical education elective class is recommended for all students in 11th – 12th grades who want to advance their physical education skills.

## **Strength and Conditioning**

Credit: 0.5

Grades: 11-12

This is a course offered only for those with a strong interest in improving their physical potential. Students work out on a daily basis to reach their goal. Students will work somewhat at their own skill level, but many of the exercises will be physically demanding.

The purpose is to develop power, coordination and quickness as well as muscle strength and endurance all of which will prepare the student for a variety of activities of sports. Along with this will be a goal of improving balance, agility, flexibility, running and jumping form as well as explosiveness. Included in this course will be an emphasis on stretching to increase flexibility and plyometric training.

## **Life Fitness**

Credit: 0.5

Grades: 11-12

Students will understand how individual choices affect their wellness now and throughout their life. The focus of the class is an interconnection between healthy habits and disease prevention. Students will also receive CPR training. Students will also improve their physical health and well-being. Students will assess their current level of fitness, interpret what it means, and learn to write a fitness plan that will be specific to their needs and interests. Students will also learn basic fitness techniques that will be used in a variety of activities such as lifting weights, stretching exercises, cardio respiratory exercises and individual activities.

# **HEALTH**

## **Graduation Requirement: Health- 1 Semester**

## **Health**

Credit: 0.5

Grades: 9-12

This course provides a comprehensive approach to health by motivating students to stay safe and healthy. The class also informs students how to reduce health risks, and practice wellness habits. Students will receive advanced instruction in decision making skills, human growth and development, disease control, HIV and AIDS, drug education, and nutrition. Students will be required to analyze trends in the spread of disease, calculate caloric intake, develop age appropriate activities for the different stages of childhood development, and develop strategies for living a healthy life. Two research projects are also required. Students who are able to take Health in grade 9 will have the ability to incorporate physical education activities into their coursework.

# **DELAWARE COUNTY TECHNICAL SCHOOLS**

*Students interested in applying for the Technical Schools must contact their respective high school counselor and fill out an application. Acceptance is not guaranteed.*

Students accepted by the Delaware County Technical School will spend one-half day at Penn Wood High School where they will receive the mandated courses for all high school students and the other half-day at the technical school where they will study the specific course in their chosen field. Upon successful completion of the requirements of Technical school and Penn Wood High School, these students graduate from Penn Wood High. Transportation will be provided free of charge to the Vo-Tech school. **Students who elect to attend the Vocational school and are accepted must remain at the vocational school for the entire academic year. These students may not transfer back to full time attendance at Penn Wood High School until the next year.**

## **Offered Programs:**

### **School of Construction Technology**

- Building Trades, Carpentry, Electrical Construction Technology, HVAC and Plumbing, Welding

**School of Hospitality, Tourism and Human Services**

- Cosmetology, Culinary Arts, Early Childhood Education

**School of Logistics, Distribution, and Transportation**

- Automotive Technology, Collision Repair Technology, Logistics and Inventory Management

**School of Health and Biosciences**

- Biomedical Technology and Laboratory Sciences, Dental Occupations, Emergency and Protective Services, Exercise Therapy and Sports Sciences, Health Sciences, Medical Careers

**School of Engineering and Computer Science**

- Advertising Design and Commercial Art, Management Information Systems, Computer Networking and Digital Forensics, Engineering and Robotics

• Appendix I

**PENN WOOD HIGH SCHOOL  
GUIDANCE DEPARTMENT  
ROSTER CHANGE REQUEST**

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_ HOMEROOM NUMBER AND TEACHER NAME: \_\_\_\_\_

CHANGES AND/OR CORRECTIONS OTHER THAN THE ONES STATED BELOW WILL NOT BE CONSIDERED!

- *Did the student not take the prerequisite for the current class, such as Spanish II before taking Spanish III?*
- *Was the student placed in the wrong academic level of a class? For example, the student is in 12<sup>th</sup> grade English class, but did not pass English 11.*
- *Has the student already taken the course?*
- *Is the student missing a major subject (all students are required to take English, Math, Science, and Social Studies class)?*
- *Is the student missing a class period?*

PLEASE IDENTIFY THE SPECIFIC ROSTER PROBLEM IN THE SPACE PROVIDED:

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***\*\*\*Until this problem is resolved, students must follow the current schedule.\*\*\****

STUDENT'S SIGNATURE: \_\_\_\_\_

PARENT'S/GUARDIAN'S SIGNATURE: \_\_\_\_\_

COUNSELOR RESPONSE: \_\_\_\_\_

• Appendix II

**Penn Wood High School  
Guidance Department  
Request to Drop/Change a Course**

Student's Last Name: \_\_\_\_\_ Student's First Name: \_\_\_\_\_

I.D. Number: \_\_\_\_\_ Date: \_\_\_\_\_

The above named student is requesting permission to drop \_\_\_\_\_ from his/her current schedule. (course title)

Reason for dropping class is: \_\_\_\_\_

\_\_\_\_\_  
(student's signature)

Current Academic Grade: \_\_\_\_\_ Current Days Absent: \_\_\_\_\_

Check if Appropriate:

\_\_\_\_\_ All class assignments are complete

\_\_\_\_\_ Extra help was given after school (students must stay a minimum of 3 weeks)

Please list the dates help was given:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ Student has given his or her best effort

He/she has worked diligently and has completed all assignments, but has not been successful. The teacher recommends that he/she drop the course. *If the teacher does not support this request, please state the reason on the back.*

\_\_\_\_\_  
(teacher's name: print)

\_\_\_\_\_  
(teacher's signature)

\_\_\_\_\_  
(date)

The parent/guardian, of the above mentioned student, supports the request of dropping this course.

\_\_\_\_\_  
(parent's/guardian's name: print)

\_\_\_\_\_  
(parent's/guardian's signature)

\_\_\_\_\_  
(date)

The counselor, of the above mentioned student, supports the request of dropping this course. *If the counselor does not support this request, please state the reason on the back.*

\_\_\_\_\_  
(counselor's signature)

\_\_\_\_\_  
(date)

The following administrator agrees with the recommendation above and approves the student's request.

\_\_\_\_\_  
(administrator signature)

\_\_\_\_\_  
(date)