

# Council Rock School District



## PROGRAM PLANNING GUIDE 2024-2025

**Council Rock High School North**  
**Council Rock High School South**

**Council Rock School District**  
The Chancellor Center  
30 N. Chancellor Street  
Newtown, PA 18940  
(215) 944-1000

## COUNCIL ROCK SECONDARY SCHOOLS - ADMINISTRATION AND COUNSELORS

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## FOREWORD TO STUDENTS AND PARENTS

Students will soon be selecting a program of studies for **2024-2025**. This is an especially important task that will involve some significant decisions and choices. It is also imperative that the courses selected are consistent with future educational and vocational goals. To be of assistance with this planning, the following activities are scheduled:

1. Discussion in classrooms of course offerings in each academic area.
2. Special presentations by teachers and department coordinators regarding specific courses and programs.
3. An evening meeting for parents to give an overview of the educational program at the high school.
4. Student conferences with counselors to discuss and select courses. Counselors are also available to discuss course selection with parents at their request.

Caution can be an important ingredient in the selection process. A student's study habits and skills are not likely to change drastically over the summer or as a result of entering the next grade level. The schedule of courses should be challenging enough to encourage academic growth, but not so demanding that the student becomes overwhelmed and discouraged. Students have four years in which to fulfill graduation and post-high school entrance requirements or gain entry level job skills.

Students will choose a program in January/February and bring a copy home for parents to review and sign. In addition, a listing of requested courses will be available on the Home Access Center. You are advised to read carefully the Guidelines for Program Planning and the Schedule Change Procedure. Course changes after the initial selections made in January/February become increasingly difficult to make. Therefore, the attention to planning a program at this time is extremely important.

**Please note that although a wide variety of courses are described in each academic area in this booklet, it is possible that certain courses could be canceled, closed, or offered through virtual learning/shuttle courses depending on enrollment and/or district resources.**

# COUNCIL ROCK HIGH SCHOOL GRADING & REQUIREMENTS

## Grading and Marking System

There are four marking periods for a yearlong course. Semester courses will have two marking periods. Each marking period will be distinct from each other marking period with an assigned grade reflecting only that period's scholastic achievement. The value of a final exam is twenty-five percent of the fourth marking period grade for a yearlong course, or twenty-five percent of the second marking period grade in a semester course. Only final grades are reflected on the student's transcript. Students have a **weighted** grade point average and class rank expressed in deciles.

**The grading system for all courses is:**

**A** = Excellent

**B** = Good

**C** = Average

**D** = Below Average

**F** = Failing

**IN** = Incomplete Coursework

**NG** = No Grade Earned

**W** = Withdrawn with a grade of "C" or better

**WD** = Withdrawn with a grade of "D" at time of departure from class

**WF** = Withdrawn with a grade of "F" at time of departure from class

| Marking Period Grading |    |                   | Final Grade Guidelines for Full Year & Alt Day Courses |             | Final Grade Guidelines for Semester Courses |             |
|------------------------|----|-------------------|--|-------------|---|-------------|
| Percent Ranges         |    | MP Quality Points | Total Points   | Final Grade | Total Points                                | Final Grade |
| 97.50→100              | A+ | 12                | 46-48  | A+          | 23-24                                       | A+          |
| 91.50→97.49            | A  | 11                | 42-45  | A           | 21-22                                       | A           |
| 89.50→91.49            | A- | 10                | 38-41  | A-          | 19-20                                       | A-          |
| 87.50→89.49            | B+ | 9                 | 34-37  | B+          | 17-18                                       | B+          |
| 81.50→87.49            | B  | 8                 | 30-33  | B           | 15-16                                       | B           |
| 79.50→81.49            | B- | 7                 | 26-29  | B-          | 13-14                                       | B-          |
| 77.50→79.49            | C+ | 6                 | 22-25  | C+          | 11-12                                       | C+          |
| 71.50→77.49            | C  | 5                 | 18-21  | C           | 9-10  | C           |
| 69.50→71.49            | C- | 4                 | 14-17  | C-          | 7-8   | C-          |
| 67.50→69.49            | D+ | 3                 | 10-13  | D+          | 5-6   | D+          |
| 61.50→67.49            | D  | 2                 | 6-9  | D           | 3-4   | D           |
| 59.50→61.49            | D- | 1                 | 4-5  | D-          | 2   | D-          |
| 0.00→59.49             | F  | 0                 | 2-3  | D- or F     | 1   | D- or F     |
|                        |    |                   | 0-1  | F           | 0   | F           |

The total quality points earned is the primary, but not exclusive, factor used in determining the final grade for a course. A marking period failure in a semester course or multiple marking period failures in a full year or alternate day course may impact the final grade calculation.

Occasionally, a numerical average is not the best indication of a student's progress. The teacher's subjective judgment is considered a valid element in student evaluation. The teacher, to more accurately represent the student's achievement, therefore, may adjust the final grade. The adjustment can be made in either of the following ways:

A higher final grade – is given which more accurately represents a student's achievement than the average marking period grade.

A lower final grade – is given which more accurately represents a student's achievement than the average marking period grade. A written explanation will be provided.

## **Grade Point Average**

This system will calculate a weighted GPA for students using the enclosed scale. The procedure for the computation of the weighted grade point average is as follows:

1. All letter grades are converted to a numerical weight as per the chart below.
2. GPA for each year is determined by dividing the total of course grade points by the total of attempted credits.
3. At the end of each school year, GPA is computed and is cumulative beginning with grade 9.

### **GPA Guidelines:**

Weighted GPA is calculated for students using the following scale:

|                   | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>F</b> |
|-------------------|----------|----------|----------|----------|----------|
| AP                | 4.8      | 4.3      | 3.3      | 1.8      | 0        |
| Honors/Gifted     | 4.5      | 4.0      | 3.0      | 1.5      | 0        |
| Accelerated       | 4.2      | 3.4      | 2.4      | 1.2      | 0        |
| All Other Courses | 4.0      | 3.0      | 2.0      | 1.0      | 0        |

## **Rank-in-Class**

A student's rank-in-class will be reflected through a percentile system. In addition, Council Rock does not provide an individual student ranking. A complete procedure statement concerning rank-in class is on file in the Counseling Center, where further information can be obtained. A student can contact their counselor for their decile information.

## Requirements for Graduation

Grades 9, 10, 11, 12

**A minimum of 23 credits must be satisfactorily completed in grades 9, 10, 11, and 12 to qualify for a Council Rock High School diploma. The credits must include:**

|                              |                        |  |
|------------------------------|------------------------|--|
| <b>ARTS &amp; HUMANITIES</b> | <b>2<br/>credits</b>   | Arts & Humanities include all electives in Art, English, World Language, Family & Consumer Sciences, Technology & Engineering, Music, and Social Studies |
| <b>ENGLISH LANGUAGE ARTS</b> | <b>4<br/>credits</b>   | This requirement includes 1 credit of English 9, 1 credit of English 10, 1 credit of English 11 and 1 credit of an English elective.                     |
| <b>HEALTH</b>                | <b>0.5<br/>credit</b>  |  |
| <b>MATHEMATICS</b>           | <b>3<br/>credits</b>   |  |
| <b>PHYSICAL EDUCATION</b>    | <b>1.5<br/>credits</b> |  |
| <b>SCIENCE</b>               | <b>3<br/>credits</b>   |  |
| <b>SOCIAL SCIENCE</b>        | <b>3<br/>credits</b>   | This requirement includes 2 credits of American Civilization, and 1 credit of World History.   |
| <b>REQUIRED ELECTIVES</b>    | <b>6<br/>credits</b>   |  |
| <b>Total</b>                 | <b>23<br/>credits</b>  |  |

Exceptions to these requirements may be granted by the superintendent with the provisions of the Curriculum Regulations of the Pennsylvania State Board of Education. A minimum of five credits is required to enter grade 10, eleven credits to enter grade 11, and seventeen credits to enter grade 12.



# STATE AND FEDERAL ACCOUNTABILITY REQUIREMENTS

## Career Readiness

As part of the federal Every Student Succeeds Act (ESSA) of 2015, all Pennsylvania students are required to show evidence of completion of career exploration and preparation activities through elementary, middle and high schools. The district collects evidence of student learning in grades 3 through 11. By the end of their junior year, all 11<sup>th</sup> grade students are required to have 20 pieces of evidence collected from their academic experiences in grades 3-11.

## Keystone Exams

The Pennsylvania State Keystone Exams meet the requirements of the federal Every Student Succeeds Act (ESSA) of 2015. As part of the federal accountability required by the ESSA, all Pennsylvania public school students must participate in the statewide exams by 11th grade. The Keystone Exams are end-of-course assessments designed to assess proficiency in various subjects. Students enrolled in Algebra I, Biology and English 10 will take the Keystone Exam in May, as an end-of-course exam, as per Department of Education regulations.

## PA Act 158 of 2018 Graduation Requirements

The Pennsylvania Department of Education requires all students in the Class of 2023 and beyond to fulfill one of the five Act 158 pathways in order to be eligible for graduation.

1. Keystone Proficiency: Demonstrate proficiency on each of the three exams (Algebra, Biology, Literature)
2. Keystone Composite: Earn a combined score of 4452 or better in aggregate for the three Keystone Exams. Students must take all three exams to qualify for this pathway
3. Career and Technical Education (CTE) Concentrator:

| Required:   | One of the Following Options:  |
|---|--|
| Demonstrate completion of Keystone trigger course associated with each Keystone Exam in which the student did not demonstrate proficiency | <ul style="list-style-type: none"><li>● Attainment of an Industry-Based Competency Certification related to CTE program of study,</li><li>● Demonstrate high likelihood of success on an approved industry-based competency assessment no later than by the end of 11th grade, or the first semester of 12th grade if enrolled in a 1-year program,</li><li>● Demonstrate readiness for continued meaningful engagement in CTE Program of Study no later than the end of 11th grade, or the first semester of 12th grade if enrolled in a 1-year program</li></ul> |

4. Alternative Assessment:

| Required:   | One of the Following Options:   |
|---|---|
| Demonstrate completion of Keystone trigger course associated with each Keystone Exam in which the student did not demonstrate proficiency | <ul style="list-style-type: none"> <li>● Attain an established score on an approved alternative assessment,</li> <li>● Attain an established score on an Advanced Placement program exam in an academic content area associated with each Keystone Exam,</li> <li>● Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam</li> <li>● Successful completion of a pre-apprenticeship program</li> <li>● Acceptance in an accredited non-profit institution of higher education and evidence of the ability to enroll in college-level coursework.</li> </ul> |

5. Evidence-Based: Demonstrate completion of Keystone trigger course associated with each Keystone Exam in which the student did not demonstrate proficiency AND provide three pieces of evidence as noted below.

| Section 1<br>(Must have 1 piece of evidence from this section)  | Section 2<br>(No more than two pieces of evidence from this section)  |
|---|---|
| <ul style="list-style-type: none"> <li>● Attain an established score on the ACT WorkKeys</li> <li>● Attain an established score on an Advanced Placement exam</li> <li>● Attain an established score on an IB program exam</li> <li>● Successful completion of a concurrent enrollment course</li> <li>● Successful completion of a postsecondary course</li> <li>● Attain an industry-recognized credential</li> <li>● Accepted to an accredited other-than-4-year non-profit institution of higher education with evidence of ability to enroll in college-level credit-bearing coursework</li> </ul> | <ul style="list-style-type: none"> <li>● Attain a score of proficient or advanced on a Keystone Exam</li> <li>● Satisfactory completion of an approved service-learning project (Students may submit two service-learning projects)</li> <li>● Certificate of successful completion of an internship, externship, or cooperative education program</li> <li>● Satisfactory compliance with the NCAA core courses for college-bound student athletes</li> <li>● Guarantee of full-time employment</li> </ul> |

If you have any questions regarding the pathways to graduation, please see your counselor.

# GUIDELINES FOR PROGRAM PLANNING

## Course Selection

It is desirable that all students give very serious consideration to departmental guidelines which will be discussed in classes. These are designed to assist the student in selecting a realistic program of studies. These guidelines may be waived in special cases by a counselor after a review of student data and conference(s) with the subject matter teacher. **Course changes after the initial choices in January/February become increasingly difficult to make.** Therefore, the attention to planning a program at this early time is extremely important. Students will be required to select substitute choices for elective courses and alternate day courses.

The most valid guidelines for selection of elective courses are the individual student's aptitudes as reflected by his or her degree of success in previous courses, and level of interest and motivation. The stronger the student's high school record, the greater the opportunity for advancement in the future. Therefore, the student should take the most demanding program of studies that can be handled successfully. A student who elects courses based on their lack of intellectual demand is obviously shortchanging himself/herself. Likewise, choosing advanced levels of courses for which the student has shown little aptitude at this particular stage of his/her development is not advisable.

The teacher in many cases will recommend a specific course based on performance, test scores and other objective data. Teacher recommendations have proven to be invaluable and highly reliable. If the parent overrides the teacher recommendation, a form is completed, signed by the parent, and placed in the student file.

Parents and students should be familiar with the following basic guidelines in scheduling:

1. To elect a sequential course a student should have achieved average or above average grades in the preceding related courses.
2. Every student must complete a full schedule of six periods each semester. Exceptions may only be granted at the discretion of the principal.
3. Every student should regularly review his/her school record for the past few years. The record indicates areas of strength and areas of weakness. He/she should discuss them with parents and counselors, and consider them when planning his/her school program.
4. No override may be reversed until after the third week of school.
5. **If a student withdraws from a class after college applications have been sent, a letter will be sent to the college notifying it of the change.**

## Recommended Course Selection For Higher Education

Higher education takes on many forms, ranging from on-the-job training and vocational-technical education to college and university preparation. Most high school students who wish to continue their education after high school can find an institution where they can be accepted for admission. Colleges vary widely in their admission requirements. When studying admission requirements for specific colleges, one should note whether certain courses are "required" or "recommended."

Recommended means that certain courses are preferred but not necessary for admission. Some colleges have no specific high school courses which are required for admission. Generally, the following is a strong guideline for

college preparatory study. Keep in mind that some colleges do not require all these subjects and that some colleges require more.

#### **Recommendations within grades 9-12:**

- **English** - 4 years minimum
- **Social Studies** - 3 years minimum
- **Mathematics** - 3 years minimum
- **Science** - 3 years (lab science) minimum
- **World Language** - 2 years minimum
- Colleges consider a final grade of “C” or better as a minimum standard.

### **Course Override Process**

In January, teachers make recommendations for the following year’s placement. These recommendations are discussed during a counselor/student course selection meeting in January/February. All students are scheduled for courses at the level recommended by their teacher.

If a parent/student would like to override a teacher recommendation, they must contact their child’s counselor to indicate such, after the conclusion of the third marking period and before April 5th, the course selection deadline. At this time, you/your child will be provided with a Parent/Student Override form, which ensures effective communication among all parties involved. Submission of completed form is required to finalize the override request.

### **Schedule Change Procedure**

Students must make firm choices in electing courses during program planning. Serious attention should be given to the “Guidelines” described in this booklet. The parent/guardian should approve course selections by signing the Student Course Election (SCE) sheet. All changes requested after this must be in writing (from the parent) and processed through the counselor. Staffing, class size and master schedule implications require minimizing course changes.

- Opening week-Schedules are changed to correct computer errors only.
- 2nd and 3rd weeks-Recommendations of teacher/counselor (when space permits) which are professionally judged to be of clear educational benefit to the student (i.e., transfer changes, changes in intended college majors, changes for misplaced students, etc.). No parent/guardian override to a teacher’s scheduling recommendation may be reversed in the first three weeks of school.
- 4th week-**W, WD and WF** designations are required on any change that has teacher/counselor approval: moves within the same discipline will generally involve dialogue from sending to receiving teacher.
- 5th week-**WD, WF** designations are required on all changes. (Requests to leave a course with a “C” or better grade will be denied unless extenuating circumstances exist. **Administrative approval will be required.**)
- Schedule changes to courses that are entirely “new” to the student will not occur after the third full week of school.

## ALTERNATIVE PROGRAMS & EDUCATIONAL OPPORTUNITIES

### Advanced Placement Program (AP)

Advanced Placement (AP) classes are equivalent to university level courses. They are rigorous and are taught at an accelerated pace. Students will be expected to read and write in a critical fashion, analyze data, synthesize ideas, solve problems, and evaluate issues. Students should realistically expect a substantial amount of homework. Those who elect AP courses should be academically talented, highly motivated, and have a strong inclination for the subject. The students are encouraged to take the national standardized Advanced Placement Test offered by the College Board.

ALL ADVANCED PLACEMENT COURSES ADHERE TO COLLEGE BOARD REQUIREMENTS. AP courses are offered in European, World, and United States History, English, Psychology, Calculus, Computer Science, Statistics, Biology, Chemistry, Physics, Environmental Science, Music Theory, French, German, Spanish World Languages, Art History, and Studio Art.

### Alternative Programs for High School Credit

There are occasions when a student may wish to obtain academic credit to fulfill graduation requirements or for personal enrichment. All courses taken for credit must be submitted to the student's counselor for approval by the district coordinator and building principal prior to enrollment in order to ensure the granting of Council Rock High School credit or the acceptance of credit by the Council Rock School District. It is important to note that courses taken outside of Council Rock are not counted in the calculation of grade point average. Students may not accelerate their sequence of study without approval from the district coordinator. Only courses needed to fulfill graduation requirements will be included on the transcript. Approval must be submitted by **May 1<sup>st</sup>**.

Options for these classes are listed below:

1. Summer School
2. Private Tutoring
3. Standard Evening High School
4. Bucks County Community College
5. Private Accredited Evening and Day Schools

Please note, students who wish to take their Physical Education requirement outside of Council Rock must complete the course by the first day of school in the year that it is required. **No online class will be accepted or approved as an appropriate alternative to Physical Education 9-11-12.** Students must fill out an 'Alternative Request Form' available in the counseling office and obtain approval prior to starting this course.

### Bucks County Community College High School Enrichment Program

Occasionally, a student may choose to schedule a course(s) at Bucks County Community College (BCCC), which requires special scheduling and administrative approval. Interested students should see their counselor for information regarding eligibility for enrollment, as the college has specific requirements for participation in this program. (This is not Dual Enrollment)

## **College Accelerated Program (CAP)**

Council Rock students who gain admission to college at the end of their junior year can receive their Council Rock diploma with their original class by substituting appropriate college credits for remaining graduation credits. Students interested in this program should obtain further information from their counselor. Articulation between Council Rock graduation requirements and college courses is essential.

## **College Credits (^)**

### **On-Site Dual Enrollment at Council Rock High Schools**

Council Rock School District has entered into a Dual Enrollment Agreement with Gwynedd Mercy University (GMercyU) and Bucks County Community College (Bucks). Select Council Rock faculty members have been authorized by the university to teach Gwynedd Mercy and Bucks County Community College courses at Council Rock during regular school hours. The cost is \$400 per course for Gwynedd Mercy University, which is forwarded to Gwynedd Mercy University, and \$375 a course for Bucks County Community College, which is paid online. A student seeking this opportunity should understand that the grade awarded for the Council Rock course will be reported on the high school report card and the same grade will be reported to the university/college and appear on an official college transcript to be provided to the student by Gwynedd Mercy University or Bucks County Community College.

- The courses offered with a dual enrollment option are:
- Honors Accounting: GMercyU, Principles of Accounting ACC 105
- Honors Business Management: GMercyU, Principles of Management BUS 301
- Honors Marketing: GMercyU, Principles of Marketing BUS 207
- Accelerated Computers for College and Careers: GMercyU, Intro to Desktop Computing CIS 101
- Honors Finance: Bucks, Business Finance MGMT 190
- Accelerated Business Law: Bucks, Business Law MGMT 130
- Introduction to Business: Bucks, Introduction to Business MGMT 100

### **Off-Site Dual Enrollment on College Campuses**

Periodically, Council Rock is awarded a Dual Enrollment grant from the Pennsylvania Department of Education. This grant allows junior and senior students to attain transferable college credit from cooperating institutions of higher education while concurrently earning credit toward high school graduation. Grant monies permit our students to attend these classes at the college with reduced rate.

### **University of Iowa College Credit**

College Credit from University of Iowa The University of Iowa's (Iowa) BizInnovator program offers all students enrolled in approved courses the opportunity to earn three college credits if they pass the University of Iowa proficiency exam at the end of the course. Students who pass the exam have until one year after graduating high school to apply to Iowa for the credits and pay the \$150 tuition fee. There is no fee for the proficiency exam.

The course offered for college credit with Iowa is:

- Accelerated Entrepreneurship: Iowa, Exploring Entrepreneurship ENTR 1010

### **Proficiency Exams**

The University of Iowa's (Iowa) BizInnovator program offers all students enrolled in approved courses the opportunity to earn three college credits if they pass the University of Iowa proficiency exam at the end of the

course. Students who pass the exam have until one year after graduating from high school to apply to Iowa for the credits and pay the \$150 tuition fee. There is no fee for the proficiency exam.

The course offered for college credit is:

- Accelerated Entrepreneurship: Iowa, Exploring Entrepreneurship ENTR:1010

## **Cooperative Education**

The Cooperative Work Experience Program is a unique learning opportunity that extends classroom learning into business, industry, and the community. The opportunity to experience the workplace helps students explore career options and gather the information they need to make informed decisions about post-secondary goals.

The Cooperative Work Experience Program allows students to pursue employment in an area of their career interest. The counselor, student, parent or guardian, and the Career Education Coordinator will determine a combined program of academics and work release time. Credit toward graduation will be granted for successful completion of this program. Each student's progress is evaluated on an ongoing basis and includes the following: written evaluations from the employer, on-site visitations to observe the student, telephone evaluations with the employer, classroom instruction, and a career experience portfolio.

**Students will be required to attend a mandatory Cooperative Work Experience class each day.** Class presentations and discussions will include interview techniques, applications, résumés, job safety, work labor relations, potential job placements, budgets, taxes, etc. Students are required to have the appropriate paperwork completed for an approved job. Each student must have working papers and a training agreement signed by the parent or guardian, the employer, the student-learner, as well as the Career Education Coordinator, and counselor, in order to participate in the Cooperative Work Experience Program.

## **Early Graduation**

The Early Graduation Program at Council Rock High School provides students the opportunity to complete the requirements for graduation from Council Rock by January of their senior year or June of their junior year. The program is open to any student who desires to accelerate high school completion to enroll at institutions of higher learning, vocational or trade schools, or to enter the world of work. Students may find this option severely limited due to the graduation requirements.

To qualify for early graduation, students must successfully complete all graduation requirements (as stated elsewhere in this handbook) by their expected date of graduation. Students should contact their counselor for applications and further information. All arrangements should be made during the normal program planning calendar. The deadline for considering this option is the third week of school.

## **Gifted Education**

Pennsylvania Code (22 Pa. Code Chapter 16) recognizes that gifted students are considered to be “children with exceptionalities” under the Public School Code of 1949 and are in need of specially designed instruction. As part of this code, school districts in the state of Pennsylvania must provide specially designed instruction and educational programs to students who have been evaluated and identified as meeting the definition of mentally gifted, as guided by the aforementioned school code. As a child with an exceptionality, the gifted student's curriculum is appropriately modified on an individual basis through a Gifted Individualized Education Plan (GIEP.) The responsibility for the implementation of each GIEP is shared between all of a gifted



student's teachers. A GIEP might include individualized goals related to acceleration, enrichment, and/or individualization.

In an effort to provide gifted students an opportunity to broaden and deepen their knowledge through interaction with their intellectual peers, the Council Rock School District offers these students an opportunity to select courses specifically designed for students with this designation. Gifted students are not required to enroll in the identified courses. However, for a student to be eligible to enroll in any of the courses listed below, the student must be identified as gifted with a GIEP that specifies their need for acceleration, enrichment, and/or individualization. The Council Rock School District provides gifted students at the high school level two opportunities per grade level to enroll in a core course with their intellectual peers. For a listing of courses, please see the following chart. For a detailed description of each course, please see the course offerings by curricular area (page numbers identified in the table of contents.)

#### Gifted Courses by Grade Level:

| <b>HIGH SCHOOL GIFTED COURSES</b>   |  |  |   |   |
|---|--|--|---|---|
| <b>CORE CURRICULAR<br/>AREA CREDIT/<br/>GRADE LEVEL</b>   | <b>GRADE 9</b>   | <b>GRADE 10</b>  | <b>GRADE 11</b>   | <b>GRADE 12</b>   |
| <b>ENGLISH LANGUAGE<br/>ARTS</b>  | HONORS STUDY OF<br>ENGLISH 9   |  | HONORS STUDY OF<br>ENGLISH 11   |   |
| <b>MATHEMATICS</b><br>(Some students may enroll in a mathematics course earlier or later than the typical grade progression based on the successful completion of the prerequisite courses) |  | HONORS STUDY OF<br>GEOMETRY<br>(Course Prerequisite: Honors Algebra 2) | HONORS STUDY OF<br>ANALYSIS<br>(Course Prerequisite: Honors Algebra 2 & Honors Geometry)  |   |
| <b>SCIENCE</b><br>(Some students may enroll in a science course earlier or later than the typical grade progression based on the successful completion of the prerequisite courses)         | HONORS STUDY OF<br>BIOLOGY<br>(Course Prerequisite: Accelerated Algebra 1 or higher) |  | HONORS STUDY OF<br>EXPERIMENTAL<br>DESIGN IN STEM<br>(Course Prerequisite: Biology & Chemistry & currently enrolled or completed Physics) | HONORS STUDY OF<br>EXPERIMENTAL<br>DESIGN IN STEM<br>(Course Prerequisite: Biology & Chemistry & currently enrolled or completed Physics) |
| <b>SOCIAL STUDIES</b>   |  | HONORS<br>AMERICAN<br>STUDIES  |   | HONORS<br>PHILOSOPHY  |

## Honors Courses

Honors courses are designed to offer a greater depth of instruction at a faster pace. Placement into honors courses is based on exceptional performance or achievement in previous courses. Note that the teacher recommendation continues to be one of the strongest and most reliable criteria for honors placement. Standardized test scores can also serve as key indicators of ability to meet success in courses maintaining high scholarship standards.

Finally, it is also important to recognize that honors courses place higher demands on a student's time. A demonstrated ability to work with a heavier than average academic workload is essential.



## **Middle Bucks Institute of Technology (MBIT)**

Our campus at Middle Bucks Institute of Technology offers a complete array of career, technical, and pre-professional courses to enhance the academic program of all students. The Middle Bucks Campus is located on Old York Road in Jamison, Warwick Township. The school is operated jointly by four participating school districts: Centennial, Central Bucks, Council Rock, and New Hope-Solebury. The school provides both a morning and afternoon program with students spending the other half of the day at their sending high school where they continue to be an integral part; studying their required subjects and participating in co-curricular and interscholastic activities. Students entering 10th, 11th or 12th grades are eligible to apply for admission. Transportation to Middle Bucks is provided by the school district.

### **MBIT Career Development Experiences**

Depending on individual career plans and goals, students may enroll for one, two, or three year experiences. Students whose career plans include college will find any of the career programs to be meaningful and appropriate enhancements to a college prep curriculum. Furthermore, the programs available at Middle Bucks provide opportunities for students to earn college advanced credits to many well-known colleges and universities. Partnership agreements are in place for advanced credit in associate and/or baccalaureate programs at colleges including, but not limited to: Bucks County Community College, Delaware Valley University, Gwynedd Mercy University, Johnson & Wales University, and Pennsylvania College of Technology, a Penn State affiliate.

Middle Bucks also offers nationally recognized industry certifications in each program available to students who wish to begin employment immediately after school or while continuing their education. All programs provide internship, clinical, or other work-based experiences in business and industry allowing students to gain additional on-the-job training.

### **MBIT Admission**

Students must complete a Middle Bucks application to be considered for admission. Selection is based on completion of selected prerequisites, aptitude and achievement scores, interest inventories, attendance records, behavior patterns, and personal essay. Selected programs require prerequisites. Applications are available at [www.mbit.org](http://www.mbit.org) under Admissions.

### **MBIT Educational Program**

The educational program at Middle Bucks Institute of Technology is organized into ten career clusters and twenty-three career pathways (i.e., major courses of study). Typically, students enroll in one career pathway as their major field of study, then complete a core set of courses common to the career cluster and a highly rigorous technical sequence of courses related to their career pathway. Students may complete additional specialized courses as they advance beyond standard secondary curriculum. The career cluster model is recognized as one of the most effective educational initiatives for preparing young people for the working world.

### **MBIT Assessment**

Assessment services are intended to help students make career decisions by identifying their technical aptitudes and interests, and are offered to students in our four sending districts as well as to adults. A testing center has been established at MBIT with staff trained in test administration and interpretation. For more information, or to have your child tested, please contact either your child's school counselor or MBIT's school counselor.

### **Architecture & Construction Career Cluster**

**Pathways:**

Building Trades Occupations  
Residential Construction Carpentry  
Computerized Drafting & Engineering Graphics  
Electrical Technology  
Plumbing & Heating Technology  
Horticulture Landscape and Design

**Arts, A/V Technology & Communications Career Cluster****Pathways:**

Commercial Art & Advertising Design  
Multimedia Technology

**Health Science Career Cluster****Pathways:**

Dental Occupations  
Medical & Health Professions  
Sports Therapy & Exercise Management

**Hospitality Career Cluster****Pathway:**

Culinary Arts & Sciences

**Human Services Career Cluster****Pathways:**

Cosmetology  
Early Childhood Care & Education

**Information Technology Career Cluster****Pathways:**

Networking & Operating Systems Security  
Web Design and Interactive Media

**Law, Public Safety & Security Career Cluster****Pathway:**

Public Safety

**Manufacturing Career Cluster****Pathway:**

Welding Technology

**Science, Technology, Engineering, & Mathematics Career Cluster**

**Pathway:**

Engineering Related Technology

**Transportation, Distribution, & Logistics Career Cluster****Pathways:**

Automotive Technology

Collision Repair Technology

**Service Learning: Learning in Neighborhood Community Service (LINCS)**

Council Rock School District has enjoyed a successful history of involvement with our community. Significant community service projects have taken place through student service organizations, student government, school projects, and individual student initiatives.

In addition, students are eligible to voluntarily participate in a formalized service learning program. Specifically, students between the end of eighth grade and the end of twelfth grade who complete a minimum of 60 hours of community service at a pre-approved agency with a supervisor whose clearances are on file with the district, will receive formal recognition through documentation which will appear on official school records.

It is our intent to encourage students to participate in an activity to which Council Rock is strongly committed. For more information, contact the LINCS Coordinator at each high school.

**Special Education**

Council Rock High Schools provide a special program for students with specific learning and developmental needs. The Individualized Education Plan (IEP) will articulate the academic program and services for all classified students. These programs include: Autistic Support, Emotional Support, Learning Support, Multiple Disabilities Support and Life Skills. For students eligible for special education services, the selection of appropriate academic and elective classes will be determined by the IEP team.

**STEM Pathways (#)**

We recognize that **science, technology, engineering, and mathematics** (STEM) related careers have become increasingly important in Pennsylvania, the United States, and across the globe. Council Rock has adopted the Carnegie Science Center's definition of STEM, which focuses on project-based group learning, solving real-world problems by integrating science, technology, engineering and mathematics using teamwork, communication, creativity, innovation, problem-solving and critical thinking. Our core courses in Mathematics and Science incorporate STEM principles to build a foundation for STEM-related fields. Additionally, the following elective courses are identified specifically as STEM courses.

| <b>Business, Computers and Information Technology</b>  | <b>Mathematics</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>Academic &amp; Accelerated Computer Applications for College and Careers</li> <li>Accelerated Entrepreneurship</li> </ul> | <ul style="list-style-type: none"> <li>Academic, Accelerated, &amp; AP Statistics</li> <li>Accelerated Calculus</li> <li>Advanced Placement Calculus AB and Advanced Placement Calculus BC</li> <li>Accelerated Computer Science 1 and Accelerated Computer Science 2</li> <li>Advanced Placement Computer Science A</li> <li>Advanced Placement Computer Science Principles</li> </ul> |
| <b>Science</b>   | <b>Technology &amp; Engineering</b>   |
| <ul style="list-style-type: none"> <li>Accelerated Forensics 1 and Accelerated Forensics 2</li> <li>Accelerated STEM Concepts in Biotechnology</li> </ul>        | <ul style="list-style-type: none"> <li>Introduction to Technology &amp; Engineering</li> <li>Accelerated STEM Guitar</li> </ul>   |



## **GENERAL INFORMATION**

### **Alternate Day Courses (AD)**

Alternate Day courses meet every other day for the entire year during a predetermined publicly published Day1/Day2 schedule. Alternate Day courses are offered for 0.5 credits, are included in the calculation of GPA and class rank, and follow the same planned course as the regular semester elective if applicable.

### **Classroom Reading Materials**

Council Rock School District strongly encourages parents to survey the outstanding collection of challenging literature contained within our program. Much of the content presents important and complex ideas that encourage critical thinking. Any connection discussed in class is made that much stronger by the conversation and connections that are made at home. We invite you to discuss any of the elements of our courses with your child's teacher.

### **Consumable Materials Guidelines**

The following guidelines apply to the use and purchase of consumable curriculum materials that are integral to the curriculum:

The district will provide consumable curriculum materials for student use. No charge will be imposed for the use of these materials unless the materials are misused as established by the textbook use procedure or if the student elects to write in the consumable without purchasing it.

### **Full Year Courses (YR)**

Full year courses meet everyday for the entire year. Full year courses are typically offered for 1 credit and are included in the calculation of GPA and class rank.

### **Library Media Center**

The Library Media Center is a hub for students and teachers seeking information. There are numerous books, periodicals, and audiovisual sources of information to support the curriculum. Supplementing this more traditional collection are the almost limitless resources provided by electronic databases, the internet, and links to a variety of library and information networks.

The library also houses a multimedia lab and resources for the creation of a variety of multimedia projects and instructional materials. Library hours are extended beyond the school day to offer maximum access. The goal of the library staff is to develop skills in defining and solving problems; competence in finding, evaluating and using information from a variety of sources; and supporting enthusiastic attitudes toward libraries and reading for a lifetime.

### **NCAA Athletic Eligibility (+)**

Council Rock School District makes course recommendations based on the most appropriate academic placement. All students whose future plans include enrolling in college and participating in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. **It is the responsibility of the student to obtain the most recent evaluation of Council Rock's approved course list from his/her**

**counselor or the NCAA website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).** All courses designated with a (+) sign have been approved by the NCAA for eligibility. Course modifications and new courses are submitted to the NCAA each year. Therefore, it is very important to check yearly for any changes in course approvals and eligibility requirements.

Applications, available on the NCAA website, should be submitted to the eligibility center by the fall of the senior year. Once students are registered with the NCAA, the school will submit an official transcript on their behalf. If this process is not followed, the student will not be permitted to participate in college athletics during the freshman year.

To be eligible for Division I or Division II students will need to present 16 core courses in the following breakdowns:

|   |   |
|---|---|
| <div><b>DIVISION I</b></div> <div><b>16 Core Courses</b></div> <ul style="list-style-type: none"> <li>• 4 years of English.</li> <li>• 3 years of mathematics (Algebra I or higher)</li> <li>• 2 years of natural/physical science (1 year of lab if offered by high school)</li> <li>• 1 year of additional English, mathematics or natural/physical science</li> <li>• 2 years of social science</li> <li>• 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</li> </ul> | <div><b>DIVISION II</b></div> <div><b>16 Core Courses</b></div> <ul style="list-style-type: none"> <li>• 3 years of English.</li> <li>• 2 years of mathematics (Algebra I or higher)</li> <li>• 2 years of natural/physical science (1 year of lab if offered by high school)</li> <li>• 3 years of additional English, mathematics or natural/physical science</li> <li>• 2 years of social science</li> <li>• 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</li> </ul> |
|---|---|

**To students applying for NCAA Division I and II sports:**

Any credits taken outside of Council Rock School District for either remediation or original credit may not be approved by the NCAA. It is the responsibility of the student to contact the educational institution to verify whether the course falls under the approved course list for NCAA. It is also the student’s responsibility to obtain a transcript from the educational institution indicating the course, grade and credit to include in his/her application for NCAA eligibility.

**NOTE: (+) after a course title indicates an approved core course for NCAA initial eligibility.**

**Semester Courses (S)**

Semester courses meet daily for half of the year either during the fall (marking periods 1 & 2) or spring (marking period 3 & 4) semesters. Semester courses are offered for 0.5 credits, are included in the calculation of GPA and class rank, and follow the same planned course as the regular alternate day course if applicable.

## COURSE DESCRIPTIONS

Note: The title of the course will determine its effect on the calculation of a weighted GPA; with only AP, Honors and Accelerated level courses carrying additional weight. Refer to [Grade Point Average](#) (page 8) for explanation.

| ABBREVIATION KEY |   |
|------------------|---|
| <b>YR</b>        | <b>COURSE IS OFFERED IN A FULL YEAR FORMAT</b>            |
| <b>AD</b>        | <b>COURSE IS OFFERED IN AN ALTERNATE DAY FORMAT</b>       |
| <b>S</b>         | <b>COURSE IS OFFERED IN A SEMESTER FORMAT</b>             |
| <b>V</b>         | <b>COURSE IS OFFERED IN A VIRTUAL FORMAT</b>              |
| <b>*</b>         | <b>COURSES WILL BE OFFERED WITH AN ACCELERATED OPTION</b> |
| <b>^</b>         | <b>COURSES WILL BE OFFERED WITH A COLLEGE CREDIT</b>      |
| <b>#</b>         | <b>COURSES ARE IDENTIFIED AS STEM</b>                     |
| <b>+</b>         | <b>NCAA APPROVED CORE COURSE</b>                          |

### BUSINESS, COMPUTERS & INFORMATION TECHNOLOGY

Computer Applications for College and Career\*# (AD) (V)  
 Accelerated Computer Applications for College and Career# (AD) (V)^  
 Personal Finance & Investing \* (AD) (V)  
 Accelerated Personal Finance and Investing (AD) (V)  
 Accelerated Accounting (YR)  
 Honors Accounting (AD)^  
 Honors Finance (AD)  
 Accelerated Entrepreneurship# (AD)^  
 Introduction to Business (AD)  
 Honors Management and Leadership (AD)^  
 Sports and Entertainment Marketing (AD)  
 Honors Marketing (AD)^  
 Accelerated Business Law (AD)

### ENGLISH

Strategies for Improving Your Reading (YR)  
 English 9: Reading and Writing Workshop (YR)  
 English 9 (YR)  
 Honors English 9 (YR)  
 Honors Study of English 9 (YR)  
 English 10: Reading and Writing Workshop (YR)  
 English 10 (YR)  
 Accelerated English 10 (YR)  
 Honors English 10 (YR)  
 English 11: Reading and Writing Workshop (YR)  
 English 11 (YR)  
 Accelerated English 11 (YR)  
 Honors English 11 (YR)  
 Honors Study of English 11

AP 11 Language & Composition (YR)  
 English 12: Reading and Writing Workshop (S)  
 English 12 (S) (V) (AD)  
 Accelerated English 12 (YR) (V)  
 Honors English 12 (YR)  
 AP 12 Literature & Composition (YR)  
 Ancient Mythology (S) (AD) (V)  
 Multicultural Literature (S) (AD)  
 World Mythology, Legends, and Fables (S) (AD) (V)  
 Acting 1 (AD)  
 Acting 2 (AD)  
 Directing 1 (AD)  
 Directing 2 (AD)  
 Critical Viewing (S) (AD)  
 Filmmaking (S) (AD)  
 Accelerated Filmmaking 2 (S) (AD)  
 Communications/Media (S) (AD) (V)  
 TV/Video Production (S)  
 Independent TV/Video Production (YR)  
 Public Speaking (S) (AD)  
 Creative Writing (S) (AD)  
 Expository Writing (S) (AD)  
 Accelerated Composition (S) (AD) (V)  
 ELD Study Skills (AD)  
 Language Arts for English (YR)

### FAMILY & CONSUMER SCIENCES

The World of Fashion 1 (AD)  
 The World of Fashion 2 (AD)  
 Interior Design (AD)  
 Life on Your Own (AD) (V)

Child Development: Parenting (AD)  
Early Childhood Education and Careers \* (YR)  
Personal Nutrition (AD)  
Introduction to Food Prep (AD)  
World Food and Cultures (AD)  
Culinary Arts/Regional Cuisine (YR)

## **HEALTH**

Health and Wellness 10 (AD)  
Accelerated Emergency Management & Driver Ed Theory (AD)  
Accelerated Senior Seminar: Life 101 (AD)  
Accelerated Finding Happiness (AD)

## **MATHEMATICS**

Concepts in Mathematics (YR)  
Algebra 1 (YR)  
Accelerated Algebra 1 (YR)  
Algebra 2 (YR)  
Accelerated Algebra 2 (YR)  
Honors Algebra 2 (YR)  
Geometry (YR)  
Accelerated Geometry (YR)  
Honors Geometry (YR)  
Honors Study of Geometry (YR)  
Trigonometry (S)  
Statistics # (S)  
Accelerated Statistics # (YR)  
AP Statistics # (YR)  
Analysis (YR)  
Accelerated Analysis (YR)  
Honors Analysis (YR)  
Honors Study of Analysis (YR)  
Accelerated Calculus # (YR)  
AP Calculus AB # (YR)  
AP Calculus BC # (YR)  
Accelerated Computer Science 1 & 2 # (S) (AD)  
AP Computer Science A # (YR)  
AP Computer Science Principles # (YR)

## **MUSIC**

### Performance Groups:

Marching Concert Band \* (AD)  
Accelerated Marching Symphonic Band (AD)  
Concert Band \* (AD)  
Chorale \* (AD)  
Accelerated Symphonic Choir (AD)  
String Orchestra \* (AD)  
Accelerated Symphony Orchestra (AD)

### Academic Courses:

Music Theory 1 (YR)  
AP Music Theory (YR)  
Honors Music Arranging (YR)  
Introduction to Guitar (AD)  
Intermediate Guitar (AD)  
Improvisation (AD)  
Music Technology & Studio Production (AD)

Musical Theater (AD)

## **PHYSICAL EDUCATION**

Physical Education 9, 11, 12 (AD)  
Accelerated Physical Education: Team Games & Sports (AD)  
Accelerated Physical Education: Individual Activities (AD)  
Unified Physical Education (AD)  
Physical Education 10 (AD)

## **PUBLICATION DESIGN**

Accelerated Publication Design 1 (AD)  
Accelerated Publication Design 2 (AD)

## **SCIENCE**

Introduction to Chemistry & Physics (YR)  
Introduction to Accelerated Chemistry & Physics (YR)  
Biology (YR)  
Accelerated Biology (YR)  
Honors Biology (YR)  
Honors Study of Biology (YR)  
AP Biology # (YR)  
Chemistry (YR)  
Accelerated Chemistry (YR)  
Honors Chemistry (YR)  
AP Chemistry # (YR)  
Physics # (YR)  
Accelerated Physics # (YR)  
Honors Physics # (YR)  
AP Physics C: Mechanics # (YR)  
AP Physics C: Mechanics & Electricity & Magnetism # (YR)  
Environmental Science (YR) (V)  
AP Environmental Science # (YR)  
Accelerated Behavioral Science - Experimental Psychology (YR)  
Accelerated STEM Concepts in Biotechnology # (YR)  
Honors Human Anatomy & Physiology (YR)  
Astronomy # (S)  
Meteorology # (S)  
Animal Science (S)  
Plant Science (S)  
Accelerated Forensic Science I # (S)  
Accelerated Forensic Science II # (S)  
Honors Experimental Research in STEM (YR)  
Honors Study of Experimental Design in Stem 12 (YR)

## **SOCIAL SCIENCE**

Studies in American History 9 (YR)  
American Civilization 9 (YR)  
Honors American Civilization 9 (YR)  
Studies in American History 10 (YR)  
American Civilization 10 (YR)  
Honors American Civilization 10 (YR)  
Honors American Studies 2 (YR)  
Studies in World History (YR)  
World History (YR)  
Honors World History (YR)  
Introduction to Economics (S)



Current Issues (S) (AD)  
 Honors Economic Theory (S)  
 Honors United States Government & Politics (S)  
 Introduction to Psychology (S)  
 Gender Studies (S) (AD)  
 Accelerated Psychology (YR) (V)  
 Honors Philosophy (YR)  
 Introduction to Sociology (S)  
 AP European History (YR)  
 AP Psychology (YR)  
 AP U.S. History (YR)  
 AP World History (YR)

## **TECHNOLOGY & ENGINEERING**

Introduction to Technology & Engineering # (AD)  
 Accelerated STEM Guitar # (AD)  
 Drafting & Design Engineering 1 # (AD) (YR)  
 Accelerated Drafting & Design Engineering 2 # (AD) (YR)  
 Architectural Design & Engineering # (AD)  
 Honors Architectural Design & Engineering # (YR)  
 Know Your Car # (AD)  
 Power Technology 1 # (AD) (YR)  
 Accelerated Power Technology 2 # (AD) (YR)  
 Electronics 1 # (AD) (YR)  
 Woodworking Technology 1 # (AD) (YR)  
 Accelerated Woodworking Technology 2 # (AD) (YR)  
 Engineering & Robotics # (AD)  
 Honors Engineering & Robotics # (YR)  
 Graphic Arts 1 # (AD) (YR)  
 Accelerated Graphic Arts 2 # (AD) (YR)  
 Photography 1 # (AD) (YR)  
 Accelerated Photography 2 # (AD) (YR)  
 Online Media 1 # (AD)  
 Accelerated Online Media 2 # (AD)  
 Independent Study Courses in Technology & Engineering # (AD) (YR)

## **VISUAL ARTS**

Essentials of Art\* (AD)  
 Accelerated Drawing & Painting 1 (YR) (AD)  
 Accelerated Drawing & Painting 2 (AD)  
 Honors Drawing & Painting 2 (YR)  
 AP Drawing (YR)  
 AP 2D Art & Design (YR)  
 AP 3D Art & Design (YR)  
 Design 1\* (AD)  
 Design 2\* (AD)  
 Sculpture 1\* (AD)  
 Sculpture 2\* (AD)  
 Ceramics 1\* (AD)  
 Ceramics 2\* (AD)  
 Honors Ceramics 2 (YR)  
 Metals 1\* (AD)  
 Accelerated Metals 2\* (AD)  
 AP Art History (YR)

## **WORLD LANGUAGE**

French, German, Spanish, Level I (YR)  
 Latin, Level I (YR)  
 French, German, Spanish, Level II (YR)  
 Honors French, German Spanish, Level II (YR)  
 Honors Latin, Level II (YR)  
 French, German, Spanish, Level III (YR)  
 Honors French, German, Spanish, Level III (YR)  
 Honors Latin, Level III (YR)  
 French, Spanish, German, Level IV (YR)  
 Honors French, German, Spanish, Level IV (YR)  
 Honors Latin, Level IV (YR)  
 AP French, German, Spanish Language (YR)

## **BUSINESS, COMPUTERS & INFORMATION TECHNOLOGY (BCIT)**

The goal of the Business, Computer & Information Technology Department (BCIT) is to prepare students for the dynamic world of business. Whether students plan to enter the workforce upon graduation or continue with further education, they can learn marketable skills that improve productivity while expanding career options and earning power.

### **THE BUSINESS ACADEMY**

The BCIT Department issues academic achievement certificates to students who obtain at least two credits in an academy. Students must obtain at least a B average in the courses taken for certification.

| <b>Academy of<br/>Accounting &amp;<br/>Finance</b>  | <b>Academy of<br/>Management &amp;<br/>Marketing</b>  | <b>Academy of<br/>Computer<br/>Technology</b>  |
|---|---|--|
| Accounting course<br>Finance course<br>One Accounting & Finance<br>elective course <ul style="list-style-type: none"><li>• Computer Applications</li><li>• Economics</li><li>• Statistics</li></ul> | Two Management &<br>Marketing core courses <ul style="list-style-type: none"><li>• Intro to Business</li><li>• Management &amp;<br/>Leadership</li><li>• Entrepreneurship</li><li>• Marketing</li></ul> Two Management &<br>Marketing core courses <ul style="list-style-type: none"><li>• Business Law</li><li>• Computer Applications</li><li>• Graphic Arts</li><li>• World of Fashion</li><li>• Interior Design</li><li>• Art</li></ul> | Computer Applications course<br>Programming course<br>Computer Design course(s) <ul style="list-style-type: none"><li>• Online Media</li><li>• Digital Photography</li><li>• Graphic Arts</li><li>• Publication Design</li><li>• Engineering</li><li>• TV Production</li><li>• Filmmaking</li><li>• Music Technology</li><li>• Architectural Design</li><li>• Drafting</li></ul> |

### **BCIT SPECIAL PROGRAMS**

#### **MICROSOFT OFFICE SPECIALIST CERTIFICATION**



The Microsoft Office Specialist program is the only comprehensive, performance-based certification program approved by Microsoft to validate desktop computer skills using Microsoft Office. The certificate is a valuable credential recognized by organizations worldwide. A fee will be charged for the certification exam.

The courses offered with a Microsoft Office Specialist Certification option are:

- Computers for College and Careers
- Accelerated Computers for College and Careers

### **UNIVERSITY PARTNERSHIPS**

Council Rock School District has agreements with two universities to offer college credits to students enrolled in select Council Rock courses. These partnerships are a perfect way for students to explore new

subjects, save on college tuition, and prepare for their futures, all while never leaving their high school campus.



^**Gwynedd-Mercy University** (GMercyU) offers Dual Enrollment to juniors and seniors at a substantial tuition discount of only \$400 per course. Students participating in the GMercyU partnership can enter college with as many as nine credits. Three credits per course will be awarded, with a maximum of twelve total.

The courses offered with a dual enrollment option are:

- Honors Accounting: GMercyU, Principles of Accounting ACC 105
- Honors Management & Leadership: GMercyU, Principles of Management BUS 301
- Accelerated Computers for College & Careers: GMercyU, Intro to Desktop Computing CIS 101
- Honors Marketing: GMercyU, Principles of Marketing BUS 207



^**The University of Iowa's** (Iowa) BizInnovator program offers all students enrolled in approved courses the opportunity to earn three college credits if they pass the University of Iowa proficiency exam at the end of the course. Students who pass the exam have until one year after graduating from high school to apply to Iowa for the credits and pay the \$150 tuition fee. There is no fee for the proficiency exam.

The course offered for college credit is:

- Accelerated Entrepreneurship: Iowa, Exploring Entrepreneurship ENTR:1010



^ **Bucks County Community College** (Bucks) offers Dual Enrollment to all students at a substantial tuition discount of only \$375 per course. Students must meet the normal admissions criteria to be eligible for dual enrollment. Three credits per course will be awarded, with a maximum of nine total credits.

The courses offered with a dual enrollment option at Bucks are:

- Honors Finance: Bucks, Business Finance MGMT 190
- Accelerated Business Law: Bucks, Business Law MGMT 130
- Introduction to Business: Bucks, Introduction to Business MGMT 100

## **ACCOUNTING AND FINANCE**

### **PERSONAL FINANCE & INVESTING (AD) (V)**

**GRADES 9-12**

#### **Recommendation: Skills equivalent to Academic or LRC Mathematics**

This course is designed for students who want to learn how to get the most out of their money today while planning for their future. Students will develop a career plan, prepare a budget, learn about banking and credit, plan for retirement, and set up an investment portfolio of stocks and mutual funds. Students will participate in many online learning activities as they develop their own personal financial plan.

## **ACCELERATED PERSONAL FINANCE & INVESTING (AD) (V)**

**GRADES 9-12**

### **Recommendation: Skills equivalent to Accelerated or Honors Mathematics**

This course is designed for students who want to learn how to get the most out of their money today while planning for their future. Students will use more advanced analysis to develop a career plan, prepare a budget, learn about banking and credit, plan for retirement, and set up an investment portfolio of stocks and mutual funds. Students will participate in many online learning activities as they develop their own personal financial plan.

## **ACCELERATED ACCOUNTING (YR)**

**GRADES 10-12**

### **Recommendation: Skills equivalent to Academic Mathematics or a grade of at least a B in Accelerated Mathematics**

This course is designed for students interested in exploring accounting – the language of business. Students will learn how to record, analyze, interpret, and report financial transactions to owners, managers, government agencies, and others interested in the operation of a business. Computerized accounting problems and simulations are incorporated throughout the course.

## **HONORS ACCOUNTING (AD)^**

**GRADES 10-12**

### **Recommendation: Skills equivalent to Honors Mathematics or an A in Accelerated Level Mathematics**

This college-level course introduces the basic principles of financial accounting and their effects on financial statements. Learn how to prepare basic financial statements and engage in decision-making essentials in our economic system through analysis of receivables and inventories.

- Juniors and seniors may opt to dual enroll in Gwynedd Mercy University's *Principles of Accounting ACC 105*. The cost for dual enrollment is \$400 per course.

## **HONORS FINANCE (AD)**

**GRADES 10-12**

### **Recommendation: Skills equivalent to Honors Mathematics or at least B in Accelerated Mathematics**

This course presents an introduction to corporate finance. Students will explore how companies raise money and then use this money to increase the value of the firm. Topics for study include learning about financial markets, understanding stocks, bonds, and mutual funds, determining how well one company has performed in relation to other companies, and investigating financial principles such as interest rates, time value of money, and the risk/return trade-off.

- Students may opt to dual enroll in Bucks County Community College's *Business Finance MGMT 190*. The cost for dual enrollment is \$375 per course.

## **COMPUTER TECHNOLOGY**

### **COMPUTER APPLICATIONS FOR COLLEGE & CAREERS (AD) (V) (#)**

**GRADES 9-12**

#### **Recommendation: Skills equivalent to Academic or LRC Mathematics**

This course will equip students with the skills and knowledge essential for top-level technology performance. Students will develop the knowledge and skills to prepare documents and presentations efficiently for college assignments and business tasks. This course prepares students for the Microsoft Office Specialist exams in Microsoft Word and PowerPoint.

### **ACCELERATED COMPUTER APPL. FOR COLLEGE & CAREERS (AD) (V) (^) (#)**

**GRADES 9-12**

#### **Recommendation: Skills equivalent to Accelerated or Honors Mathematics**

This is an advanced-level computer course that will equip students with the knowledge and skills for top-level performance with productivity software. Technology concepts will be emphasized to help students correctly format documents, presentations, and spreadsheets. This course prepares students for the Microsoft Office Specialist exams in Word, Excel, and PowerPoint.

- Juniors and seniors may opt to dual enroll in Gwynedd Mercy University's *Introduction to Desktop Computing CIS 101*. The cost for dual enrollment is \$400 per course.

## **MANAGEMENT & MARKETING**

### **INTRODUCTION TO BUSINESS (AD)**

**GRADES 9-12**

#### **Recommendation: Skills equivalent to Academic or LRC Social Sciences**

This course is designed for students who want to explore the business world. It provides insight into the characteristics, organization, and operation of business. It touches on contemporary and routine factors that affect a business's success, including the environment of business, business ownership, finance, marketing and advertising, and human resources.

- Students may opt to dual enroll in Bucks County Community College's *Introduction to Business MGMT 100*. The cost for dual enrollment is \$375 per course

### **ACCELERATED ENTREPRENEURSHIP (AD)^**

**GRADES 9-12**

#### **Recommendation: Skills equivalent to Accelerated or Honors Social Sciences**

In this course, students learn how to be their own boss as they use design thinking to develop and test their business ideas. The course provides an overview of all the major entrepreneurial areas, including product development, customer identification, branding, earning a profit, communications, legal issues, and key partners, resources and activities. Projects and computer simulations are used throughout the year to help students select a business and develop a business plan for that business.

- Students may opt to take the University of Iowa's *Exploring Entrepreneurship ENTR:1010* proficiency exam at the end of the course. Students receiving a passing grade on the exam have until one year after high school graduation to apply for the credits and pay the \$150 tuition fee to Iowa. There is no fee for the proficiency exam.

### **ACCELERATED BUSINESS LAW (AD)**

**GRADES 10-12**

#### **Recommendation: Skills equivalent to Honors Social Sciences, Accelerated Social Sciences, or Academic Social Sciences with a grade of at least a B**

This course offers an understanding of law as it applies to everyday life. Students will learn how to avoid costly legal mistakes by developing an understanding of how the law affects activities such as buying, selling, renting, employment, and contracts. In addition to business law concepts, this course also teaches court procedures and shows students how to protect their rights.

- Students may opt to dual enroll in Bucks County Community College's *Business Law MGMT 130*. The cost for dual enrollment is \$375 per course.

### **HONORS MANAGEMENT & LEADERSHIP (AD)^**

**GRADES 10-12**

#### **Recommendation: Skills equivalent to Honors Social Sciences or at least B in Accelerated Social Sciences**

This course is designed for the student who plans to major in business in college. Students will learn about management theories aimed at planning, organizing, leading and controlling the operations of a business both domestically and internationally. Topics include the nature of management, management theories, the environment of management, organizational structures, ethics, and leadership.

- Juniors and seniors may opt to dual enroll in Gwynedd Mercy University's *Principles of Management BUS 301*. The cost for dual enrollment is \$400 per course.

## **SPORTS & ENTERTAINMENT MARKETING (AD)**

**GRADES 10-12**

**Recommendation: Skills equivalent to LRC Social Sciences, Academic Social Sciences or a grade below a B in Accelerated Social Sciences**

This course explores the world of marketing from the perspective of the sports and entertainment field. Emphasis will be placed on all aspects of marketing including: planning, consumer behavior, product research, advertising, and communications. Industry-specific topics include college and amateur sports, professional sports, public images, and concert/entertainment venues. Students will frequently engage in individual and group activities as they research existing companies and prepare a variety of marketing materials.

## **HONORS MARKETING (AD) ^**

**GRADES 10-12**

**Recommendation: Skills equivalent to Honors Social Sciences or at least a B in Accelerated Level Social Sciences**

This course is a challenging examination of the theory and practice of marketing in which students learn how important concepts like the foundations of marketing, the 4 P's of marketing (product, price, place, promotion), marketing segmentation and positioning, consumer behavior, communication skills, and marketing research are applied in marketing management. Students will be expected to participate heavily in class discussions, case problem solving and analysis, and a major team project.

- Juniors and seniors may opt to dual enroll in Gwynedd Mercy University's *Principles of Marketing BUS 207*. The cost for dual enrollment is \$400 per course.

## **ENGLISH LANGUAGE ARTS**

Beyond the attainment of four credits to satisfy the English requirement for graduation, additional courses taken in this department satisfy the arts and humanities or free elective requirements for graduation. For students eligible for special education services, the selection of appropriate academic and elective classes will be determined by the IEP team.

### **English Language Arts Graduation Requirements**

All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders **MUST** take a year-long grade-level English course in order to fulfill 3 of the English graduation credit requirements. Semester and/or alternate day classes may be used to fulfill the 4<sup>th</sup> credit of English.

| <b>English Language Arts Core Courses - Recommended Progression</b>   |   |   |  |
|---|---|---|--|
| <b>GRADE 9</b>  | <b>GRADE 10</b>   | <b>GRADE 11</b>   | <b>GRADE 12</b>  |
| <ul style="list-style-type: none"> <li>English 9: Reading and Writing Workshop</li> <li>Language Arts for English</li> <li>English 9</li> </ul> | <ul style="list-style-type: none"> <li>English 10: Reading and Writing Workshop</li> <li>Language Arts for English</li> <li>English 10</li> </ul> | <ul style="list-style-type: none"> <li>English 11: Reading and Writing Workshop</li> <li>Language Arts for English</li> <li>English 11</li> </ul>                               | <ul style="list-style-type: none"> <li>English 12: Reading and Writing Workshop (S)</li> <li>Language Arts for English</li> <li>English 12 (S) (AD)</li> </ul> |
| <ul style="list-style-type: none"> <li>English 9</li> </ul>   | <ul style="list-style-type: none"> <li>English 10</li> <li>Accelerated English 10</li> </ul>  | <ul style="list-style-type: none"> <li>English 11</li> <li>Accelerated English 11</li> </ul>  | <ul style="list-style-type: none"> <li>English 12 (S) (AD)</li> <li>Accelerated English 12</li> </ul>  |
| <ul style="list-style-type: none"> <li>Honors English 9</li> <li>Honors Study of English 9</li> </ul>   | <ul style="list-style-type: none"> <li>Accelerated English 10</li> <li>Honors English 10</li> </ul>   | <ul style="list-style-type: none"> <li>Accelerated English 11</li> <li>Honors English 11</li> <li>Honors Study of English 11</li> <li>AP 11 Language and Composition</li> </ul> | <ul style="list-style-type: none"> <li>Accelerated English 12</li> <li>Honors English 12</li> <li>AP 12 Literature and Composition</li> </ul>                  |

### **STRATEGIES FOR IMPROVING YOUR READING (YR)**

**GRADE 9-10**

#### **Prerequisite: Teacher and Reading Specialist Recommendation**

Using technology, data-driven assessment tools and differentiated instruction, this class seeks to help students become better readers and writers. The purpose of this course is to develop, reinforce, and improve reading and writing skills. These skills include understanding main ideas and supporting details, making predictions and inferences, determining order of events, drawing conclusions, context, dual analysis, vocabulary development, spelling, and grammar. Students also have an opportunity to read self-selected texts that are appropriate for their reading levels and interests. Individualized and small group instruction is an integral component of this course.

### **ENGLISH 9: READING AND WRITING WORKSHOP (+) (YR)**

**GRADE 9**

#### **Prerequisite: Reading Specialist Recommendation**

This full-year course is designed to assist students in continuing their growth in reading, writing, listening, speaking, and research skills. In small classes, students will use strategies to refine critical reading skills in both fiction and nonfiction. Utilizing a writing lab component, they will learn to write for multiple purposes for various audiences. A written research report is required of all students. Written pieces are assessed using the five domains of writing. In addition, formal vocabulary and grammar studies are key components of the course. Teachers also work with students to develop time management and independent study skills needed for a successful high school career. Students will begin preparing for the Keystone Literature test, which will be given in the spring of 10<sup>th</sup> grade.



**ENGLISH 9 (+) (YR)****GRADE 9**

This full-year course is designed to assist students in continuing their growth in reading, writing, listening, speaking, and research skills. Students will use strategies to refine critical reading skills in both fiction and nonfiction. They will learn to write for multiple purposes for various audiences. A written research report is required of all students. Written pieces are assessed using the five domains of writing. In addition, formal vocabulary and grammar studies are key components of the course. Teachers also work with students to develop time management and independent study skills needed for a successful high school career. Students will begin preparing for the Keystone Literature test, which will be given in the spring of 10<sup>th</sup> grade.

**HONORS ENGLISH 9 (+) (YR)****GRADE 9**

This rigorous full-year course introduces students to critical reading and writing. It differs from English 9 in that it requires extensive out-of-class preparation time, significant independent reading, demonstrated competency in both reading and writing, proficiency in composition conventions, and independent motivation. Literature studies include selections that lend themselves to in-depth study, using a variety of critical approaches. Students will receive direct instruction for reading informational/nonfiction texts. Writing pieces vary in length and complexity; modes of writing include some narrative and reflective, but informational and argumentation and persuasive modes are emphasized. Written pieces are assessed using the five domains of writing. The research component of the course is required of all students. Formal vocabulary and grammar studies are included in the course. Students will begin preparing for the Keystone Literature test, which will be administered in the spring of 10<sup>th</sup> grade.

**HONORS STUDY OF ENGLISH 9 (+) (YR)****GRADE 9****Prerequisite: GIEP**

This rigorous full-year course introduces students to critical reading and writing. Extensive out of class preparation time and significant independent reading is required. This course is designed for students identified as gifted and will develop GIEP goals throughout the course. Various literary works will be used to teach reading, writing and analysis. Students will write in a variety of modes including some narrative and reflective, but informational, argumentation, and persuasive modes will be emphasized. Research, vocabulary and grammar are other components of this course. Students will be expected to engage in seminar style discussions and to use critical thinking skills on a daily basis in this course.

**ENGLISH 10: READING AND WRITING WORKSHOP (+) (YR)****GRADE 10****Prerequisite: Reading Specialist Recommendation**

This full-year course is designed to assist students in continuing their growth in reading, writing, listening, speaking, and research skills. Using small classes, this program affords students the opportunity to become more proficient in communication skills. Students will use strategies to refine critical reading and writing skills in order to analyze a variety of literary and informational/nonfiction genres and to write effectively.

Utilizing a writing lab component, there are several writing assignments per marking period, which emphasize informational and persuasive/argumentative modes. Vocabulary development and grammar usage are integrated into the course. The research process, introduced in grade nine, is continued. Students are assessed via tests, quizzes, projects, class participation, and homework. Written pieces are assessed using the five domains of writing. Students will continue preparing for the Keystone Literature test, which will be administered in the spring of 10<sup>th</sup> grade.



**ENGLISH 10 (+) (YR)****GRADE 10**

This full-year course is designed to assist students in continuing their growth in reading, writing, listening, speaking, and research skills. This program affords students the opportunity to become more proficient in communication skills. Students will use strategies to refine critical reading and writing skills in order to analyze a variety of literary and informational/nonfiction genres and to write effectively.

There are several writing assignments per marking period, which emphasize informational and persuasive/argumentative modes. Vocabulary development and grammar usage are integrated into the course. The research process, introduced in grade nine, is continued. Students are assessed via tests, quizzes, projects, class participation, and homework. Written pieces are assessed using the five domains of writing. Students will continue preparing for the Keystone Literature test, which will be administered in the spring of 10<sup>th</sup> grade.

**ACCELERATED ENGLISH 10 (+) (YR)****GRADE 10**

This full-year course is designed for strongly motivated students who wish to develop their critical thinking, reading, and writing skills. It affords enthusiastic readers who have mastered most of the basic grammar, mechanics, spelling, and writing skills the opportunity to learn and become more proficient in communication skills. Students will use strategies and skills to read independently a variety of literary and nonfiction/informational genres for multiple purposes, use strategies and skills to communicate effectively in writing, actively and effectively speak and listen for an intended message, and effectively use research skills. Vocabulary development and grammar usage are integrated into the course. It differs from Honors English 10 and English 10 in two ways: first, the literature portion demands the comprehensive reader to master the most challenging of the English 10 works, while including choice selections from the Honors 10 curriculum; secondly, the pace of the class will directly coincide with its demand for independent motivation. Students will continue preparing for the Keystone Literature test, which will be administered in the spring of 10<sup>th</sup> grade.

**HONORS ENGLISH 10 (+) (YR)****GRADE 10**

This full-year course introduces the student to in-depth critical reading and writing preparation for college-level study. Out-of-class preparation time, superior reading comprehension, a coherent writing style, and mastery of composition conventions are required for success. Literary and informational/nonfiction texts include challenging selections in a variety of genres from different cultures and historic periods. Some critical commentary about the selections will be introduced. Writing pieces vary in length and complexity; modes of writing are primarily reflective, informational, argumentative and persuasive.

The research component of the course is a documented I-Search paper. Lengthy reading assignments and intensive vocabulary study are included, and the conventions of standard written and spoken English are reviewed. Students are assessed via quizzes, tests, writing assignments, and oral participation. Written pieces are assessed using the five domains of writing rubric. Students will continue preparing for the Keystone Literature test, which will be administered in the spring of 10<sup>th</sup> grade.

**ENGLISH 11: READING AND WRITING WORKSHOP (+) (YR)****GRADE 11****Prerequisite: Reading Specialist Recommendation**

This full-year, college preparatory course is designed to assist students in continuing their growth in critical reading, writing, listening, speaking, and research skills. Using small classes, literature discussion includes many novels, plays, and selected short stories and poetry. Students will also read nonfiction and informational texts. Much of the reading is done independently. Utilizing a writing lab component, writing—including both in-class and out-of-class papers—focuses primarily on informational and persuasive/argumentative modes. These compositions include short papers, extended five-paragraph essays, and a literary research paper with documentation. Vocabulary is assigned and tested regularly. Grammar, usage, sentence structure, paragraph development, and mechanics are reviewed or taught as needed. Students are assessed through quizzes, writing

assignments, and homework. Written pieces are assessed using the five domains of writing. The course includes SAT preparation.

### **ENGLISH 11 (+) (YR)**

**GRADE 11**

This full-year, college preparatory course is designed to assist students in continuing their growth in critical reading, writing, listening, speaking, and research skills. Literature includes many novels, plays, and selected short stories and poetry. Students will also read nonfiction and informational texts. Most of the reading is done independently. Writing, including both in-class and out-of-class papers, focuses primarily on informational and persuasive/argumentative modes. These compositions include short papers, extended five-paragraph essays, and a literary research paper with documentation. Vocabulary is assigned and tested regularly. Grammar, usage, sentence structure, paragraph development, and mechanics are reviewed or taught as needed. Students are assessed through quizzes, writing assignments, and homework. Written pieces are assessed using the five domains of writing. The course includes SAT preparation.

### **ACCELERATED ENGLISH 11 (+) (YR)**

**GRADE 11**

This full-year course is designed to be an English program that is challenging but less rigorous than Honors English 11. Proficiency in writing (especially in expository and persuasive modes) and critical reading ability are essential to success in this course. The literary focus is on American genres. Writing focuses on the informational, persuasive, and analytical modes. A major course requirement is a literary research paper with documentation. Vocabulary is assigned and assessed regularly. Grammar, usage, sentence structure, paragraph development and mechanics are reviewed or taught as needed. Assessment is based on tests and quizzes, writing assignments, and homework. Written pieces are assessed using the five domains of writing. The course includes SAT preparation. Literary analysis is a major component of the course.

### **HONORS ENGLISH 11 (+) (YR)**

**GRADE 11**

This rigorous full-year course assumes prior critical reading and effective writing skills. It focuses on the development of American literature from the seventeenth to the twentieth century. This chronological approach places the literature in its historical and social contexts, thereby giving students a richer understanding of the works read. Extensive required out-of-class reading includes novels, short stories, poetry, essays, informational texts and literary nonfiction.

Writing instruction emphasizes expository, persuasive, and analytical modes, including critical papers analyzing literary selections and a literary research paper that includes textual and critical documentation. Work on style and voice in writing is emphasized.

Vocabulary is assigned regularly and grammar, usage, and mechanics are reviewed. SAT practice is incorporated. Students are assessed on the basis of tests, quizzes, oral presentations, and writing assignments and portfolios. Writing is assessed using the five domains of writing. Summer reading is required.

### **HONORS STUDY OF ENGLISH 11 (+) (YR)**

**GRADE 11**

#### **Prerequisite: GIEP**

This rigorous full-year course is designed for students who currently have a GIEP, and who have shown strong critical reading and effective writing skills. Extensive out of class preparation time and significant independent reading is required. Outside readings will include novels, short stories, poetry, essays, informational texts and literary nonfiction. This course focuses on American literature from the seventeenth to the twentieth century, exploring historical and social contexts to allow students to develop a richer understanding of the works read. Writing instruction emphasizes expository, persuasive, and analytical modes, including critical papers analyzing literary selections and a literary research paper that includes textual and critical documentation. Work on style and voice in writing is emphasized. Vocabulary and grammar are other components of this course. Students are

assessed on the basis of tests, quizzes, oral presentations, writing assignments and portfolios. There will be an emphasis on developing critical thinking skills through reading, writing, speaking, listening, and viewing.

- Summer reading is required.

### **AP 11 LANGUAGE AND COMPOSITION (+) (YR)**

**GRADE 11**

This full-year, college-level course is designed for students with considerable writing skill. The AP course in Language and Composition engages students in becoming skilled readers of both fiction and nonfiction, written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writings and their readings will make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness in writing. This course focuses on rhetorical writing skills required for the college level. Student writing will develop the use of the elements of style, tone, persuasion, imagery, theme, metaphor, satire, and a variety of other rhetorical elements. In addition, extensive out-of-class reading (including novels, short stories, poetry, and essays) is required. Additional literary selections, including critical material, are read in and out of class. Vocabulary is assigned regularly and grammar, usage, and mechanics are reviewed. SAT practice is provided. The material included in the AP test will be addressed in class. Students will be eligible to take the Advanced Placement examination for exemption from freshman college English and for credit for graduation.

- Summer reading is required.

### **ENGLISH 12: READING AND WRITING WORKSHOP (+) (S) (AD)**

**GRADE 12**

#### **Prerequisite: Reading Specialist Recommendation**

This semester course is designed to prepare students for post-secondary education and to support competence in writing and reading skills, including basic literary analysis. Using small classes, critical thinking will be developed to ensure comprehension, application, and interpretation of key concepts. Literature selections emphasize world authors. A required Shakespearean text will be supplemented with novels, plays or a short story unit. Students will also read literary nonfiction and informational texts. Utilizing a writing lab component, students will continue to study vocabulary and to review grammar, usage, and conventions.

### **ENGLISH 12 (+) (S) (V) (AD)**

**GRADE 12**

This semester or alternate-day course is designed to prepare students for post-secondary education and to support competence in writing and reading skills, including basic literary analysis. Critical thinking will be developed to ensure comprehension, application, and interpretation of key concepts. Literature selections emphasize world authors. A required Shakespearean text will be supplemented with novels, plays or a short story unit. Students will also read literary nonfiction and informational texts. Students will continue to study vocabulary and to review grammar, usage, and conventions.

### **ACCELERATED ENGLISH 12 (+) (YR) (V)**

**GRADE 12**

This full-year course requires students to have competent reading and proficient writing skills. Literature selections emphasize world authors. Required reading includes an early classic, an existential work, a Shakespearean play, a 20<sup>th</sup> century novel, short stories, and poems. Students will also read nonfiction/informational texts. In addition to writing a researched literary analysis, students will compose essays in a variety of writing modes: informational, persuasive/argumentative, descriptive, and personal. Vocabulary will be an integral component, and much of the reading, writing, and study will require self-direction and independence.

**HONORS ENGLISH 12 (+) (YR)****GRADE 12**

This rigorous full-year course provides a thorough and advanced study of key concepts derived from world literature. Informational, persuasive/argumentative modes will be the emphasis in writing and will require application, analysis, synthesis, and evaluation of complex course material. This course also requires the reading of a self-selected novel (from an approved reading list) that results in a researched literary analysis. Extensive reading and research of novels, plays, short stories, and poetry requires collaboration, self-direction, and independence. Students will also read nonfiction/informational texts. Intuitive, creative, and critical thinking are essential to understand, interpret, and apply abstract and complex concepts in the areas of reading, writing, vocabulary, and grammar.

- Summer reading is required.

**AP 12 LITERATURE & COMPOSITION (+) (YR)****GRADE 12**

**Prerequisite:** Teacher Recommendation and at least a B average in either Honors English 11 or AP 11

**Language & Composition**

This full-year, college-level course is designed to prepare students to take the Advanced Placement examination for exemption from freshman college English. The material included in the AP test will be addressed in class. Many challenging novels, plays, and poems will be studied in depth, utilizing a variety of critical approaches to literature. Reading outside of class is extensive. Evaluation will focus on critical essays, researched essays, creative efforts, and objective tests. Literary terms will be emphasized. Grammar and standard usage will be addressed. Writing will be assessed using Advanced Placement descriptors.

- Summer reading is required.

**LANGUAGE ARTS FOR ENGLISH (YR)****GRADES 9-12**

**Prerequisite:** ELD Specialist Recommendation informed by WIDA ACCESS/WIDA Screener scores

This full-year, multidimensional Language Arts class for Entering and Emerging EL students (Newcomers) integrates all four domains of speaking, reading, writing and listening in a balanced and structured way to enable EL students to make continued growth in their language and literacy development. The course is co-taught by an ELD Specialist and a Reading Specialist.

| English Language Arts Electives |   |  |   |   |
|---------------------------------|---|--|---|---|
| AREAS                           | GRADE 9   | GRADE 10   | GRADE 11  | GRADE 12  |
| COMMUNICATIONS                  | <ul style="list-style-type: none"> <li>• Communications/ Media</li> </ul> | <ul style="list-style-type: none"> <li>• Communications/ Media</li> <li>• TV /Video Production</li> <li>• Filmmaking 1</li> <li>• Public Speaking</li> </ul> | <ul style="list-style-type: none"> <li>• Communications/ Media</li> <li>• TV /Video Production</li> <li>• Filmmaking 1</li> <li>• Accelerated Filmmaking 2</li> <li>• Public Speaking</li> <li>• Critical Viewing</li> <li>• Independent TV/Video Production</li> </ul> | <ul style="list-style-type: none"> <li>• Communications/ Media</li> <li>• TV /Video Production</li> <li>• Filmmaking 1</li> <li>• Accelerated Filmmaking 2</li> <li>• Public Speaking</li> <li>• Critical Viewing</li> <li>• Independent TV/Video Production</li> </ul> |
| DRAMA                           | <ul style="list-style-type: none"> <li>• Acting I (AD)</li> </ul>         | <ul style="list-style-type: none"> <li>• Acting I</li> <li>• Acting II</li> </ul>  | <ul style="list-style-type: none"> <li>• Acting I</li> <li>• Acting II</li> <li>• Directing 1</li> </ul>  | <ul style="list-style-type: none"> <li>• Acting I</li> <li>• Acting II</li> <li>• Directing 1</li> <li>• Directing 2</li> </ul>   |
| LITERATURE                      |   | <ul style="list-style-type: none"> <li>• Ancient Myth</li> </ul>   | <ul style="list-style-type: none"> <li>• Ancient Myth</li> <li>• Multicultural Literature</li> <li>• World Myth</li> </ul>  | <ul style="list-style-type: none"> <li>• Ancient Myth</li> <li>• Multicultural Literature</li> <li>• World Myth</li> </ul>  |
| WRITING                         |   | <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Expository Writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Expository Writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Expository Writing</li> </ul>  |

|                                     |   |   |   |   |
|-------------------------------------|---|---|---|---|
|                                     |   | <ul style="list-style-type: none"> <li>Accelerated Composition</li> </ul>                             | <ul style="list-style-type: none"> <li>Accelerated Composition</li> </ul>                             | <ul style="list-style-type: none"> <li>Accelerated Composition</li> </ul>                             |
| <b>ENGLISH LANGUAGE DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>ELD Study Skills</li> <li>Language Arts for English</li> </ul> | <ul style="list-style-type: none"> <li>ELD Study Skills</li> <li>Language Arts for English</li> </ul> | <ul style="list-style-type: none"> <li>ELD Study Skills</li> <li>Language Arts for English</li> </ul> | <ul style="list-style-type: none"> <li>ELD Study Skills</li> <li>Language Arts for English</li> </ul> |

## **LITERATURE COURSES**

### **ANCIENT MYTHOLOGY (+) (AD) (S) (V)**

**GRADES 10-12**

This semester course explores various themes in the mythology of the Ancient Greek, Roman, and Norse cultures through reading, writing about, and discussing a variety of myths and legends. Discussion of various themes is based on the assigned texts. Writing assignments include original myths, short essays, and reaction/journals. Class discussions and assessment tasks are important components of this course.

### **MULTICULTURAL LITERATURE (+) (AD) (S)**

**GRADES 11-12**

This course will focus on literature from diverse races and cultures as well as literature from other countries. It will also have a special focus on literature written by women across the world. The literature will not be about the experiences these races and cultures have had in America, but the poems, short stories, memoirs, essays and poems will be by authors with these diverse backgrounds. The primary focus of this course is to expose students to varied voices of which they may not otherwise know. Students in this course will hear/read about the varied experiences by people of multicultural lineage to help create a solid educational foundation.

### **WORLD MYTHOLOGY, LEGENDS, AND FABLES (+) (S) (AD) (V)**

**GRADES 11-12**

This course explores themes in the myths, legends, and fables of various world cultures. This will be accomplished through the discussion in the assigned texts. Requirements also include reading, writing about, and discussing a variety of myths, heroic tales, legends, and fairy tales. Required writing assignments include original myths/fables/legends, short essays, and reactions/journals. Participation in class discussions and completion of assessment tasks are also requirements of the course.

## **OTHER ELECTIVES**

These courses are designed to provide experiences in oral, written, and individual creative expression.

### **ACTING 1 (AD)**

**GRADES 9-12**

Acting 1 is an alternate day course that serves as an introduction to theater. The course is activity-oriented and requires students to be involved at all times. Exercises, theater games, and experimental theater are critical components of the course. Some out-of-class rehearsal time is required. Characterization is emphasized through selecting, rehearsing, and performing scenes from published plays. The course emphasizes ensemble work, mime, movement, voice, and performing before an audience. Assessment is based on the observations and evaluations of attitude, effort, preparation, and performance.

### **ACTING 2 (AD)**

**GRADES 10-12**

#### **Prerequisite: Successful Completion of Acting 1**

Acting 2 is an alternate day course that serves as an intermediate course in theater. The course is activity-oriented and requires students to be involved at all times. Exercises, theater games, and experimental theater are critical components of the course. Out-of-class rehearsal time is required. Characterization is emphasized through selecting, rehearsing, and performing scenes from published plays. The course emphasizes ensemble work, mime, movement, voice, and performing before an audience. Assessment is based on the observations and evaluations of attitude, effort, preparation, and performance. Acting 2 students will be provided with further opportunities to explore and expand more sophisticated techniques in their craft.



**DIRECTING 1 (AD)****GRADES 11-12****Prerequisite: Successful Completion of Acting 1 & Acting 2 or Teacher Pre-approval**

This alternate day course is designed for students who have completed Acting 1 and 2. Much of the class work will include individualized projects. Each student will be required to direct a major scene or a one act play; students must be prepared to work each day after school during the rehearsal period of their play.

**DIRECTING 2 (AD)****GRADE 12****Prerequisite: Successful Completion of Directing 1 and Teacher Recommendation**

Students in Directing 2 will continue to work from their individual levels of competency after completion of Directing 1. Much of the class work will include individualized projects. The final project will require each student to direct a theater piece for public performance.

**CRITICAL VIEWING (S) (AD)****GRADES 11-12****Prerequisite: Signed Parental Permission**

This course is open to 11th and 12th grade students **only**. Students with an interest in film criticism, filmmaking, or communications will benefit from the course. Approximately 14 films are shown for analysis and discussion on thematic topics such as comedy, human drama, sports, and war. Students will learn basic film terminology and will be introduced to key concepts relating to filmmaking techniques. Students may also study notable directors including Hitchcock, Coppola, and Spielberg. Assessment will include quizzes, film logs, unit tests, compositions, and class participation. Good attendance is a must to be successful in this course. R-rated films from an approved list may be shown in this class. Parents will be informed about specific R-rated titles.

**FILMMAKING 1 (S) (AD)****GRADES 10-12**

This semester or alternate day course takes the student through the filmmaking process from development through post production. It is designed for any student interested in learning how to make movies and films, whether it be a home movie, highlight video, or a major motion picture. All of the practical aspects of film are introduced in this course. Students are assessed through class participation, projects (including preproduction and development) and tests and quizzes each marking period. Upon the completion of this course, the project becomes the property of the student.

**ACCELERATED FILMMAKING 2 (S) (AD)****GRADES 11-12****Prerequisite: Successful Completion of Filmmaking 1 and Teacher Pre-Approval**

This alternate day course will allow students to continue to develop their visual storytelling through advanced methods and techniques. Earning students ½ English credit, this course enables students to create and produce extended videos/films with the intention to submit their work to area and national film festivals and media showcases. Building on the components of Filmmaking 1 (available for grades 10-12), editing, camera instruction, and lighting will be the cornerstones of this course. Script (Story) development, storyboarding, oral pitch sessions, and revisions will continue to blend together English and Communications skills. This course is designed for students who plan to go into a digital/media field in college or career as well as those who utilize Filmmaking 1 skills to enhance their multimedia presentations throughout their curricular endeavors.

**COMMUNICATIONS/MEDIA (S) (AD) (V)****GRADES 9-12**

This semester course is designed to provide in-depth understanding of broadcasting and its impact on the media. The course is intended for students who have a very serious interest in media and communication and are looking to further pursue the medium. Strong emphasis will be placed upon the history of television along with related terms, network and affiliate structure, violence and the media, the First Amendment and Freedom of

Speech, and television advertising. As available, operation of technical equipment (audio and video), scripting, directing, and on-camera performances will be explored. At least one major writing assignment per marking period is required. Communications/Media is a required prerequisite for TV Production.

### **TV/VIDEO PRODUCTION (S)**

**GRADES 10-12**

#### **Prerequisite: Successful Completion of Communications/Media**

This semester course is designed for students who have a serious interest in further study of media and communication. It provides an in-depth understanding of television and its impact on other media. Heavy emphasis will be placed on writing, staging, and acting using production techniques learned in the course. Producing, directing, lighting, editing, and engineering operations highlight the programming elements of this course.

### **INDEPENDENT TV/VIDEO PRODUCTION (YR)**

**GRADES 11-12**

#### **Prerequisite: Successful Completion of Communications/Media and TV/Video Production and Teacher Pre-Approval**

This course provides individualized participation in creating television productions used by Council Rock School District. Personal experiences and encouragement of creative talents are of primary importance in this course. The role of the student as producer-director is emphasized, with students supported by faculty supervision. Students will be assessed in other areas such as reliability, cooperation, creativity, responsibility, and accepting constructive criticism.

### **PUBLIC SPEAKING (+) (S) (AD)**

**GRADES 10-12**

This alternate day or semester course provides an introduction to public speaking. Students will become acquainted with aspects of the public speaking process by taking part in various activities. Students will compose and present 8-12 speeches of various types, as well as provide encouragement and feedback for peers. Each speech will be accompanied by skill development activities, and students should be ready and willing to speak regularly in front of their peers. Because the class becomes an audience for the speaker, listening skills are an integral component of the course. Each speech will be assessed by the teacher according to predetermined criteria, and will be accompanied by student feedback. Because skill development occurs in class, regular attendance is of the utmost importance. The final assessment will include both a written and an oral component.

### **CREATIVE WRITING (+) (S) (AD)**

**GRADES 10-12**

This semester or alternate day course teaches the student to plan, draft, revise, and edit various types of creative writing. In a supportive workshop atmosphere, the student learns and practices the creative process. Students participate in many informal writing experiences, including brainstorming, journal writing, free writing, and group processing. Most of these informal writings act as a springboard for major projects: two major short stories, fifteen to twenty poems, and a one-act play. Students critique and model fiction writers and poets to enrich their literary repertoire. Writing is assessed using rubrics, conferences, checklists, portfolios, and criteria presented at the start of each major writing assignment.

### **EXPOSITORY WRITING (+) (S) (AD)**

**GRADES 10-12**

#### **Prerequisite: Teacher Recommendation**

This writing course emphasizes improvement in writing skills. Essays written in several rhetorical modes go through various stages of the writing process. Students learn to utilize and implement prewriting, drafting, revising, and editing (both peer and teacher) in preparation for final draft submission of essay assignments. The maintenance of a daily journal and a writing portfolio are required components for this semester/alternate day

class. Independent functioning in a writer's workshop atmosphere is a requirement of the course. All student writing is done in class. Because of the workshop nature of the class, regular attendance is mandatory. Writing is assessed using the five domains of writing and other methods of assessment: teacher conferencing, portfolio submission, and/or rhetorical mode criteria as per assignment.

### **ACCELERATED COMPOSITION (+) (S) (AD) (V)**

**GRADES 10-12**

This writing course teaches the student to plan, draft, revise, and edit various kinds of college writing. In a supportive, workshop atmosphere, the student learns to write by writing. Students participate in many informal writing experiences, including brainstorming, journal writing, free writing, and group processing. Most of these informal writings are preludes or responses to the ten major writing assignments. Students use the Internet to research materials for papers and to access college and university websites addressing all aspects of writing. Writing is assessed using writing rubrics, conferences, checklists, portfolios, and criteria presented at the beginning of each writing assignment.

### **ELD STUDY SKILLS (AD)**

**GRADES 9-12**

#### **Prerequisite: ELD Specialist Recommendation**

This course is for all English Learners who are enrolled in the ELD program. This course will provide each student with skills and strategies designed to facilitate academic success and to strengthen receptive and productive language skills in English. There will be numerous opportunities to practice communicating and understanding information. Students will also work independently on course assignments, receive direct instruction, and support from the ELD Specialist. Instruction for each student will be differentiated based on ability level.



## **FAMILY & CONSUMER SCIENCES**

**Courses in Family and Consumer Sciences (FCS) satisfy the Arts and Humanities or free elective requirements for graduation. In FCS courses, students develop skills, knowledge, attitudes, and behaviors that are needed for creative and critical thinking, character development, interpersonal communication, practical knowledge and career preparation.**

**The Family and Consumer Sciences Department offers electives for students to explore interests and potential careers in the areas of financial literacy, child and human development, culinary arts and nutrition, fashion and marketing, and interior design through practical applications in real-life situations.**

### **THE WORLD OF FASHION 1 (AD)**

**GRADES 9-12**

Do you love FASHION? Do you want to learn how to sew? This class is meant for creative students who love hands-on projects. Students will complete individual and group projects and create a digital portfolio to showcase their designs. No sewing experience needed!

Topics covered in this course include: clothing influences, hand sewing techniques, fashion history, color and design, clothing care and construction basics, machine sewing, and drawing and design.

The curriculum is designed to prepare students to think, make decisions, interact effectively, use creativity to solve problems, and communicate using the latest technology. Opportunities may be provided for students to participate in community service activities and a school fashion show.

- **A \$20 lab fee is collected for this course. Students are responsible for purchasing fabric, notions, and patterns for individual sewing projects.**

### **THE WORLD OF FASHION 2 (AD)**

**GRADES 10-12**

**Prerequisite: The World of Fashion 1 (With Teacher Approval)**

A continuation of World of Fashion 1, this course aims at diving into both the Fashion and Marketing Industry. Students are given creative freedom to advance their sewing skills as they assist in costume design, service-learning projects, and a culminating fashion show. Students are expected to create a fashion portfolio during the year. Topics covered in this course include: fashion history, construction, sustainability, and marketing concepts.

The curriculum is designed to prepare students to explore the many career areas they could pursue in the fashion industry as well as enhance their fashion construction skills.

- **A \$20.00 lab fee is collected for this course. Students are responsible for purchasing fabric, notions, and patterns for individual sewing projects.**

### **INTERIOR DESIGN (AD)**

**GRADES 9-12**

Do you have an eye for design? This course introduces students to the professional and technical aspects of working in the interior design field. A wide range of hands-on activities are offered in order to meet the needs of students with varying levels of ability. Individual and group projects include design boards, mock-ups, floor plans, and color charts to enhance students' in-class learning experiences.

Topics covered in this course include: housing and furniture styles, architecture, floor planning, elements and principles of design, and interior design influences.

## **LIFE ON YOUR OWN (AD) (V)**

**GRADES 9-12**

Not sure what to expect after high school? Life On Your Own builds upon knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. Students will learn the basics for managing the many aspects of adult life, including the college experience. The course consists of discussions, labs, projects, and guest speakers.

Topics covered in this course include: goal setting & decision making, personality traits, job applications, interview skills & résumés, financial management, college & career planning, life choices & purchases, wellness, and nutrition & mental health.

- **A \$20 lab fee is collected for this course.**

## **CHILD DEVELOPMENT: PARENTING (AD)**

**GRADES 9-12**

This alternate-day course is designed to help students prepare for decisions they will have to make regarding future relationships and parenting, and teach them how to make those choices responsibly. Students work independently and cooperatively on hands-on projects, which will enhance their understanding of parenting and relationships. Students will participate in a learning activity using infant simulators. This curriculum will benefit students who may pursue a professional career in education, psychology, pediatric medicine, social work, or family therapy.

Parenting examines the impact of positive and negative relationships on the physical and emotional well-being of children. The overriding theme of this course is raising healthy children through positive parent-child relationships.

Topics covered in this class include: roles & responsibilities of parents; developing healthy relationship skills; personal, family, cultural and societal factors that affect parenting; parenting trends & practices; necessary preparations for healthy emotional & physical development; conception, pregnancy & birth including biological alternatives to parenthood; growth & development of children; parenting concerns including child abuse, child care, education, health and balancing work & family; child-related careers; community resources & services available for parents and children.

## **EARLY CHILDHOOD EDUCATION AND CAREERS (\*) (YR)**

**GRADES 9-12**

Have you ever wondered what it might be like to be a teacher? Do you love being creative and working with young children? If YES, this class is for you! This accelerated career-oriented course provides students with the opportunity to observe, evaluate, create and teach lessons to children in a real preschool environment. Emphasis is placed on the study of children from 3-5 years of age, including their physical, mental, emotional, and social development. Through observations and research, students are able to evaluate different types of child care facilities and programs to recognize a quality educational program.

Students will be able to: plan and teach meaningful lessons, correspond with parents on a weekly basis, prepare learning centers, evaluate case studies, and develop a lesson portfolio.

## **PERSONAL NUTRITION (AD)**

**GRADES 9-12**

Are you an athlete? Are you interested in a nutrition-based career? Personal Nutrition is the perfect course for the student who wants to learn how to properly fuel the human body. This hands-on, career-oriented course is designed to get students to THINK about their food choices and about how diet can impact health and athletic performance. Through experiments, discussion, and cooking labs, students will learn about serving sizes, food

labels, nutrients, health concerns, motivations behind eating and eating for sports and performance. Current nutrition topics relevant to today's generation will be explored.

- **To cover the cost of supplies and equipment, a \$30 lab fee is required per year.**

## **INTRODUCTION TO FOOD PREP (AD)**

**GRADES 9-12**

Whether you love to cook or have no clue what you're doing in the kitchen, this class is sure to enhance your culinary knowledge. This hands-on course is designed to teach basic and modern food preparation skills. Regular attendance and active participation is essential. Teamwork and cooperative learning will be emphasized. This is a learn-by-doing, hands-on course consisting mostly of food labs, demonstrations, and projects. The goal of Introduction to Food Prep is to make every student confident and comfortable cooking or baking on their own and to motivate students to learn more about cooking, nutrition, and healthy eating habits in the future. Topics covered in this course include safety & sanitation; basic skills; measurement techniques & functions of ingredients; nutrition & healthy eating habits; teamwork; time management; communication & organization; multicultural traditions & etiquette; and meal planning & budgeting.

- **To cover the cost of supplies and equipment, a \$30lab fee is required.**

## **WORLD FOOD AND CULTURES (AD)**

**GRADES 10-12**

### **Prerequisite: Introduction to Food Preparation or Personal Nutrition**

Grab your boarding pass as we take you on a tour around the globe! This interactive hands-on course aims to introduce you to the ways in which culture and tradition of regions and countries influence food choices and preparation methods.

Our stops include: Regions of the United States, Italy, France, Mexico, Germany, Spain, India, China, Japan, Ireland and more! Students in this course will identify and prepare foods from all of these areas while comparing cooking methods, ingredients and culture. Guest Chefs from around the globe will be brought in for cooking demonstrations and discussions.

- **To cover the cost of supplies and ingredients a \$50 lab fee is required.**

## **CULINARY ARTS/REGIONAL CUISINE (YR)**

**GRADES 10-12**

### **Prerequisite: Introduction to Food Prep or Personal Nutrition**

This everyday course covers more advanced food preparation techniques and complete meal service. Each food group will be studied in detail; emphasizing food safety and sanitation, nutrition, cost analysis, food presentation and service styles. Opportunities will be provided in pastry and baking applications. This course will provide students with a multicultural experience as they study the foods, dietary needs, family traditions and celebrations of people around the world. This is an experiential course consisting of food laboratories, demonstrations, research and projects.

- **To cover the cost of supplies and equipment, a \$25 lab fee is required per semester.**

## **HEALTH & PHYSICAL EDUCATION**

Required health instruction takes place in tenth grade. Experiences in health will revolve around the immediate needs of the students plus the health problems of adult living which they will soon face. Emphasis is on the improvement of health knowledge, positive attitudes and desirable health practices.

Courses in physical education satisfy a requirement for graduation. The elective courses may be taken to satisfy the free elective graduation requirement.

### **HEALTH**

#### **HEALTH AND WELLNESS 10 (AD)**

**GRADE 10**

Health and Wellness presents to students factual knowledge, opportunities to develop communication skills, practice in decision-making, goal setting and conflict management, and creates awareness of the contemporary social issues facing people today. This course will help students, who are confronted with a quickly changing and varied society, learn how to direct their own lives in a way which is consistent with family and personal values. State-mandated HIV/AIDS Education is also a part of this program. Students who do not wish to cover issues related to human sexuality topics will be given an alternate learning experience.

#### **ACCELERATED EMERGENCY MANAGEMENT & DRIVER ED THEORY (AD)**

**GRADES 9-12**

This course is designed for the student who is interested in developing lifetime First Aid and CPR skills. Students will be trained in First Aid and CPR skills prescribed by the American Red Cross. Instruction in the use of Automated External Defibrillators, Personal Safety and other first aid procedures will also be included in this course. Students will have the opportunity to earn Red Cross certification in First Aid and CPR at the conclusion of this course. This course will be taught by a certified Red Cross instructor/teacher.

The second half of the course is devoted to Driver Education Theory instruction. Students will receive classroom instruction in Driver Theory as mandated by the Pennsylvania Department of Education curriculum. Upon successful completion of this course, students will receive a certificate of participation in a certified Driver Education Theory course. This course, along with the behind-the-wheel training that is not offered by the school district, may help with the reduction of your car insurance rates. It is the family's responsibility to consult with your insurance company for details. This course does not include behind-the-wheel and on-the-road instruction.

#### **ACCELERATED FINDING HAPPINESS (AD)**

**GRADES 9-12**

This course is designed for students looking to improve their own wellness specifically in the areas of stress management and overall happiness. Students will identify and apply stress-management strategies to reduce stress, as well as learn the negative effects that stress can have on a person throughout their lifetime. Individuals will have an opportunity to understand their emotions, thoughts, and values and how they influence their behaviors to improve their self-awareness. Students will also have an opportunity to increase their self-management skills by learning how to improve their emotions, thoughts, and behaviors in different situations to achieve their goals. This is a hands-on course that will provide students with an opportunity to apply proven strategies such as mindfulness, meditation, gratitude, etc. to help them find happiness.

## ACCELERATED SENIOR SEMINAR: LIFE 101 (AD)

GRADE 12

### Prerequisite: Signed Parental Permission

Within a supervised educational setting, this senior seminar has been developed to enable mature twelfth grade students to discuss current trends and difficulties within human relationships. This course encourages students to explore issues and attitudes in all areas of their lives. Throughout the course, there is critical exploration of various social issues in human sexuality. These sensitive topics may include teenage pregnancy, sexual assault, sexually transmitted infections (including HIV/AIDS Education), sexual orientation, contraception, and abstinence education. Students are encouraged to examine the multicultural, heterogeneous expression of values around these topics. The course also helps students integrate knowledge of self and others with better communication skills, increased ability to manage conflict, and increased insight in making decisions. Community resources, including speakers who are familiar with issues through their own experiences, are utilized to enhance learning and develop awareness of the complexity of the issues. Because of the sensitive topics explored, parental permission is required to schedule this course.

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION (AD)

GRADES 9-11-12

The Physical Education program for students in grades 9 through 12 consists of elective offerings that include a variety of lifetime, team, and fitness/dance conditioning activities as well as swimming which is required of all ninth graders (North only). Students will also be encouraged to maintain and improve their fitness levels and will be tested periodically for physical fitness.

Physical Education is **required in grades 9, 11, and 12**. Students are to participate in Physical Education activities as follows:

1. Basic Swimming (CRN only)
2. Lifetime Activities
3. Team Activities
4. Fitness/Dance Activities

Students will be evaluated on their movement, skill development, and achievement on written assessments.

Please note, students who wish to take their Physical Education requirement outside of Council Rock must complete the course by the first day of school in the year that it is required. **No online class will be accepted or approved as an appropriate alternative to Physical Education 9-11-12.** Students must fill out an 'Alternative Request Form' available in the counseling office and obtain approval prior to starting this course.

| PHYSICAL EDUCATION OFFERINGS   |   |   |
|--|---|---|
| LIFETIME ACTIVITIES  | TEAM SPORTS<br>& GAMES  | FITNESS & DANCE<br>ACTIVITIES   |
| <b><u>Aquatics:</u></b> (CRN only): Aquatics, Leadership, Lifeguarding/CPR, Water Games<br><br><b><u>Individual Performance Activities:</u></b> Tumbling, Self-Defense, etc.<br><br><b><u>Net &amp; Wall Games:</u></b> Badminton, Pickle Ball, Table Tennis, Tennis, Volleyball, etc.<br><br><b><u>Outdoor Pursuits:</u></b> Cooperative Activities, Rock Climbing, etc.<br><br><b><u>Target Games:</u></b> Archery, Bowling, Disc Golf, Golf, etc. | <b><u>Fielding &amp; Striking Games:</u></b> Baseball/Softball, Kickball & variations<br><br><b><u>Invasion Games:</u></b> Basketball, Football, Handball, Hockey, Soccer, etc. | <b><u>Dance:</u></b> Hip Hop, Square, Line, etc.<br><br><b><u>Fitness:</u></b> Aerobics, Weight Training, Fitness Walking, etc. |

### **ACCELERATED PHYSICAL EDUCATION: TEAM GAMES & SPORTS (AD) GRADES 9-12**

This course is designed for students who wish to participate in an advanced physical education experience that will focus specifically on team games and sports. Students will receive instruction in advanced skills and strategies to participate in invasion games, such as football, basketball and floor/street hockey and fielding and striking games, such as baseball and softball. In addition, this course will focus on teaching personal and social responsibility by emphasizing sportsmanship, leadership and teamwork.

**(This course is not a substitute for the required physical education course.)**

### **ACCELERATED PHYSICAL EDUCATION: INDIVIDUAL ACTIVITIES (AD) GRADES 9-12**

This course is designed for students who wish to participate in an advanced physical education experience that will focus specifically on individual activities. Students will receive instruction in advanced skills and strategies to participate in lifetime activities, such as tennis, golf and rock climbing and fitness activities, such as weight training and conditioning activities. In addition, this course will focus on teaching fitness knowledge; students will develop a fitness and nutrition plan and learn how to use physical activity as a strategy for stress management. Aquatic activities will be at CR North only

**(This course is not a substitute for the required physical education course.)**

### **UNIFIED PHYSICAL EDUCATION (AD) GRADES 10-12**

This course combines students of all abilities, both those with special needs as well as their typical peers, to participate in developmentally appropriate activities including lifetime activities, fitness activities, and team games. Students will work together to increase movement skills and strategies and gain confidence to be able to participate in a variety of activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more diverse, inclusive, and accepting school environment for all students.

**This course will fulfill the Physical Education graduation requirement.**

### **PHYSICAL EDUCATION 10 (AD) GRADE 10**

This elective course is offered to 10th grade students who wish to continue to stay physically active and continue developing their athletic skills for present and future leisure pursuits. Students will continue to participate in an elective program which offers a variety of lifetime, team and fitness/dance activities. Emphasis is placed on active movement, skill development and knowledge competencies in selected activities. Students will also participate in periodic physical fitness testing during the school year

**(This course is not a substitute for the required physical education course in grades 9, 11, or 12.)**



## **MATHEMATICS**

Beyond the attainment of three credits to satisfy the mathematics requirement for graduation, additional courses taken in this department satisfy the free elective requirement for graduation. For students eligible for special education services, the selection of appropriate academic and elective classes will be determined by the IEP team.

All students need to take three years of high school mathematics in grades 9-12 in order to graduate. A maximum of one credit may be taken outside of the Mathematics Department (from the following: Accelerated Computer Science 1, Accelerated Computer Science 2, Advanced Placement Computer Science A, Advanced Placement Computer Science Principles). Placement in the appropriate mathematics course is made on the basis of student success in prior mathematics courses, prognostic tests, and teacher recommendation. Although three credits of math are required for graduation, most colleges specify successful completion of a full year of Algebra 1, Algebra 2 and Geometry. Many colleges now require four years of high school math. Please note that many mathematics courses require that the student has a graphing calculator. We recommend the TI-84 Plus CE or TI-84 Plus. (The TI-85 does not have the needed statistical capabilities). Although other graphing calculators may suffice, all instruction will be done using the TI-84 Plus CE or TI-84 Plus.

\*All courses below incorporate STEM principles to build a foundation for STEM-related fields.\*

| <b>Mathematics Core Courses - Recommended Progression</b> |  |   |  |
|---|--|---|--|
| <b>GRADE 9</b>  | <b>GRADE 10</b>  | <b>GRADE 11</b>                             | <b>GRADE 12</b>  |
| Concepts in Mathematics                                   | Algebra 1  | Algebra 2                                   | Geometry   |
| Algebra 1   | Algebra 2  | Geometry                                    | Analysis<br>Trigonometry/Statistics  |
| Accelerated Algebra 1                                     | Accelerated Algebra 2  | Accelerated Geometry                        | Accelerated Analysis<br>Trigonometry/Statistics  |
| Accelerated Algebra 2                                     | Accelerated Geometry   | Accelerated Analysis                        | AP Calculus AB<br>AP Statistics<br>Accelerated Calculus<br>Accelerated Statistics          |
| Honors Algebra 2  | Honors Geometry<br>Honors Study of Geometry                              | Honors Analysis<br>Honors Study of Analysis | AP Calculus BC<br>AP Statistics  |
| Honors Geometry<br>Honors Study of Geometry               | AP Statistics<br>AP Computer Science A<br>AP Computer Science Principles | Honors Analysis<br>Honors Study of Analysis | AP Calculus BC<br>AP Statistics<br>AP Computer Science A<br>AP Computer Science Principles |

Placement of students will occur through their level of achievement, the results of testing, and teacher recommendation. Letters of record, including parent's signature, are required if the student selects a course other than that recommended by the school's professional staff.

Please also note: (1) students in the honors course sequence are expected to maintain a solid "B" average throughout these courses; and (2) all other students are expected to maintain a strong "C" average to remain in any given sequence.



## **CONCEPTS IN MATHEMATICS (YR)**

**GRADE 9**

The content and instructional practices of this course are designed to transition students to the successful completion of Algebra. Pre-algebra topics will include: Number systems and operations, systems of measurement (linear, square, and cubic), ratio, and proportion, percent, probability, statistics and data analysis. Algebraic topics will include the study of expressions, properties, equations, inequalities, functions and their graphs, linear system, properties of exponents, operations with polynomials and angle relationships.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

## **ALGEBRA 1 (+) (YR)**

**GRADE 9-10**

This Keystone preparation course provides students with a mathematically sound introduction to Algebra 1 and is designed for the student whose past achievement indicates a need for a more gradual pace. Course content will include the following topics: operations with real numbers and expressions, linear equations and inequalities, functions, coordinate geometry, and data analysis.

- A graphing calculator is required and is an integral part of the course. TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- In this course students will prepare for the Keystone Algebra 1 exam, which they will take in May.

## **ACCELERATED ALGEBRA 1 (+) (YR)**

**GRADE 9-10**

This course is designed to give students a mathematically sound introduction to algebra. The student is given the opportunity to develop fundamental algebraic skills and concepts based on the structure of the system of real numbers such as equations, inequalities, problem solving, polynomials, factoring, graphs and functions, simultaneous equations, irrational numbers, square roots, relations, functions, and variations.

- Because graphing activities are integrated throughout classroom presentations and textbook activities, a graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- In this course students will prepare for the Keystone Algebra 1 Exam, which they will take in May.

## **ALGEBRA 2 (+) (YR)**

**GRADE 10-11**

### **Prerequisite: Successful Completion of Algebra 1**

This course extends the concepts learned in Algebra 1 and provides a sound introduction to Algebra 2. The topics covered in this course include the conceptual development and understanding of: operations and complex numbers, non-linear expressions and equations, patterns, relations, functions, applications of functions, and data analysis. Mathematical modeling and applications will be applied with problem solving.

- A graphing calculator is required and is an integral part of the course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

## **ACCELERATED ALGEBRA 2 (+) (YR)**

**GRADE 9-10**

### **Prerequisite: At least “C” in Accelerated Algebra 1**

This course reviews and extends the concepts of Accelerated Algebra 1 by going into more depth in studying equations, inequalities, problem solving, factoring, irrational numbers, linear equations, and simultaneous equations. New topics include the study of polynomial, quadratic, radical, rational, exponential, greatest integer, and logarithmic functions. Also covered in the course are linear regression lines, and scatter plotting graphs.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

**HONORS ALGEBRA 2 (+) (YR)****GRADE 9-10****Prerequisite: Teacher Recommendation and at least a solid “B” in Honors Algebra 1**

This course covers the same material as Accelerated Algebra 2 but in greater depth. The course also covers additional topics; therefore, the pace is more rapid than that of Accelerated Algebra 2. Honors Algebra 2 reviews and extends the concepts of Honors Algebra 1 by going into more depth in studying equations, inequalities, problem solving, factoring, irrational numbers, linear equations and simultaneous equations.

New topics include the study of complex numbers, functions and their inverses, polynomial, quadratic, exponential and logarithmic functions.

Students should be highly motivated, able to think and process math concepts quickly and in alternate fashion.

- Because graphing activities are integrated throughout classroom presentations and textbook activities, a graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

**GEOMETRY (+) (YR)****GRADE 11-12**

This full-year course is a study of the major ideas of geometry and the basic properties of geometric figures, without an emphasis on formal proof. Topics include angles, angle measurement, triangles, congruent triangles, quadrilaterals and other polygons, circles, parallel lines, solid figures, perimeter, area, volume, and geometric probability. An ability to perform basic algebra skills is necessary. Students who were successful in Algebra 1 will be encouraged to continue their study of mathematics with Geometry.

- This course is not appropriate for students preparing for a scientifically oriented college curriculum and does not satisfy prerequisites for Accelerated Analysis.
- A graphing calculator is required for this course. The recommended calculators are the TI-84 Plus CE or TI-84 Plus.

**ACCELERATED GEOMETRY (+) (YR)****GRADE 10-11****Prerequisite: At least a “C” in Accelerated Algebra 2 and plan to study Accelerated Analysis.**

This course is a rigorous study of the concepts of geometry requiring analytical thinking in addition to factual knowledge of the material. Students develop their deductive reasoning skills throughout the course through informal justifications and arguments as well as formal proofs. All of the topics of Geometry are covered, but in greater depth. Other topics such as symbolic logic and coordinate transformation are also included. Many algebraic concepts and skills from Accelerated Algebra 2 are integrated throughout the course.

- A graphing calculator is required in the course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

**HONORS GEOMETRY (+) (YR)****GRADE 9-10****Prerequisite: Teacher Recommendation and at least a strong “B” in Honors Algebra 2**

In addition to the topics covered in Accelerated Geometry, this course includes the following topics: Non-Euclidean geometry, rules of logic, extensive analytical problem solving, the axiomatic development of Euclidean geometry, and historical contributions in the development of geometry. Although many topics are similar between the two courses, Honors Geometry students are expected to study these same topics in greater depth and at a more rapid pace, with a significant emphasis on analytical reasoning skills, a formal mathematical vocabulary, techniques in perspective drawing, and formal geometric construction. Students are also required to independently research and deliver a presentation on an assigned mathematical topic.

- The TI-84 Plus CE or TI-84 Plus are the recommended graphing calculators for this course.

## **HONORS STUDY OF GEOMETRY (+) (YR)**

**GRADE 9-10**

### **Prerequisite: GIEP and Successful Completion of Honors Algebra 2**

This course is a rigorous study of the concepts of geometry requiring analytical thinking in addition to factual knowledge of the material. Students develop their deductive reasoning skills throughout the course through informal justifications and arguments, as well as formal proofs. This course includes the following topics: Non-Euclidean geometry, rules of logic, extensive analytical problem solving, the axiomatic development of Euclidean geometry, and historical contributions in the development of geometry. This course is designed for students identified as gifted and will develop GIEP goals throughout the course. Honors Study of Geometry students are expected to study these same topics in greater depth and at a more rapid pace, with a significant emphasis on analytical reasoning skills, a formal mathematical vocabulary, techniques in perspective drawing, and formal geometric construction.

Students are also required to independently research and deliver a presentation on an assigned mathematical topic. An indicator of a student's potential success in the course would be to have earned at least a "B" in Honors Algebra 2.

- The TI-84 Plus CE or TI-84 Plus are the recommended graphing calculators for this course.

## **TRIGONOMETRY (+) (S)**

**GRADE 12**

### **Prerequisite: Successful Completion of Accelerated Algebra 2 & Accelerated Geometry with at least "C" or Successful Completion of Algebra 2 & Geometry with at least "B"**

Course content includes the study of trigonometric functions both as circular functions and as ratios in similar right triangles. Throughout the course, real-life problem situations will be used to connect trigonometry to many other fields and occupations. Algebra skills will be strengthened as needed. Technology will be an integral part of instruction. Students who require a more rigorous precalculus preparation should take Accelerated Analysis, which includes all of the trigonometry presented in this course.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

## **STATISTICS (+) (S) (#)**

**GRADE 12**

### **Prerequisite: Successful Completion of Accelerated Algebra 2 & Accelerated Geometry with at least "C" or Successful Completion of Algebra 2 & Geometry with at least "B"**

Students will learn methods for displaying distributions with graphs and numbers as well as the normal distribution. They will examine relationships using scatter plots and least squares regression and correlation. They will work with designing samples and experiments in combination with some basic principles of probability.

Throughout the course, real-life problem situations will be used to connect statistics to many other fields and occupations. Algebra skills will be strengthened as needed. Technology will be an integral part of instruction.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

## **ACCELERATED STATISTICS (+) (YR) (#)**

**GRADE 11-12**

### **Prerequisite: Successful Completion of Accelerated Algebra 2 & Accelerated Geometry with at least "C" or Successful Completion of Algebra 2 & Geometry with at least "B"**

There will be an emphasis on organizing data, averages and variation, elementary probability, the binomial and normal distributions and inferential statistics. Throughout the course, real-life problem situations will be used to connect statistics to many other fields and occupations. Algebra skills will be strengthened as needed. Technology will be an integral part of instruction.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

### **ADVANCED PLACEMENT STATISTICS (+) (YR) (#)**

**GRADE 10-12**

#### **Prerequisite: Successful Completion of Accelerated Algebra 2**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes. They are exploring data: observing patterns and departures from patterns; planning a study: deciding what and how to measure; anticipating patterns: producing models using probability theory and simulation, and statistical inference: confirming models.

Students who successfully complete the course and take the Advanced Placement Statistics examination may receive credit, advanced placement or both, for a one semester introductory college statistics course.

- The TI-84 Plus CE or TI-84 Plus graphing calculator is required for this course.

### **ANALYSIS (+) (YR)**

**GRADE 11-12**

#### **Prerequisite: Successful Completion of Algebra 2 and Geometry**

Topics covered include an extension of algebra skills including using functions as models for a number of applied settings; sequences and series; probability; matrices; trigonometry; linear, quadratic, exponential and logarithmic functions.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

### **ACCELERATED ANALYSIS (+) (YR)**

**GRADE 11-12**

#### **Prerequisite: Successful Completion of Accelerated Algebra 2 & Accelerated Geometry with at least a “B” in both courses**

This course is designed to provide a strong foundation in pre-calculus concepts, techniques, and applications to prepare students for more advanced work in mathematics. The primary topics studied are graphical analysis; functions including polynomial, rational, exponential, and logarithmic; complex numbers; polar coordinates and complex numbers in polar form; discrete mathematics; data analysis; and trigonometry. Problems will relate abstract concepts to real world situations.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- It is recommended that students electing this course complete a review packet over the summer.

### **HONORS ANALYSIS (+) (YR)**

**GRADE 10-12**

#### **Prerequisite: Teacher Recommendation**

This course covers the same material as Accelerated Analysis, although in greater depth and at a faster pace. It also includes limits, and parametric equations.

- Juniors intending to take AP Calculus BC Level as seniors should elect this course and must maintain a “B” average throughout this course.
- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- It is recommended that students electing this course complete a review packet over the summer.

**HONORS STUDY OF ANALYSIS (+) (YR)****GRADE 10-12****Prerequisite: GIEP and Successful Completion of Honors Algebra 2 & Honors Geometry**

This course is designed for students identified as gifted and will develop GIEP goals throughout the course. This course will provide a strong foundation in pre-calculus concepts, techniques, and applications to prepare students for more advanced work in mathematics. The primary topics studied are graphical analysis; functions including polynomial, rational, exponential, and logarithmic; complex numbers; polar coordinates and complex numbers in polar form; discrete mathematics; data analysis; and trigonometry. Problems will relate abstract concepts to real world situations. An indicator of a student's potential success in the course would be to have earned a "B" or better in both courses. This course covers the same material as Honors Analysis, although in greater depth and at a faster pace, and includes limits, and parametric equations.

- Students intending to take AP Calculus BC Level as seniors should maintain a "B" average throughout this course.
- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- It is recommended that students electing this course complete a review packet over the summer.

**ACCELERATED CALCULUS (+) (YR) (#)****GRADE 11-12****Prerequisite: Strong background in Accelerated Algebra 2, Accelerated Geometry, & Accelerated Analysis**

This course is intended to provide an introduction to college mathematics. The topics covered will include functions, graphs, limits, rate of change, formal differentiation, applications of the derivative, integration, applications of integration, and transcendental functions. This course does not prepare students to take the Advanced Placement Exam in May.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.

**ADVANCED PLACEMENT CALCULUS AB (+) (YR) (#)****GRADE 11-12****Prerequisite: Strong background in Accelerated Algebra 2, Accelerated Geometry, & Accelerated Analysis with at least "B" in all associated courses**

This course is provided as an introduction to college mathematics. The topics covered are those typically found in the first semester and some of the second semester of a college level course, including functions, graphs, limits, rate of change, formal differentiation, applications of the derivative, integration, applications of integration, and transcendental functions.

This course consists of a full academic year of work in calculus and topics covered in courses at the college level. It is expected that students taking this course will seek college credit or placement by taking the Advanced Placement examination in May.

- A graphing calculator is required for this course. The TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- It is recommended that students electing this course complete a review packet over the summer.

**ADVANCED PLACEMENT CALCULUS BC (+) (YR) (#)****GRADE 11-12****Prerequisite: Strong background in Honors Algebra 2, Honors Geometry & Honors Analysis**

This course is provided as an introduction to college mathematics. The topics covered are those typically found in the first two and one-half semesters of college level courses, including functions, graphs, limits, rate of change, formal differentiation, applications of the derivative, integration, applications of integration, transcendental functions, differential equations, polar equations, vectors and parametric equations, and sequences and series.

This course will cover the content in the BC level of the Advanced Placement examination which students are strongly encouraged to take in May. Graphing calculators will be used extensively in the course and are required on the Advanced Placement examination.

- The TI-84 Plus CE or TI-84 Plus are the recommended calculators.
- It is recommended that students electing this course complete a review packet over the summer.

## **COMPUTER SCIENCE COURSES**

**Computer programming courses may satisfy up to one of the three mathematics credits required for graduation.**

### **ACCELERATED COMPUTER SCIENCE 1 (S) (AD) (#)**

**GRADE 9-12**

This course is open to all high school students who are at least taking Accelerated Algebra I and are interested in the study of computer programming. This entry-level course is taught using the C# (pronounced “see sharp”) language, within the Microsoft Visual Studio and will focus on the development of fundamental programming skills. The topics in this course of study include a review of the .NET Integrated Development Environment, basic structure and syntax of the C# language, an introduction to object-oriented design using classes and objects, decision-making statements, iteration structures (loops), arrays, and string manipulation. The history of computers and programming will also briefly be discussed. Upon completion of Computer Science 1 with at least a “C”, students are encouraged to move on to Computer Science 2.

### **ACCELERATED COMPUTER SCIENCE 2 (S) (AD) (#)**

**GRADE 10-12**

**Prerequisite: Concurrently enrolled in a minimum of Accelerated Algebra 2 and Successful Completion of Computer Science 1**

Students will learn the fundamental skills that are required to design and develop object-oriented applications for the Web and Microsoft Windows. This course is taught using the C# language and will serve as an extension to the concepts introduced in Computer Science 1. Additional topics in the course of study include file handling and database manipulation, methods, enumerations and structures, and an introduction to Windows forms and painting. The course will be highly project-based and geared toward real-world applications using a variety of hands-on lab exercises, case studies, and team learning tasks. It is recommended that students take Computer Science 2 before taking Advanced Placement Computer Science.

### **ADVANCED PLACEMENT COMPUTER SCIENCE A (YR) (#)**

**GRADE 10-12**

**Prerequisite: Successful Completion of at least one year of High School English, Computer Science 2, and Accelerated Algebra 2 or Teacher Recommendation**

This advanced course is provided as an introduction to college-level computer programming, using the Java language. It is open to students who have a solid foundation in object-oriented computer programming concepts (i.e. C#, C++, Visual Basic, and Java). A fundamental skill to the study of computer science is to develop computer programs to solve problems. A large part of this course is built around the development of computer programs or parts of programs to solve a given problem using object-oriented designs. The topics in the course of study include the use of standard Java classes, objects, data types, methods, decision making statements, string handling, the application of data storage and data processing, and other algorithms. Students will also learn to create and manipulate applications, applets, and GUI components. The course will be highly project-based and geared toward real-world applications using a variety of hands-on lab exercises, case studies, and team learning tasks. It is expected that students will seek college credit by taking the Advanced Placement Computer Science Examination (Level A) in May.



**ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (YR) (#)****GRADES 10-12****Prerequisite: Successful Completion of at least one year of High School English and Accelerated Algebra 2 or Teacher Recommendation**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. It is open to students who have completed Algebra 2 with a strong foundation in function notation and problem solving. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create innovative computational artifacts for both self-expression and problem solving. Students will develop these artifacts using the same creative processes artists, writers, computer scientists, and engineers use to bring ideas to life. It is expected that students will seek college credit by taking the Advanced Placement Computer Science Principles Examination in May.



## **MUSIC**

**Courses in this department satisfy the arts and humanities or free elective requirements for graduation.**

### **PERFORMING GROUPS**

**Course credit will be given for successful participation in Band, Choir, and Orchestra. Participation in after-school rehearsals and public performances is an integral and necessary part of membership in these groups. In order to participate in any or several of the following performing groups, students must enroll in at least one of the performing groups as a class.**

#### **MARCHING CONCERT BAND (AD) (\*)**

**GRADES 9-12**

Marching Concert Band is open to all woodwind, brass and percussion players who are interested in developing individual and ensemble skills. Emphasis is placed on music reading, tone production, blend, balance, and phrasing. Students will perform all marching band music and develop their skill level through mainstream Concert Band literature for the remainder of the year. Students may remain in the Marching Concert Band for all four years or audition for the Marching Symphonic Band. A full rehearsal and performance schedule will be given to each student in May of the preceding year. Students interested in taking Marching Concert Band as an accelerated course will be required to complete additional higher level work.

- Members of the Marching Band are required to attend a pre-school band camp, after school rehearsals, and all performances. Band Camp will begin in August.

#### **ACCELERATED MARCHING SYMPHONIC BAND (AD)**

**GRADES 9-12**

The Marching Symphonic Band is an advanced level ensemble. Students chosen for this group must be able to perform the highest levels of high school band literature and must display high individual skill levels. Selection is at the director's discretion by audition. A full rehearsal and performance schedule will be given to each student in May of the preceding year.

- Members of the Marching Band are required to attend a pre-school band camp, after school rehearsals, and all performances. Band camp will begin in August.

#### **CONCERT BAND (AD) (\*)**

**GRADES 9-12**

This course is designed for those students interested in playing in the band who do not wish to participate in marching band. The students will study standard band literature. Emphasis is placed on music reading, tone production, blend, balance, and phrasing. Students interested in taking Concert Band as an accelerated course will be required to complete additional higher level work.

- The performance nature of this course requires attendance at any rehearsals and performances which are scheduled beyond the school day.

#### **CHORALE (AD) (\*)**

**GRADES 9-12**

Chorale is open to all students interested in developing their individual vocal and choral skills. Emphasis is placed on proper breathing, tone production, diction, musicality and music reading proficiency. A variety of suitable literature, ranging from Renaissance to Contemporary, will be studied and performed in concert. All freshmen and new members to the choir program who intend to participate in Symphonic Choir must take one year of Chorale. Students may remain in Chorale for all four years of high school. Students who wish to advance into Symphonic Choir may audition toward the end of the year. Students interested in taking Chorale as an accelerated course will be required to complete additional higher level work.

- The performance nature of this course requires attendance after school for scheduled rehearsals and concerts. Chorale rehearses monthly after school and more frequently prior to concerts. Participation in these rehearsals, as well as all scheduled performances, is a requirement.

### **ACCELERATED SYMPHONIC CHOIR (AD)**

**GRADES 9-12**

Symphonic Choir is an advanced level ensemble. Students chosen for this group must be able to perform the highest level of high school choral literature, and must demonstrate high skill levels. Selection is at the director's discretion by audition. Students will advance their individual vocal and choral skills with an emphasis on tone production, breathing, diction, musicality, music reading proficiency and rehearsal techniques. A variety of advanced choral literature, ranging from Renaissance to Contemporary, will be studied and performed in concert.

- The performance nature of this course requires attendance after school for scheduled rehearsals and concerts.
- The Symphonic Choir rehearses monthly after school, and additional rehearsals will be scheduled at the discretion of the director to prepare for local, national, and international events.

### **STRING ORCHESTRA (AD) (\*)**

**GRADES 9-12**

String Orchestra is open to all stringed instrument students (violin, viola, cello, bass) interested in developing their individual and ensemble skills. Emphasis is placed on proper bow control, tone production, intonation, and phrasing. A variety of string orchestra literature ranging from Baroque to Contemporary will be studied and performed in concert. All freshmen who intend to participate in Symphony Orchestra must take one year of String Orchestra. Students may remain in String Orchestra for four years, or may audition to advance to Symphony Orchestra toward the end of each year. Symphony Orchestra performs an advanced level of high school literature, which demands advanced skill levels and a higher level of commitment. Students interested in taking String Orchestra as an accelerated course will be required to complete additional higher level work.

- String Orchestra occasionally rehearses after school in preparation for concerts. Participation in these concerts, as well as all scheduled performances, is required.

### **ACCELERATED SYMPHONY ORCHESTRA (AD)**

**GRADES 10-12**

Students chosen for this group must be able to perform the highest levels of high school orchestral literature, and must demonstrate high individual skill levels. Membership is open to all string (violin, viola, cello and bass), woodwind, brass and percussion students. Selection is at the director's discretion by audition. The literature to be studied and performed will consist of the standard symphonic works, as well as lighter pop and show selections. The performance nature of this course requires attendance after school for scheduled rehearsals and concerts.

## **ACADEMIC COURSES**

### **MUSIC THEORY 1 (YR)**

**GRADES 9-12**

This course provides the student with an understanding of the building blocks of music. After completing the course, students will be prepared to enter a college music theory class. Topics of study include elements of notation such as pitch and rhythm, study of the piano keyboard, the circle of 5ths, major and minor scales, and basic chord progressions in tonal music. Activities include writing music, sight-singing, aural analysis of melodies, intervals, and chords, visual analysis of intervals, chords, chord progressions, and playing scales, intervals, and simple chords on the piano.

### **ADVANCED PLACEMENT MUSIC THEORY (YR)**

**GRADES 10-12**

**Prerequisite: Teacher Recommendation and Successful Completion of Music Theory 1 or Teacher Recommendation and Pre-Test**

This course is primarily designed for those students in grades 10-12 who have completed Music Theory 1 and desire advanced musical studies. The course will include studies in advanced harmony and analysis of musical forms and compositions. Instrumental or vocal arrangements will be performed for analysis. Students will be prepared to take the Advanced Placement Music Theory Examination.

**HONORS MUSIC ARRANGING (YR)**

**GRADES 10-12**

**Prerequisite: Thorough Knowledge of Music Theory**

This is a course designed to acquaint students with the skills of orchestration. Students will be required to analyze musical compositions and arrange music for various media. Students will be instructed in the usage of music notation software.

**INTRODUCTION TO GUITAR (AD)**

**GRADES 9-12**

Interested in starting a garage band of your own? Introduction to guitar will get you started by learning tuning, chords, and melody playing. This is a hands-on course where you learn skills by playing songs. This course is designed for those students with less than 6 months experience on guitar.

- Guitars will be provided, or bring your own.

**INTERMEDIATE GUITAR (AD)**

**GRADES 9-12**

**Prerequisite: Successful Completion of Introduction to Guitar or Teacher Recommendation and Prior Guitar Experience**

Expand your guitar skills with Intermediate Guitar. Students will concentrate on chords, hand positions, and melodic technique. Students with guitar experience may elect this course with the instructor's approval.

- Guitars will be provided, or bring your own.

**IMPROVISATION (AD)**

**GRADES 9-12**

**Prerequisite: The Ability to Read Music**

Learn the skills of jazz improvisation with this hands-on course. Students will develop their creative abilities by soloing over the chords used in jazz and popular music. (i.e., Gmi7, C9, Fmaj7) You will develop skills at selecting the proper improvisation scales, voicing chords, and creating bass lines. Traditional jazz literature will also be taught. Percussion players are required to double on mallets or the keyboard.

**MUSIC TECHNOLOGY & STUDIO PRODUCTION (AD)**

**GRADES 9-12**

Music production in the 21st Century is done with music software. Get started on producing and recording music with the Music Technology course. This hands-on course teaches basic keyboard skills, live recording techniques, Wave editing, musical sequencing, virtual drumming, and film scoring. Students will develop the ability to read and notate music and arrange musical sequences using MIDI technology.

**MUSICAL THEATER (AD)**

**GRADES 9-12**

From Vaudeville to Broadway, from George M. Cohan to Leonard Bernstein, from *Strike Up the Band* to *Wicked*, American musical theater is a unique performance art. This course engages students in a variety of performance-oriented activities exploring all aspects of musical theater. It combines individual action, collaboration, teamwork and research. Students will learn how to audition, utilize the stage-singing voice, participate in stage movement and songs, analyze and critique music theater performances and perform in a series of musical theater scenes.

## **PUBLICATION DESIGN**

**Courses in this area satisfy the Free Elective requirement for graduation.**

### **ACCELERATED PUBLICATION DESIGN 1 (AD)**

**GRADES 9-12**

Students will learn the essentials of photojournalism. Computer programs similar to Adobe InDesign will be used to produce a “real world” product, the school yearbook. Students with an interest in photography, journalism, and/or graphic design will learn how to combine these disciplines and interact as part of a design team. Layout design, internet research, file management, photography, interviewing, and communication skills are essential components of this course.

The course offers an excellent opportunity for learning across the curriculum. Students will write copy, create headlines and captions, as well as develop theme ideas incorporating the rules of grammar and style, in a time-sensitive, real world setting. **Students frequently work independently** and should have excellent time management skills.

- **This course requires after-school time as part of the course of study.**
- Students enrolled in the course must be on the yearbook staff.

### **ACCELERATED PUBLICATION DESIGN 2 (AD)**

**GRADES 10-12**

**Prerequisite: Completion of Publication Design 1 (B or better), and completion of an honors level writing course (B or better) OR Teacher Recommendation.**

Students will use the skills learned in Publication Design 1 to provide leadership and organizational structure for students in the level one course; they will be expected to become ‘experts’ in one area (photography, software, interviewing, layout design, copywriting, etc.) and to use the knowledge they gained in Publication Design 1 to instruct the class in that skill through a formalized lesson. Also, level two students are expected to assist the level one students in completing their assignments accurately and efficiently.

- Enrolling in this course signifies an increase in commitment to the program: **extensive** after school time is required for successful completion of the course.

## **SCIENCE**

**Beyond the attainment of 3 credits to satisfy the science requirement for graduation, additional courses taken in this department satisfy the free elective requirement for graduation.**

**The science curriculum at Council Rock High School consists of three sequences. It is crucial that students follow the sequence recommended by their counselor. The student recommendation is based on grade performance, standardized tests, teacher recommendation, reading level, mathematics level, and the level of difficulty of the courses.**

**\*All courses below incorporate STEM principles to build a foundation for STEM-related fields.\***

| Science Core Courses - Recommended Progression     |  |  |  |  |  |   |  |
|--|--|--|--|--|--|---|--|
| GRADE 9  |  | GRADE 10   |  | GRADE 11   |  |   |  |
| Introduction to Chemistry & Physics                |  | Biology  |  | Chemistry and/or Science Electives                             |  |   |  |
| Introduction to Accelerated Chemistry & Physics    |  | Accelerated Biology  |  | Accelerated Chemistry or Chemistry and/or Science Electives    |  |   |  |
| Honors Biology or Honors Study of Biology          |  | Honors Chemistry or Accelerated Chemistry  |  | Honors Physics or Accelerated Physics and/or Science Electives |  |   |  |
| Science Electives                                  |  |  |  |  |  |   |  |
| Astronomy  |  | Accelerated Forensics 1  |  | Plant Science  |  | AP Biology  |  |
| Meteorology  |  | Accelerated Forensics 2  |  | Animal Science   |  | AP Chemistry                                      |  |
| Physics  |  | Accelerated Stem Concepts in Biotechnology   |  | Accelerated Behavioral Science                                 |  | AP Environmental Science                          |  |
| Environmental Science<br>Environmental Science (V) |  | Accelerated Physics  |  | Honors Anatomy   |  | AP Physics C: Mechanics                           |  |
|  |  | Honors Experimental Research in STEM or<br>Honors Study of Experimental Design in STEM |  | Honors Physics   |  | AP Physics C: Mechanics & Electricity & Magnetism |  |

### **INTRODUCTION TO CHEMISTRY & PHYSICS (+) (YR)**

**GRADE 9**

This course is a study of physical science topics, including the properties of matter, the structure of matter, motion, work, energy and changes in matter, light, electric charges and currents, sound, and careers in science. Laboratory work is an integral part of the course, together with the development of study skills.

### **INTRODUCTION TO ACCELERATED CHEMISTRY & PHYSICS (+) (YR)**

**GRADE 9**

**Prerequisite: Concurrently Enrolled in Accelerated Algebra 1 or higher**

This course is a comprehensive treatment of physical science topics, including the structure and properties of matter, changes in matter, motion, work and energy, heat, light, electric charges and currents, sound, and careers in science. Due to the emphasis on physics and problem solving, students electing to take this course should also be enrolled in Accelerated Algebra 1 or higher. Laboratory work is an integral part of the course, together with the development of study skills.

### **BIOLOGY (+) (YR)**

**GRADES 10-11**

This biology course covers most of the content areas in Accelerated Biology, but will be presented at a basic level of instruction. The core concepts will focus on the cell, genetics, evolution and ecology. Laboratory

investigations will be an important part of the course and may include the dissection of an invertebrate and a vertebrate. In this course students will prepare for the Keystone Biology exam which they will take in the spring of that school year.

### **ACCELERATED BIOLOGY (+) (YR)**

**GRADES 10-11**

#### **Prerequisite: Successful Completion of Accelerated Introduction to Physics & Chemistry**

This course includes studies in cell biology, genetics, class, microbiology, plants, animals, human biology, evolution, taxonomy and ecology. Laboratory investigations will be a major part of the course and may include the dissection of an earthworm and fetal pig, as well as selected invertebrate animals. Heavy emphasis will be placed on content and vocabulary. The content will be treated in depth and is recommended for the science-oriented student. In this course, students will prepare for the Keystone Biology Exam which they will take in the spring of that school year.

### **HONORS BIOLOGY (+) (YR)**

**GRADE 9**

#### **Prerequisite: Teacher Recommendation, at least an “A” in Honors Science 8, and Successful Completion of Accelerated Algebra 1 or higher**

This rigorous course is a comprehensive treatment of biological topics which include the cell, biomolecules, cell transport, photosynthesis, cellular respiration, protein synthesis, genetics, biotechnology, evolution, classification, microbiology and disease, plants, animal and human biology. Laboratory activities, including multiple dissections and gel electrophoresis, are an important aspect of the course. In addition, research reports are required in oral and written form. Heavy emphasis will be placed on content and vocabulary. The course requires outside reading that necessitates the student's ability to comprehend a high level informational text. In this course, students will prepare for the Keystone Biology Exam, which they will take in the spring of that school year.

Historically, those students enrolled in Accelerated Algebra 2 or Honors Algebra 2 and Honors English while studying Honors Biology experience the greatest success. For those students who wish to progress to Honors Chemistry after Honors Biology, it is important to note that Honors Chemistry emphasizes a quantitative approach; therefore a student should have completed Honors Algebra 2 with an “A” or “B” final average or Accelerated Algebra 2 with an “A” average demonstrating their readiness to apply these math skills to scientific analysis.

### **HONORS STUDY OF BIOLOGY 9 (+) (YR)**

**GRADE 9-10**

#### **Prerequisite: GIEP and Successful Completion of Accelerated Algebra 1 or higher**

This course is a rigorous comprehensive and interdisciplinary study of biological topics which include the cell, biomolecules, cell transport, photosynthesis, cellular respiration, protein synthesis, genetics, biotechnology, evolution, classification, microbiology and disease, plants, animal and human biology. Laboratory activities, including multiple dissections and gel electrophoresis, are an important aspect of the course. In addition, research reports are required in oral and written form. The course requires outside reading that necessitates the student's ability to comprehend a high-level informational text. Students will also be encouraged to develop their creativity and individuality through a choice of various project/group activities such as: case studies, outside readings, current events, experimental design and career exploration.

This course is designed for students identified as gifted and will develop GIEP goals throughout the course. An indicator of a student's potential success in the course would be to have earned an “A” in Academic Science 8 and/or an “A” or “B” in Honors Science 8. Historically those students enrolled in Accelerated Algebra 2 and/or Honors Algebra 2 while studying Honors Biology experience the greatest success. In this course, students will prepare for the Keystone Biology Exam which they will take in the spring.



**ADVANCED PLACEMENT BIOLOGY (+) (YR) (#)****GRADES 11-12**

**Prerequisite: Successful Completion of Accelerated Biology (or higher) and Accelerated Chemistry (or higher)**

The Advanced Placement Biology course includes topics regularly covered in a college biology course for science majors. Advanced Placement Biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by the students, and the time and effort required of students.

Advanced Placement Biology is structured around the four Big Ideas of: Evolution and Diversity amongst living organisms, Cellular Processes and Energy transfer; Genetics and Information Transfer and the interactions of biological systems. Student proficiency is assessed through the required laboratory work and examinations constructed according to the College Board guidelines. Students are encouraged to take the advanced Placement examination in May.

- Summer assignments are required.

**CHEMISTRY (+) (YR)****GRADES 10-12**

**Prerequisite: Successful Completion of Algebra 1**

This introductory course is structured to provide students with a basic understanding of chemistry, and some of its applications in society. Topics include atomic structure, the periodic table, chemical bonding, chemical formulas and equations and the nature of solutions. The use and application of chemistry knowledge in laboratory investigations is an important part of learning in this course, and critical thinking is emphasized. Formal reporting of selected experiments and practical applications are required. Algebra 1 is essential for success as graphing and fundamental algebraic problem solving is often utilized. Successful completion of this course does not qualify the student for any advanced chemistry course.

**ACCELERATED CHEMISTRY (+) (YR)****GRADES 10-12**

**Prerequisite: Successful Completion of Accelerated Algebra 1**

Topics include atomic theories, the periodic table, chemical bonding, chemical formulas and equations, and the nature of solutions, acids and bases. Class time is generally devoted to lecture, problem solving, and laboratory exercises. Reading of the textbook, laboratory data interpretation, and worksheet problems are assigned as out-of-class activities.

The major goal of this course is to prepare the student for college chemistry. Because of the quantitative nature of chemistry, it is assumed that students who elect this course have a solid mathematical background in the areas of fundamental arithmetic operations, ratio and proportion, and solving linear equations.

**HONORS CHEMISTRY (+) (YR)****GRADES 10-12**

**Prerequisite: Successful Completion of Accelerated Algebra 2 with an “A” average OR Successful Completion of Honors Algebra 2 with an “B” average (or higher)**

The course covers topics including atomic theory, the periodic table, chemical bonding, kinetic molecular theory, stoichiometry, chemical kinetics, solution chemistry, electrochemistry, and equilibrium. Honors chemistry is intended to provide the concepts necessary for students who are interested in pursuing future studies in the physical sciences, engineering, and teaching of science, medicine, or research.

**ADVANCED PLACEMENT CHEMISTRY (+) (YR) (#)****GRADES 11-12**

**Prerequisite 1: Successful Completion of Accelerated Chemistry with an “A” average OR Successful Completion of Honors Chemistry with an “B” average (or higher)**



**Prerequisite 2: Successful Completion of Honors Geometry and Successful Completion of concurrent enrollment in Honors Analysis**

In this course the topics covered in Honors Chemistry are reviewed and expanded upon, particularly in the areas of equilibrium, thermodynamics, and kinetics. Major emphasis is placed on more complex problem solving, critical thinking, and development of laboratory skills. This course is a college-level chemistry course for students who plan to take the Advanced Placement examination in May. Students are encouraged to take the Advanced Placement examination in May.

- Summer assignments are required.

**PHYSICS (+) (YR) (#)**

**GRADES 11-12**

**Prerequisite: Successful Completion of Algebra 2 (or higher) with at least a “C”**

Topics to be considered in this course include light, sound, and wave motion; vector kinematics and dynamics; work, and energy; electricity and magnetism. This course is for students who are contemplating a two-year associate degree in technology, nursing, or a full four-year degree as a non-science major. Successful completion of this course does not qualify the student for advanced physics coursework.

**ACCELERATED PHYSICS (+) (YR) (#)**

**GRADES 11-12**

**Prerequisite: Successful Completion of Accelerated Algebra 2**

The major goal of this course is to prepare the student for college physics. Topics include mechanics, optics, electricity, magnetism, light, and wave motion. Class time is generally devoted to lecture, problem solving, and laboratory exercises. Reading of the textbook, problem solving and laboratory data interpretation are assigned as out-of-class activities.

**HONORS PHYSICS (+) (YR) (#)**

**GRADES 11-12**

**Prerequisite: Successful Completion of Honors Algebra 2 and Honors Geometry and concurrent enrollment in Honors Analysis**

This course is intended to provide fundamental physics concepts for students interested in physical sciences, engineering, and teaching of science, medicine or research. The topics covered include mechanics, optics, electricity, magnetism, light, and wave motion.

**ADVANCED PLACEMENT (AP) PHYSICS C: MECHANICS (+) (YR) (#)**

**GRADE 12**

**Prerequisite: Successful Completion of Accelerated Physics (or higher)**

This course is a university-level first-semester physics course taught with calculus. The necessary calculus will be taught as part of the course; therefore, students do not need calculus as a prerequisite to elect this course. However, they should also elect calculus in order to satisfy university prerequisites for advanced placement in physics. The topics covered include mechanics and statics. Students are encouraged to take the Advanced Placement examination in May.

**AP PHYSICS C: MECHANICS & ELECTRICITY & MAGNETISM (+) (YR) (#)**

**GRADE 12**

**Prerequisite: Successful Completion of Accelerated Physics (or higher)**

This course is a university-level first-year (two semesters) physics course taught with calculus. The necessary calculus will be taught as part of the course; therefore, students do not need calculus as a prerequisite to elect this course. However, they should also elect calculus in order to satisfy university prerequisites for advanced placement in physics. The topics covered are mechanics, electricity, and magnetism. Students are encouraged to take the Advanced Placement examination in May.

**SCIENCE ELECTIVES**

**ENVIRONMENTAL SCIENCE (+) (YR) (V)****GRADES 11-12****Prerequisite: Successful Completion of a Biology Course with a “C” (or better)**

Environmental science is an activity-based course designed to help students understand the interactions between living things and the impact humans have on the environment. The course will also make the students aware of environmental problems on both local and global levels. The activities will include conventional and outdoor laboratory exercises and projects. Several activities will be performed outdoors on the school grounds.

The course will incorporate various scientific disciplines along with environmental history, science systems, biodiversity, biogeography, ecology, population dynamics, use of resources, types of pollution and the disposal of waste along with sustainable alternatives.

Students are more successful in this course if they are simultaneously enrolled in a chemistry course. Students will be evaluated in the following areas: summative assessments, lab work, lab behavior, written lab reports, and projects. Students must be able to work independently and be able to work well with others to be successful in the class.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (+) (YR) (#)****GRADES 11-12****Prerequisite: Successful Completion of Accelerated Chemistry, Accelerated Biology and Accelerated Algebra I with a “B” (or higher)**

The Advanced Placement Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the relative risks associated with these problems. Students are encouraged to take the Advanced Placement examination in May.

- Summer assignments are required.

**ACCELERATED BEHAVIORAL SCIENCE & EXPERIMENTAL PSYCH (+) (YR)****GRADES 11-12****Prerequisite: Successful Completion of a Biology Course and a Basic Understanding of Chemistry**

This is a laboratory course dealing with the study of human and animal behavior. Its focus is to acquaint the student with the concepts and methods of laboratory science as they apply to psychology. The topics covered are animal behavior, sensory processes, human behavior and the human nervous system.

This course is concerned with the study of perception, sensation, learning, memory, problem solving and physiological aspects of the nervous system. The anatomy and function of the nervous system will be covered in detail, and sensitive topics relating to reproductive behavior will be explored. Dissection of the eye and brain of a sheep is included, as well as several research assignments. Because of the use of living materials, students should be mature and be able to work effectively in a group or independently.

**ACCELERATED STEM CONCEPTS IN BIOTECHNOLOGY (+) (YR) (#)****GRADES 10-12****Prerequisite: Successful Completion of Accelerated Biology (or higher) and Successful Completion of (or Concurrent Enrollment in) Accelerated Chemistry (or higher)**

Accelerated STEM Concepts in Biotechnology is designed as a course for students interested in health, medicine and biotechnology careers. The course focuses on STEM-based lab work, projects and skills. The content of the course centers on the culturing and observing of microscopic organisms such as bacteria, protozoans, fungi, and viruses and how they impact the world. DNA analysis, gene manipulation, and gene transfer will also be part of the laboratory work. Students will study aspects of molecular genetics, cancer, public health, bioengineering, environmental issues, and food production and safety. Career paths for biotechnology will be explored, such as: immunology, virology, food science, and engineering practices.

**HONORS HUMAN ANATOMY AND PHYSIOLOGY (+) (YR)****GRADES 11-12****Prerequisite: Successful Completion of Accelerated Biology (or higher) and Successful Completion of Accelerated Chemistry (or higher)**

This course is designed to provide students with an in-depth background in human anatomy (structure) and physiology (function). It is strongly recommended for students who have an interest in medicine, nursing, or other health careers. Emphasis is placed on skeletal, muscular, nervous, endocrine, digestive, respiratory, reproductive, cardiovascular, urinary and immune systems.

Laboratory work includes studies of tissue, blood and urine. Dissections, which are a critical aspect of the course, include sheep organs (brain, eye, heart); and a rat and a cat for comparative anatomy studies. Reports, model building, and speakers are also included. The course requires outside reading that necessitates the student's ability to comprehend a high level informational text. Students must be able to work well in a supervised lab.

**ASTRONOMY (+) (S) (#)****GRADES 11-12****Prerequisite: Prior Chemistry Knowledge**

This course uses NASA resources to explore the history of worldwide space programs, the International Space Station, and space exploration. Topics will also include information you need to identify obvious stars and constellations. Students will learn how stars “live and die,” unusual astronomical events (variable stars, quasars, black holes, etc.), formation of stars, the solar system and galaxies, movements of and distances to stars and galaxies, and some of the tools and techniques astronomers use to learn about the universe. There will be a variety of computer and project-based exercises. To select this course, the student should have some knowledge of chemistry and good presentation skills.

**METEOROLOGY (+) (S) (#)****GRADES 10-12****Prerequisite: Prior Chemistry Knowledge**

This course introduces the basic concepts of meteorology in a hands-on, interactive format. The nature of the physical processes responsible for changes in daily weather will be discussed. Computer-based and project-based exercises during classes will use current and recent weather data to investigate phenomena. Students will be provided with a first look at various aspects of meteorology, including solar radiation, global circulation, winds, stability, precipitation processes, weather systems, and severe weather. Basic physical principles behind the weather, terminology and weather analysis and prediction will be explored. To select this course, the student should have some knowledge of chemistry and good presentation skills.

**ANIMAL SCIENCE (+) (S-Fall Only)****GRADES 11– 12****Prerequisite: Successful Completion of a Biology Course**

Animal Science is a semester course which focuses on animal studies. Independent study, projects, and small group activity are essential parts of the course. Therefore, students are expected to exercise a sense of responsibility and self-discipline. All students must be willing to raise and care for the animals that are part of the course. Animal Science will cover care, management, breeding, behavior, disease, reproduction and daily data collection of common household pets/laboratory animals. The course will cover the purpose of laboratory animals and how they relate to the benefit of humans. Students will learn about the indigenous animals (fish, amphibians, reptiles, birds and mammals) in Pennsylvania which include identification, characteristics, adaptations and life cycles.

## **PLANT SCIENCE (+) (S-Spring Only)**

**GRADES 11-12**

### **Prerequisite: Successful Completion of a Biology Course**

Plant Science is a semester course which focuses on the methods of greenhouse gardening. Independent study and small group activity are essential parts of this course. Therefore, students are expected to exercise a sense of responsibility and self-discipline. All students must be willing to maintain and care for the plants in the greenhouse. Greenhouse gardening will cover growing plants from seed, propagation of plants, watering, fertilizing, potting, pruning, lighting, soil mixtures, plant pests and diseases. Laboratory work involved with the topics mentioned is also part of this course.

## **ACCELERATED FORENSIC SCIENCE I and II (+) (2S=YR) (#)**

**GRADES 11-12**

### **Prerequisite: Successful Completion of Accelerated Biology and Accelerated Chemistry with a “C” (or higher) in both classes or Successful Completion of Biology and Chemistry with an “A” in both classes**

An interdisciplinary class involving biology, anatomy, chemistry, physics, and earth science, with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate use of technology, communication skills, language arts, art, mathematics, and social studies.

A large percentage of class time is spent in the lab. Students will be expected to spend a considerable amount of time on reading and writing assignments outside of class. **Each semester is independent. Students have the option of taking one or both semesters.**

**Forensic Science I (S)** topics include introduction to forensics (observations, forensic history, careers, crime scene investigations), physical evidence (glass, sand, soil), DNA, documentation (handwriting, paper and ink analysis, fraud), and biology (osteology, odontology, archeology, botany, and entomology).

**Forensic Science II (S)** topics include introduction to forensics, prints, toxicology (drugs, alcohol), trace evidence (hair, fiber), and serology (blood typing, genetics, characteristics and differentiations, spatter patterns).

## **HONORS EXPERIMENTAL RESEARCH IN STEM (YR) (#)**

**GRADE 11-12**

### **Prerequisite 1: Successful Completion of Honors Biology and Honors Chemistry with a “B” (or better) or Successful Completion of Accelerated Biology and Accelerated Chemistry with an “A”**

### **Prerequisite 2: Successful Completion of or Concurrent Enrollment in Honors Physics.**

### **Prerequisite 3: Concurrent Enrollment in another Honors or AP science course AND an AP math course**

The goal of this course is to provide students an opportunity to develop 21<sup>st</sup> Century Skills in STEM (Science, Technology, Engineering and Math) through the investigation of a student-selected scientific topic. This will be an intensive scientific research project designed and implemented by the student. This course covers topics such as how to formulate a problem for scientific research, lab safety, laboratory techniques, experimental design/planning, statistical analysis, technical reading and writing along with scientific communication. Students may choose a research topic in areas such as: Biochemistry, Physics, Behavioral Science or Earth and Space Science. Efforts will be made to partner with a mentor from the scientific community.

Students will be required to communicate the results of their research, whether an in class presentation, a research paper, a journal article or participation in a science fair. Due to the individual nature of this course, students must be able to work independently and be highly motivated.

## **HONORS STUDY OF EXPERIMENTAL DESIGN IN STEM 12 (+) (YR) (#)**

**GRADE 11-12**

**Prerequisite 1: GIEP**

**Prerequisite 2: Successful Completion of Biology and Chemistry**

**Prerequisite 3: Successful Completion of or Concurrent Enrollment in Physics.**

The goal of this course is to provide students an opportunity to develop 21st Century Skills in STEM (Science, Technology, Engineering and Math) through multiple investigations of topics in STEM. This course covers topics such as how to formulate a problem for scientific research, lab safety, laboratory techniques, experimental design/planning, statistical analysis, technical reading and writing along with scientific communication. Investigations will be selected from areas such as: Biochemistry, Physics, Behavioral Science or Earth and Space Science. Efforts will be made to partner with mentors from the scientific community.

Students will choose a mini research project and show their understanding through a choice of options such as an in class presentation or multimedia presentation, writing, a journal article or participation in a science fair.

## **SOCIAL SCIENCE**

Beyond the attainment of three credits (2 American, 1 World) to satisfy the social studies requirement for graduation, additional courses taken in this department satisfy the arts and humanities or free elective requirements for graduation.

| Science Core Courses - Recommended Progression                                       |  |   |  |
|--|--|---|--|
| GRADE 9  |  | GRADE 10  | GRADE 11   |
| Studies in American History 9  |  | Studies in American History 10<br>American Civilization 10                                | Studies in World History<br>World History<br>Honors World History<br>AP European History<br>AP World History |
| American Civilization 9  |  | American Civilization 10<br>Honors American Civilization 10<br>Honors American Studies 10 | World History<br>Honors World History  |
| Honors American Civilization 9   |  | Honors American Civilization 10<br>Honors American Studies<br>AP United States History    | Honors World History<br>AP European History<br>AP World History  |
| Social Science Electives   |  |   |  |
| Introduction to Psychology<br>Introduction to Economics<br>Introduction to Sociology | Accelerated Psychology<br>Gender Studies<br>Current Issues | Honors Economic Theory<br>Honors Philosophy<br>Honors U.S. Government                     | AP Psychology<br>AP European History<br>AP United States History<br>AP World History                         |

### **STUDIES IN AMERICAN HISTORY 9 (+) (YR)**

**GRADE 9**

This course surveys American history from the “New West” to post-World War II America. Key events of this period are examined via analysis of primary source documents and secondary sources. Historical content is used as a vehicle to develop, reinforce, and improve reading and writing skills. Students are challenged to demonstrate understanding with informal written reflections and formal structured essays. Further, this course will apply use of mastery learning; team teachers will check on student progress throughout each unit. These checks on learning progress will provide feedback on individual learning and will be used to devise differentiation activities.

### **AMERICAN CIVILIZATION 9 (+) (YR)**

**GRADE 9**

The period of American history from the “New West” to post-World War II America is used as the vehicle for the teaching of various disciplines within the social sciences. An emphasis is placed on economics, civics, and government as well as geography. Outside assignments are required. Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. This program continues to develop research skills.

### **HONORS AMERICAN CIVILIZATION 9 (+) (YR)**

**GRADE 9**

This class examines the “New West” to post-WWII America and is the vehicle for the teaching of various disciplines within the social sciences. An emphasis is placed on economics, geography, civics, and government. Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. The expectations of student work are high. Outside readings and research are used in addition to the text. The students are asked to articulate issues and ideas orally as well as in writing. There is an emphasis on the development of higher level thinking skills.



**STUDIES IN AMERICAN HISTORY 10 (+) (YR)****GRADE 10**

This course surveys American history from post-WWII foreign policy to the present. Key events of this period are examined via analysis of primary source documents and secondary sources. Historical content is used as a vehicle to develop, reinforce, and improve reading and writing skills. Students are challenged to demonstrate understanding with informal written reflections and formal structured essays. Further, this course will apply use of mastery learning; team teachers will check on student progress throughout each unit. These checks on learning progress will provide feedback on individual learning and will be used to devise differentiation activities.

**AMERICAN CIVILIZATION 10 (+) (YR)****GRADE 10**

This full-year course teaches the period of American history from post-WWII foreign policy to the present. There is an emphasis on economic, government and political principles with the intention of helping the students become good citizens and consumers of the 21st century. Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. The course is organized on the basis of the teacher developed essential questions.

**HONORS AMERICAN CIVILIZATION 10 (+) (YR)****GRADE 10**

This full-year course begins with the teaching of post-WWII foreign policy and finishes with an emphasis on our recent decades. There is an emphasis on economic, government and political principles with the intention of preparing the students as consumers and citizens of the globalized 21st century. This course is designed for the student who has shown significant success in his or her previous social studies class. The expectations of student work are high. Outside readings and research are used in addition to the text. Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. The students are asked to articulate issues and ideas orally as well as in writing. There is an emphasis on the development of higher level thinking skills. The course is organized on the basis of the teacher developed essential questions.

**HONORS AMERICAN STUDIES (+) (YR)****GRADE 10****Prerequisite: GIEP**

This course is designed for students identified as gifted and will develop GIEP goals throughout the course. The period of American History from 1960 to the present day is emphasized. There is an emphasis on economic, government and political principles with the intention of preparing the student as a consumer and citizen of the globalized 21st century. Major emphasis will be placed on the use of primary and secondary source materials. Students will be expected to read numerous articles and apply their analytical skills to comprehend the content. In addition, a significant amount of writing will also occur. Students are expected to become highly involved in class participation activities, which include daily discussions, role play activities, and simulations. A heavy emphasis will be placed on enhancing higher order thinking skills such as analysis, synthesis, and evaluation of information. Students will also be encouraged to develop their creativity and individuality through various projects and group activities. This course is designed for students identified as gifted and will develop GIEP goals throughout the course.

**ADVANCED PLACEMENT UNITED STATES HISTORY (+) (YR)****GRADES 10-12****Prerequisite: Teacher Recommendation and Successful Completion of a Prior Honors Social Studies Course**

As outlined in the College Board's Course and Exam Description, "In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills 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. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.” This rigorous course will emphasize class discussion of work assigned from a survey textbook and supplementary reading taken from both primary and secondary sources. Extensive written assignments occur each marking period as will tests and quizzes utilizing essay and objective-style questions. Students will be encouraged to take the Advanced Placement U.S. History examination available through the College Board. This course fulfills the tenth grade social studies graduation requirement.

### **STUDIES IN WORLD HISTORY (+) (YR)**

**GRADE 11**

This course surveys the history and geography of Africa, Europe, India, Japan, China, Latin America, and the Middle East. Key events of these cultures are examined via analysis of primary source documents and secondary sources. Historical content is used as a vehicle to develop, reinforce, and improve reading and writing skills. Students are challenged to demonstrate understanding with informal written reflections and formal structured essays. Further, this course will apply use of mastery learning; team teachers will check on student progress throughout each unit. These checks on learning progress will provide feedback on individual learning and will be used to devise differentiation activities.

### **WORLD HISTORY (+) (YR)**

**GRADE 11**

This course is designed to understand our world and our place in it through the study of world history. Through this course of study the interrelationship of the countries/regions and their interdependence is emphasized. A focus is placed on social, economic, political development of different societies as well as the study of geography. The course is organized on the basis of the teacher developed essential questions. How have people built their diverse cultures over time? How are societies interconnected across time and space and how do primary sources and other historical data assist the historian’s understanding of issues of interconnectedness? How have different economic systems developed to address changing human needs and influenced the world? How have geographic factors affected the course of history? How do current issues of today relate to the development of future trends? How do societies govern themselves? Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. This program continues to address the research and writing skills necessary to develop critical, analytical, spatial and interpretive thinking skills.

### **HONORS WORLD HISTORY (+) (YR)**

**GRADE 11**

This course is designed to provide students an opportunity to understand our world and our place in it through the study of cultural relativity, multiple perspectives, and historical development. Through this course of study, the interrelationship of the countries/regions and their dependence on one another are stressed. An emphasis is placed on social, economic, and political development of different societies, as well as geography. Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. Critical and spatial thinking is developed through the use of analytical and interpretive skills. This program continues to develop research skills. The course requirements include outside readings, and research. The students are asked to articulate issues and ideas orally as well as in writing.

### **ADVANCED PLACEMENT WORLD HISTORY: MODERN (+) (YR)**

**GRADES 11-12**

**Prerequisite: Teacher Recommendation and Successful Completion of a Prior Honors Social Studies Course**

As outlined in the College Board’s Course and Exam Description, “In AP 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 World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. This is a rigorous course requiring outside reading, essay writing and class participation. Strongly advised is a recommendation from the student's current social studies teacher. Students will be encouraged to take the Advanced Placement World History: Modern examination available through the College Board. This course fulfills the eleventh grade social studies graduation requirement.

### **ADVANCED PLACEMENT EUROPEAN HISTORY (+) (YR)**

**GRADES 11-12**

**Prerequisite: Teacher Recommendation and Successful Completion of a Prior Honors Social Studies Course**

As outlined in the College Board's Course and Exam Description, "In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 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 also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations." College level texts and other reading materials emphasize critical analysis and essay writing skills. Students will be encouraged to take the Advanced Placement European History examination available through the College Board. This course fulfills the eleventh grade social studies graduation requirement.

### **SOCIAL SCIENCE ELECTIVES**

#### **CURRENT ISSUES (S) (+) (AD)**

**GRADES 10-12**

This semester elective course uses current events as the standard to teach Social Studies skills. Economic, social and political concepts are learned through the events of the student's life. Current newspapers, magazines, and web sites are the sources of information for Current Issues.

#### **INTRODUCTION TO ECONOMICS (S)**

**GRADES 10-12**

This course is designed to reinforce student understanding of basic economic concepts and theories. This elective brings the student closer to the economic world through practical application and theoretical support. Throughout the semester, students will gain an understanding of key economic principles through the study of banking, credit, decision-making, taxation, budgets, markets, and economic systems. The course is based on the important understanding of the existence of limited resources and unlimited wants, as well as interaction of buyers and sellers in markets as they strive to obtain goods, services and accumulate wealth. Students will share and show understanding of how these economic principles apply to their everyday lives.

#### **HONORS ECONOMIC THEORY (+) (S)**

**GRADES 10-12**

This course is designed for the student who wants to become more informed about our economy and economic decisions made at the individual, corporate and governmental levels. This course will increase the student's awareness of economics, which will include an exposure to the basic theories and terminology integrated

through both micro and macroeconomics. Skills developed in this course include graph interpretation and simple mathematical relationships. Students will be expected to complete a variety of assignments to apply their understanding of economics to actual current economic issues.

### **HONORS U.S. GOVERNMENT AND POLITICS (+) (S)**

**GRADES 10-12**

This course emphasizes the importance of economic, social, and political awareness in shaping history and the future. Students will acquire the basic elements of citizenship skills for participating in public affairs and understanding the premises of American liberty.

### **HONORS PHILOSOPHY (+) (YR)**

**GRADE 12**

#### **Prerequisite: GIEP**

This course is designed for students identified as gifted and will develop GIEP goals throughout the course. The course is a pragmatic overview of the six major aspects of philosophic study. The primary emphasis is for students to develop from a philosophical perspective of life and the world that allows them to be successful in their future endeavors. In this introductory course, students will manipulate abstract ideas to provide a means of dealing with varying points of view in an orderly, logical, and rational way. The ideas from original works by a number of philosophers will be read and studied in a small group seminar format to attempt to view the philosopher at work.

- Summer reading is required

### **INTRODUCTION TO SOCIOLOGY (+) (S)**

**GRADES 10-12**

Sociology is the study of group life-its characteristics, causes, and consequences. This introductory course will examine and analyze how social structures are created, maintained and most importantly, how they affect behavior. Students will be able to use the three main sociological perspectives to investigate social issues such as: socialization, culture, race and ethnic relations, education, poverty, and aging.

### **GENDER STUDIES (+) (S) (AD)**

**GRADES 11-12**

This course will focus on the way gender shapes individuals, social institutions and culture throughout history. It places an emphasis on the relationship between the social construction of gender and the experiences of women and men throughout societies. Students will study topics such as “male” and “female” gender expectations in the home, workplace, and government as well as how concepts of gender are reflected in a society’s media, religion, interpersonal relations and individual rights. Students will use an interdisciplinary approach and examine such concepts through the use of primary source documents, literature, film, current event articles, and music. The goal of this course is to help students develop a critical framework for thinking about gender through a global perspective and allow the opportunity for self-reflection throughout.

### **INTRODUCTION TO PSYCHOLOGY (+) (S)**

**GRADES 10-12**

Introduction to Psychology is designed as a survey course to familiarize students with fundamental psychological concepts. The focus will be on the variety of factors which contribute to individual differences in personality, intelligence and character.

### **ACCELERATED PSYCHOLOGY (+) (YR) (V)**

**GRADES 10-12**

This course is designed for the student interested in the academic study of the basic principles of human behavior and mental processes. Students will examine issues such as the influence of biology on behavior, learning, memory, human development, intelligence, personality formation and mental illness. The students will examine and conduct research as it is applied to these topics.

**ADVANCED PLACEMENT PSYCHOLOGY (+) (YR) (#)****GRADES 10-12**

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of humans and other animals. Students will be exposed to psychological facts and principles associated with the major subfields of psychology. They will learn the methods that psychologists use in conducting and reporting on research.

This challenging course will be presented as an entry-level college course in psychology. Students will be encouraged to take the Advanced Placement examination available through the College Board. This course incorporates STEM principles to build a foundation for STEM-related fields.

## **TECHNOLOGY & ENGINEERING**

**Courses in this department satisfy the Arts and Humanities or free elective requirements for graduation. All courses below incorporate STEM principles to build a foundation for STEM-related fields.**

**\*Materials that are used in completing assignments and become the personal property of the students are to be paid for by the students.\***

**\*Lab fees vary according to course projects.\***

| <b>TECHNOLOGY &amp; DRAFTING/DESIGN COURSES</b>   | <b>COMMUNICATIONS TECHNOLOGY COURSES</b>  | <b>POWER &amp; ENERGY TECHNOLOGY</b>  | <b>MANUFACTURING TECHNOLOGY</b>  |
|---|---|---|--|
| <ul style="list-style-type: none"><li>• Introduction to Technology and Engineering</li><li>• Accelerated STEM Guitar)</li><li>• Drafting &amp; Design Engineering 1</li><li>• Accelerated Drafting &amp; Design Engineering 2</li><li>• Honors Architectural Design &amp; Engineering</li></ul> | <ul style="list-style-type: none"><li>• Graphic Arts 1</li><li>• Accelerated Graphic Arts 2</li><li>• Online Media 1</li><li>• Accelerated Online Media 2</li><li>• Accelerated Publication Design 1</li><li>• Accelerated Publication Design 2</li><li>• Photography 1</li><li>• Accelerated Photography 2</li></ul> | <ul style="list-style-type: none"><li>• Power Technology 1</li><li>• Accelerated Power Technology 2</li><li>• Know Your Car</li><li>• Electronics 1</li></ul> | <ul style="list-style-type: none"><li>• Woodworking Technology 1</li><li>• Accelerated Woodworking Technology 2</li><li>• Engineering &amp; Robotics</li><li>• Honors Engineering &amp; Robotics</li></ul> |

### **LEVEL 1 COURSES**

These courses provide an exploration of course-specific content, and are offered on an alternate day or semester basis.

### **ACCELERATED LEVEL 2 COURSES**

**Prerequisite: Successful Completion of the corresponding Level 1 course (“C” or above) or Instructor Pre-Approval**

These advanced level courses provide a rigorous study of course-specific content beyond the material addressed in Level 1 courses, and are offered on a full year basis or alternate day.

### **HONORS COURSES**

Honors level courses are the most rigorous courses offered in the department. Students desiring to take any Honors level course are expected to meet the prerequisites listed in the individual course descriptions.

### **ACCELERATED INDEPENDENT STUDY COURSES**

**Prerequisite: Successful Completion of the corresponding Level 2 or Honors course**

Rigorous study of course-specific content beyond the material addressed in a Level 2/Honors course offered on a full year basis.

## **TECHNOLOGY & DRAFTING/DESIGN COURSES**

### **INTRODUCTION TO TECHNOLOGY AND ENGINEERING (AD) (#)**

**GRADES 9-12**

This STEM-based course explores the various courses within the Technology and Engineering Department. Problem solving is stressed, as students pursue activities that build a strong foundation for practical application of technology. Students are expected to complete hands-on projects, as well as written assignments. Recommended for ninth grade as an introduction to the Technology and Engineering area, but other grades are welcome.

### **ACCELERATED STEM GUITAR (AD) (#)**

**GRADES 9-12**

This STEM-based course explores the design elements, manufacturing, and assembly of solid-body electric guitars. Science, Technology, Engineering & Mathematics (STEM) concepts that relate directly to guitars are used to help students make an applied learning connection. Students will use CAD (computer-aided design) and CAM (computer-aided manufacturing) as well as a variety of tools and machines to design and build themselves a fully functioning electric guitar.

### **DRAFTING & DESIGN ENGINEERING 1 (AD) (YR) (#)**

**GRADES 9-12**

This STEM-based course is highly recommended for students considering careers in any field of engineering. The following areas will be explored during this year-long course: sketching, use of mechanical drawing instruments, orthographic and isometric drawing, sectioning, revolutions, auxiliary views, fasteners, pictorial and working drawings, surface developments, and modeling. Students will develop fundamental skills through board work and the use of a Computer Aided Drafting and Design (CADD) program.

### **ACCELERATED DRAFTING & DESIGN ENGINEERING 2 (AD) (YR) (#)**

**GRADES 10-12**

**Prerequisite: Successful Completion of Drafting and Design Engineering 1 or Instructor Pre-Approval**

This STEM-based course is designed for students who wish to explore advanced problems dealing with machine parts and accessories, sheet metal pattern development, mechanical perspective drawings, and other forms of three-dimensional drawings. Emphasis will be placed on understanding two- and three-dimensional forms through standard board practices and through the use of the computer (CADD).

### **ARCHITECTURAL DESIGN & ENGINEERING (AD) (#)**

**GRADES 9-12**

A course for students interested in exploring structural design and/or engineering. Architectural plans will be created utilizing Computer Aided Drafting and Design (CADD) and Board Drawings. This STEM-based course focuses on the design of spaces, incorporating ergonomics, environmental impact studies, green living, and other technologies impacting human life. Students will be expected to utilize problem solving skills in a design loop to create solutions for real-world problems.

### **HONORS ARCHITECTURAL DESIGN & ENGINEERING (YR) (#)**

**GRADES 10-12**

**Prerequisite: Successful Completion of (or concurrently enrolled in) Algebra 2, Geometry, and Physics**

This STEM-based course is highly recommended for students wishing to explore careers in architecture and related fields. During this year-long course, students will study basic structural planning, design, and construction. Class time will be devoted to problem solving, creating architectural plans and construction of models. An introduction to Computer Aided Drafting and Design (CADD) will be presented.



## **COMMUNICATIONS TECHNOLOGY COURSES**

### **GRAPHIC ARTS 1 (AD) (YR) (#)**

**GRADES 9-12**

A course for students interested in exploring design and printing technologies. This STEM-based course will expose students to the art of visual communication, from design to production. Students will engage in projects; i.e. screen printing t-shirts, vinyl cutting stickers, and using professional design software as well as industry standard equipment. This is an excellent opportunity for Art students to explore industrial reproduction techniques and the artist's role in graphic reproduction.

### **ACCELERATED GRAPHIC ARTS 2 (AD) (YR) (#)**

**GRADES 10-12**

**Prerequisite: Successful Completion of Graphic Arts 1 or Instructor Pre-Approval**

This second level STEM-based course is for those students who wish to explore the various methods of graphic reproduction. The emphasis in this course will be on advanced photo-offset techniques such as halftone, duotone, reverses, screen tints, special effect screens, posterization, and color process printing. Also included will be multi-color techniques for design and layout, advanced press operation, and maintenance. The role of computers in prepress imaging and copy preparation is an integral part of the course.

### **PHOTOGRAPHY 1 (AD) (YR) (#)**

**GRADES 9-12**

This STEM-based course is designed for the student who wishes to explore all aspects of photography both film based and digital. Projects in the course may include studio work, action photography, mounting photographs, and photographic special effects. Students will perform laboratory activities for each assignment. Student performance is evaluated by testing and laboratory performance on assignments.

### **ACCELERATED PHOTOGRAPHY 2 (AD) (YR) (#)**

**GRADES 10-12**

**Prerequisite: Successful Completion of Photography 1, Digital Photography, or Instructor Pre-Approval**

This second level STEM-based course is designed for the serious student who wishes to pursue photography beyond the material covered in the Level 1 course. The course will cover advanced assignments including the following: portfolio of work, portraiture, photographic montage, photo research projects, and special camera and darkroom techniques. Coursework will consist mainly of laboratory activities, supplemented, as appropriate, by the instructor. Student performance will be evaluated by a variety of critique formats. It is highly recommended that students enrolling in this course have their own SLR film camera.

### **ONLINE MEDIA 1 (AD) (#)**

**GRADES 9-12**

This STEM-based course is offered to students who wish to explore various uses of the Internet through the building of web pages and web sites. Students will gain experience in working with HTML code, web authoring software including Adobe's Dreamweaver, digital images, video, gif animations, and appropriate web design and layout.

### **ACCELERATED ONLINE MEDIA 2 (AD) (#)**

**GRADES 10 -12**

**Prerequisite: Successful Completion of Online Media 1**

This second level STEM-based course is offered as a follow up to Online Media 1. Whereas the first level class concentrates solely on HTML as a language for web development, Online Media 2 takes HTML 5.0 and offers a rich developing environment for mobile devices such as Android and iOS platforms. This course concentrates on the media applications of mobile devices through programs such as Adobe's Flash and the Corona Software Development kit. Programming languages will include Adobe's Action Script, advanced HTML 5.0, and Lua.



## **POWER & ENERGY TECHNOLOGY**

### **KNOW YOUR CAR (AD) (#)**

**GRADES 9-12**

Students who plan to own a car will benefit from this course. Dealing with the automotive field, this consumer-oriented course will offer students individual work sessions, outside demonstrations, and lab lectures. Topics included are automotive care and cosmetics, principles of operation, consumer awareness, safety, and buying new and used cars.

### **POWER TECHNOLOGY 1 (AD) (YR) (#)**

**GRADES 9-12**

A course for students interested in exploring various forms of energy, power, and transportation. This STEM-based course will expose students to the production and use of energy to power a variety of vehicles and systems. Students will utilize problem solving skills to create projects to provide solutions for real-world problems.

### **ACCELERATED POWER TECHNOLOGY 2 (AD) (YR) (#)**

**GRADES 10-12**

#### **Prerequisite: Energy & Power Technology 1**

The student, upon learning the basics in the Level 1 course, will have the opportunity to become familiar with more in-depth principles of operations and systems. The student will actively apply these principles through problem-solving design activities throughout the course.

### **ELECTRONICS 1 (AD) (YR) (#)**

**GRADES 9-12**

This STEM-based course provides an opportunity for students to gain fundamental knowledge of electronics and applied scientific principles, as well as general safety practices for laboratory environments. Areas of study will include: atomic theory; current, resistance, voltage and power; circuit analysis; Ohm's Law; Kirchhoff's laws; and digital theory. Students will be expected to utilize lab equipment and computer simulators to design, build and analyze analog and digital circuitry. The course will be taught in both a classroom and experiential environment with experiments and projects complementing traditional learning.

## **MANUFACTURING TECHNOLOGY**

### **WOODWORKING TECHNOLOGY 1 (AD) (YR) (#)**

**GRADES 9-12**

A course for students interested in hands-on work and product design. This course challenges students with the use of power and hand tools in the creation of projects that will increase in complexity as students learn advanced techniques. Safe operation and use of tools and equipment in the lab is stressed throughout the course. Some areas of this course include STEM concepts.

### **ACCELERATED WOODWORKING TECHNOLOGY 2 (AD) (YR) (#)**

**GRADES 10-12**

#### **Prerequisite: Successful Completion of Woodworking Technology 1 or Instructor Pre-Approval**

This course is designed to continue students' experience with tools, materials, machines and technology used in woodworking. Projects will increase in complexity from the first level classes. Students will continue to refine and explore gluing techniques, use of jigs, fixtures and templates, wood turning, wood joinery, layout and measurement, board foot calculations, use of fasteners, and sanding and finishing techniques. Experience in planning and designing woodworking activities, as well as the development of safe work habits, form integral parts of the instructional program. Some areas of this course include STEM concepts.

**ENGINEERING & ROBOTICS (AD) (#)****GRADES 9-12**

This STEM-based course is for students to explore the rapidly expanding technologies of Computer Aided Drafting and Design (CADD), Computer Aided Manufacturing (CAM), 3-D Modeling, and Robotics. Students will use hardware, software, and computer applications to engineer, design and produce solutions to assigned problems. Students will gain experience in creating computer-aided drawings, controlling robotic systems, and manipulating manufacturing processes and control systems, both electronic and mechanical.

**HONORS ENGINEERING & ROBOTICS (YR) (#)****GRADES 11-12**

This advanced STEM-based course has been designed for highly motivated students who would like to explore CADD/CAM, 3-D Modeling, CNC, and Robotics. Students will use hardware, software and computer applications to engineer, design, and produce solutions to assigned problems. Students will gain detailed experience in creating CADD, controlling robotic systems, and manipulating manufacturing processes and control systems, both electronic and mechanical. This course is recommended for those students who are looking into the fields of electrical, mechanical, and computer engineering. Students enrolling in this course *must have successfully completed* or be enrolled in a course of Algebra 2, Geometry, and Physics. In addition, some background in programming is recommended.

**INDEPENDENT STUDY COURSE IN TECHNOLOGY & ENGINEERING (AD) (YR) GRADES 11-12**

Students may elect an independent study course in an area of study in Technology Education such as Photography, Graphic Arts, Power, Wood, Engineering and Robotics, Electronics, and Drafting. Standard or Honors may be selected.

The independent study is designed as an offering above the second level course. Potential students must have successfully completed the lower level course as the prerequisite and have approval of the teacher prior to enrollment. The student will select a unit of study in an area of their choice. Students will complete research, experiments, examples, and a presentation. If the honors independent study course is chosen, the class will be a yearlong course every day.

## **VISUAL ARTS**

**All of the courses in the Art Department satisfy the Arts and Humanities or Free Elective requirements for graduation.**

**The department of Visual Arts offers a diverse range of courses for students in grades 9-12 ranging from introductory courses to advanced placement. Our courses provide an opportunity for students to broaden their aesthetic horizons and enhance their creative abilities. Students engage in project based learning that enhances creativity, collaboration, communication, and critical thinking. Students learn to utilize design thinking, problem-solving, and risk-taking by exploring multiple mediums. Additionally, the department offers an intensive program for students who are considering studying art in college or pursuing careers in art or art-related professions. The advanced level courses are strongly recommended for portfolio preparation that is necessary for college admissions in fine arts, architecture, fashion design, and media design.**

### **A LAB FEE WILL BE CHARGED FOR ALL VISUAL ARTS COURSES**

#### **AP ART HISTORY (YR)**

**GRADES 10-12**

The Advanced Placement Program in Art History is open to students in tenth, eleventh and twelfth grade. This course explores topics such as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. No prior experience in art is necessary to enroll in this course. Students who have done well in studies such as history, literature, and advanced art are encouraged to enroll. Two goals of the course are to encourage the students to pursue further study in college as well as become versed in the visual language of art. Students enrolling in this course should recognize that there is a high level of academic commitment required. Students will have an opportunity to gain college credit and are encouraged to take the AP Exam in the spring.

#### **AP DRAWING (YR)**

**GRADES 11-12**

**Successful Completion of Drawing and Painting 1 and/or 2 and Teacher Recommendation or Portfolio Review Required.**

Advanced Placement Drawing is a rigorous college-level course, which requires the production of an extensive portfolio. Throughout the course, students conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework of the course focuses on concepts and skills emphasized within college art foundations courses. The course focuses on the use of mark-making, line, surface, space, light and shade, and composition. The intent of the course is to help students become inquisitive, thoughtful artists and designers who are able to articulate information about their work. Ongoing critical analysis, through individual and group critiques, enables both the students and the teacher to access the strengths and weaknesses in the work. Students who enroll in AP Drawing should do so with the understanding that they plan to participate in the AP Studio evaluation. Advanced Placement Drawing is designed for highly motivated students.

#### **AP-2D ART & DESIGN (YR)**

**GRADES 11-12**

**Successful Completion of Drawing and Painting 1 and/or 2 and Teacher Recommendation or Portfolio Review Required.**

Advanced Placement 2D Art & Design is a rigorous college-level course, which requires the production of an extensive portfolio. Throughout the course, students conduct an in-depth, sustained investigation of materials,

processes, and ideas. The framework of the course focuses on concepts and skills emphasized within college art foundations courses. The course focuses on the use of two-dimensional elements and principles of art and design. Students will consider how materials, processes and ideas can be used to make work that exists on a flat surface. The intent of the course is to help students to become inquisitive, thoughtful artists and designers who are able to articulate information about their work. Ongoing critical analysis, through individual and group critiques, enables both the students and the teacher to access the strengths and weaknesses in the work. Students who enroll in this course should do so with the understanding that they plan to participate in the AP Studio evaluation. The course is designed for highly motivated students.

### **AP-3D ART & DESIGN (YR)**

**GRADES 11-12**

**Successful Completion of Ceramics 1 & 2 and/or Metals 1 & 2 and Teacher Recommendation or Portfolio Review Required.**

Advanced Placement 3D Art & Design is a rigorous college-level course, which requires the production of an extensive portfolio. Throughout the course, students conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework of the course focuses on concepts and skills emphasized within college art foundations courses. The course focuses on the use of three-dimensional elements and principles of art and design. Students will consider how materials, processes, and ideas can be used to make work that involves space and form. The intent of the course is to help students to become inquisitive, thoughtful artists and designers who are able to articulate information about their work. Ongoing critical analysis, through individual and group critiques, enables both the students and the teacher to access the strengths and weaknesses in the work. Students who enroll in this course should do so with the understanding that they plan to participate in the AP Studio evaluation. This course is designed for highly motivated students.

### **ESSENTIALS OF ART (AD)**

**GRADES 9-12**

Essentials of Art is an exploratory course open to all students and is an excellent introduction to the Art Department. The course exposes students to a variety of visual arts experiences in 2D and 3D including drawing, painting, ceramics, and sculpture. The course is a survey of all the department has to offer and provides students with an opportunity to discover the mediums they would like to pursue.

### **ACCELERATED ESSENTIALS OF ART (AD)**

**GRADES 9-12**

Accelerated Essentials of Art is similar to Essentials of Art except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art- based problems and create using the highest levels of production. Students will be asked to complete additional requirements to their work and/or complete additional assignments.

### **ACCELERATED DRAWING AND PAINTING 1 (AD)**

**GRADES 9-12**

**For students entering 9th grade, a sample of work is required for acceptance in this course.**

Accelerated Drawing and Painting 1 is an introductory course open to all students who have interest in drawing and painting. Emphasis is placed on developing fundamental drawing and painting skills and techniques. Possible materials include pencil, charcoal, pastel, watercolor, ink, and acrylic paint. No previous experience with drawing or painting is required although students should have a strong interest in developing in and through the arts.

- Students requiring a portfolio for college admission are encouraged to take this class. (Architecture, Fashion, Graphic Design and Visual Arts)

## **ACCELERATED DRAWING AND PAINTING 1 (YR)**

**GRADES 9-12**

Accelerated Drawing and Painting Full Year is an every day course similar to Drawing and Painting Alternate Day except that this course is more in-depth. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional requirements to their work and/or complete additional assignments.

## **ACCELERATED DRAWING AND PAINTING 2 (AD)**

**GRADES 10-12**

### **Completion of Drawing and Painting 1 Required**

Accelerated Drawing and Painting 2 is an alternate day advanced level course that builds on the skills developed in Drawing and Painting 1. Emphasis is placed on learning a variety of painting styles and techniques. Possible materials include pastel, watercolors, acrylic and oil paints. Throughout this course students will begin to develop their artistic voice.

- This course is strongly recommended for students wishing to take AP 2D Design or AP Drawing.
- Students requiring a portfolio for college admission are encouraged to take this class. (Architecture, Fashion, Graphic Design and Visual Arts)

## **HONORS DRAWING AND PAINTING 2 (YR)**

**GRADES 10-12**

### **Completion of Drawing and Painting 1 Required or teacher approval/recommendation**

Honors Drawing and Painting 2 is an everyday advanced level course that builds on the skills developed in Drawing and Painting 1. Emphasis is placed on learning a variety of painting styles and techniques. Possible materials include pastel, watercolors, acrylic and oil paints. Throughout this course students will begin to develop their artistic voice. This course offers a more in-depth exploration of painting and drawing allowing students to develop projects which sustain over a period of time, encouraging them to work and rework their ideas.

- This course is strongly recommended for students wishing to take AP 2D Design or AP Drawing.
- Students requiring a portfolio for college admission are encouraged to take this class. (Architecture, Fashion, Graphic Design and Visual Arts)

## **DESIGN 1 (AD)**

**GRADES 9-12**

Design 1 is an introductory course open to all students. Emphasis is placed on the foundations for creating digital art and illustration. Students will explore digital fine art through use of modern technology and multimedia applications. Students will explore a variety of presentation formats for displaying their work. No previous experience using digital art is required.

## **ACCELERATED DESIGN 1 (AD)**

**GRADES 9-12**

Accelerated Design 1 is similar to Design 1 except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional requirements to their work and/or complete additional assignments.

## **DESIGN 2 (AD)**

**GRADES 10-12**

### **Completion of Design 1 Required**

Design 2 is an advanced level course for students who wish to continue exploring digital design concepts. The course will provide students with the opportunity to synthesize ideas presented in Design 1 and apply these ideas to more complex assignments. Students will develop advanced skills in presenting their digital art. Students will begin to develop their artistic voice in this course.

**ACCELERATED DESIGN 2 (AD)****GRADES 10-12****Completion of Design 1 Required**

Accelerated Design 2 is similar to Design 2 except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional requirements to their work and/or complete additional assignments.

**CERAMICS 1 (AD)****GRADES 9-12**

Ceramics 1 is an introductory level course. The course exposes students to the skills, tools, materials and processes involved in working with clay. No previous experience with clay is required. Students will use materials and processes that are basic to ceramics including hand building, pinch, coil and slab methods. Students will learn about clay and glazes, and may be introduced to the potter's wheel. Students will also be introduced to the kiln and firing methods.

**ACCELERATED CERAMICS 1 (AD)****GRADES 9-12**

Accelerated Ceramics 1 is similar to Ceramics 1 except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional assignments as required by the teacher.

**CERAMICS 2 (AD)****GRADES 10-12****Completion of Ceramics 1 Required**

Ceramics 2 is an advanced level course. The purpose of Ceramics 2 is to introduce students to the pottery wheel. Ceramics 2 is for students who have successfully completed Ceramics 1 or Accelerated Ceramics 1. Students will continue to learn about clay and glazes, the kiln and firing methods as well as, an in-depth exploration of surface techniques.

**ACCELERATED CERAMICS 2 (AD)****GRADES 10-12****Completion of Ceramics 1 Required**

Accelerated Ceramics 2 is similar to Ceramics 2 except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional assignments as required by the teacher.

**HONORS CERAMICS 2 (YR)****GRADES 10-12****Completion of Ceramics 1 Required**

Honors Ceramics 2 is an everyday advanced level honors course. This course gives students advanced information about the skills, tools, processes and materials in manipulating clay, the pottery wheel and glazing. Major emphasis will be in wheel throwing techniques. Students will have the opportunity to develop projects which sustain over a period of time, encouraging them to work and rework their ideas.

**METALS 1 (AD)****GRADES 9-12**

Metals 1 is an introductory level course. The course exposes students to both functional and structural methods and techniques of metalsmithing. No previous experience with metals or three-dimensional design is required. Students will make jewelry or sculptural pieces that could include rings, bracelets, pendants, or necklaces. Students will be acquainted with methods of work, putting jewelry on display, and ways to finish pieces.

**ACCELERATED METALS 1 (AD)****GRADES 9-12**

Accelerated Metals 1 is similar to Metals 1 except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional assignments as required by the teacher.

**METALS 2 (AD)****GRADES 10-12****Completion of Metals 1 Required**

Metals 2 is an advanced level course. The purpose of Metals 2 is to provide students with further opportunities to advance the skills, tools, materials and processes of metalsmithing. Metals 2 is for students who have successfully completed Metals 1 or Accelerated Metals 1. Students will create more complex pieces and experiment with a variety of ways to create three-dimensional metal works of art.

**METALS 2 (YR)****GRADES 10-12****Completion of Metals 1 Required**

Metals 2 is an advanced level course. The purpose of Metals 2 is to provide students with further opportunities to advance the skills, tools, materials and processes of metalsmithing. Metals 2 is for students who have successfully completed Metals 1 or Accelerated Metals 1. Students will create more complex pieces and experiment with a variety of ways to create three-dimensional metal works of art.

**ACCELERATED METALS 2 (AD)****GRADES 10-12****Completion of Metals 1 Required**

Accelerated Metals 2 is similar to Metals 2 except that this course is based on a more rigorous curriculum. In accelerated classes, students are expected to have expanded personal solutions to art-based problems and create using the highest levels of production. Students will be asked to complete additional assignments as required by the teacher.



## WORLD LANGUAGE

The Council Rock World Language Department provides opportunities for students to reach various levels of proficiency in a second language. Research shows that students benefit academically from the study of a World Language while gaining a positive attitude about other cultures and languages. At Council Rock, we offer classes in Latin, Spanish, German and French.

There are two series of study of a World Language at Council Rock. The natural articulation for the Honors series is: Level I, Honors Level II, Honors Level III, Honors Level IV, and AP Language. The non-Honors series for the same languages continues from Level I to Level II, Level III, and Level IV. It is possible that a student might move from the Honors series to the non-Honors series, or vice versa, depending on specific criteria defined by the World Language Department. The likely paths for course articulation are shown in the chart below.

The recommendation that a student pursue the study of one language through all five years is strongly supported by the World Language staff. Admissions boards of most colleges and universities support an ongoing sequence of language study. It is important to note that each of the four languages offered in the Council Rock schools is equally challenging academically. The AP Language courses are intended to prepare students for advanced placement in upper-level college courses. Students in AP Language are encouraged to take the AP Language exam offered each May.

### The Pennsylvania Seal of Biliteracy

The Seal of Biliteracy is an award presented to graduating seniors who have proven their proficiency in English and one or more world languages. The purpose of the Pennsylvania Seal of Biliteracy is to recognize and reward the diverse linguistic talents of our students. It can also be used to provide employers and higher educational institutions with a method of identifying candidates with biliteracy skills. Offering this seal will encourage students to acquire proficiency in English AND another world language. It can also promote civic and global engagement. *The graduates of the class of 2025 will be the first group of seniors who can apply to receive the Pennsylvania Seal of Biliteracy. Information on how to apply for the seal will become available in the Fall of 2024.*

Courses in this department satisfy the arts and humanities or free elective requirements for graduation.

| World Language Courses - Recommended Progression   |  |  |  |
|--|--|--|--|
| GRADE 9  | GRADE 10   | GRADE 11   | GRADE 12   |
| <ul style="list-style-type: none"><li>Latin 1</li></ul>  | <ul style="list-style-type: none"><li>Latin 2 Honors</li></ul>   | <ul style="list-style-type: none"><li>Latin 3 Honors</li></ul>   | <ul style="list-style-type: none"><li>Latin 4 Honors</li></ul>                                 |
| <ul style="list-style-type: none"><li>German 1&lt;</li><li>French 1&lt;</li><li>Spanish 1&lt;</li></ul>          | <ul style="list-style-type: none"><li>German 2</li><li>French 2</li><li>Spanish 2</li></ul>                      | <ul style="list-style-type: none"><li>German 3</li><li>French 3</li><li>Spanish 3</li></ul>                      | <ul style="list-style-type: none"><li>German 4</li><li>French 4</li><li>Spanish 4</li></ul>    |
| <ul style="list-style-type: none"><li>German 2</li><li>French 2</li><li>Spanish 2</li></ul>                      | <ul style="list-style-type: none"><li>German 3</li><li>French 3</li><li>Spanish 3</li></ul>                      | <ul style="list-style-type: none"><li>German 4</li><li>French 4</li><li>Spanish 4</li></ul>                      |  |
| <ul style="list-style-type: none"><li>German 2 Honors</li><li>French 2 Honors</li><li>Spanish 2 Honors</li></ul> | <ul style="list-style-type: none"><li>German 3 Honors</li><li>French 3 Honors</li><li>Spanish 3 Honors</li></ul> | <ul style="list-style-type: none"><li>German 4 Honors</li><li>French 4 Honors</li><li>Spanish 4 Honors</li></ul> | <ul style="list-style-type: none"><li>AP German</li><li>AP French</li><li>AP Spanish</li></ul> |

<Students taking Level 1 of a language in 9th grade can matriculate into Level 2 Honors the following year based on teacher recommendation.

**FRENCH, LEVEL I (+) (YR)**  
**GERMAN, LEVEL I (+) (YR)**  
**SPANISH, LEVEL I (+) (YR)**

Throughout Level One, a functional approach is used to emphasize communication skills in everyday life. Instruction focuses on situations such as greeting others, expressing emotions and opinions, and seeking information. Students are engaged in motivating activities that develop their ability to use the language authentically. Spoken and written exercises focus on self-expression.

The program depicts everyday life, such as family and peer relations, and social customs in the countries of the target language. A variety of activities, designed with an emphasis on using the language as well as learning, is based on common situations and help students to become proficient in the three modes of communication: interpretive, interpersonal and presentational.

**LATIN, LEVEL I (+) (YR)**

This course introduces students to the Latin language, its grammar, vocabulary, and English word derivation. Students are engaged in motivating activities that develop their ability to use the language. Reading for comprehension and opportunities for oral communication and writing are emphasized. Textbook chapters focus on reading selections, grammatical forms and exercises, mythological and historical characters, word study, derivatives, and Roman life. Students will also become aware of how Latin influences other curricula, such as mathematics, law, and philosophy. Students should expect to be assigned regular study tasks, which may include written and oral work. Individual and group projects are a significant part of the course.

**FRENCH, LEVEL II (+) (YR)**  
**GERMAN, LEVEL II (+) (YR)**  
**SPANISH, LEVEL II (+) (YR)**

**Prerequisite: Successful Completion of French, German, or Spanish level 1 and Teacher Recommendation**

Students enrolled in this course will have successfully completed Level One. This course will prepare students for the Level Three course, but it is not intended as preparation for the Honors Level Three course. Emphasis continues on fostering genuine communicative ability in both written and oral formats. A focus continues on self-expression through the continuous practice of grammatical material. The student will gain greater cultural awareness of the language as the curriculum moves through diverse countries.

**HONORS FRENCH, LEVEL II (+) (YR)**  
**HONORS GERMAN, LEVEL II (+) (YR)**  
**HONORS SPANISH, LEVEL II (+) (YR)**

**Prerequisite: Successful Completion of French, German, or Spanish Level I and Teacher Recommendation**

Students enrolled in this course must have demonstrated advanced levels of competency with material learned in Level I. It is a rigorous course which continues and expands the concepts previously presented through analysis, synthesis and evaluation of more advanced grammar and vocabulary. Students will do independent research, present projects for class use, contribute to class discussions in the target language, and complete assignments in a timely manner. Students are expected to respond freely and to be involved in spontaneous language exchanges. A focus continues on the cultural heritage and issues of countries of the target language. Students will continue to strive for proficiency in the interpretive, interpersonal and presentational modes of communication. Students will be assigned regular study tasks which will include oral and written work. Courses are conducted primarily in the target language.

## **HONORS LATIN, LEVEL II (+) (YR)**

### **Prerequisite: Successful Completion of Latin I and Teacher Recommendation**

Honors Latin II continues the work of Latin I. More advanced grammar concepts and vocabulary allow the student to read selections describing in-depth Roman life, customs, and achievements that impact modern life. Roman history and mythology are studied through class presentations and discussion. Students are involved in independent research as well as group projects and activities which emphasize increasing oral and written proficiency in the language. Reading for comprehension, critical thinking and writing continue to be emphasized, as does derivative study.

## **FRENCH, LEVEL III (+) (YR)**

## **GERMAN, LEVEL III (+) (YR)**

## **SPANISH, LEVEL III (+) (YR)**

### **Prerequisite: Successful Completion of French, German or Spanish Level II and Teacher Recommendation**

In Level Three, the presentation of grammar is accompanied by short, theme-related readings and films. Activities are presented in various formats, from the more direct to the very open-ended, in order to motivate and challenge students. Students are provided the opportunity to personalize the material and to express their opinions in an enjoyable way. Assignments, oral and written, continue on a regular basis. Communication in the target language is highly encouraged.

## **HONORS FRENCH, LEVEL III (+) (YR)**

## **HONORS GERMAN, LEVEL III (+) (YR)**

## **HONORS SPANISH, LEVEL III (+) (YR)**

### **Prerequisite: Successful Completion of French, German or Spanish Honors Level II with an “A” or a strong “B” and Teacher Recommendation**

In Honors Level Three, the primary goal is to help students develop greater proficiency in the target language. It also aims to increase the student’s knowledge and appreciation of the language’s culture, and is preparation for Honors Level Four.

Each unit of the text ends with one or more reading selections related to the theme of the unit. Selections range from letters and comic strips to poems and short stories. Some come from contemporary newspapers and magazines, while others are drawn from literature. These are read by students for global comprehension of content. Students will also have the opportunity to learn about current events and trends in the countries corresponding with the target language by reading authentic printed materials as well as online resources.

Students are provided the opportunity to express their opinion in the target language to provoke meaningful discussion related to the themes of the unit. Assignments, oral and written, continue on a regular basis. Assessments are designed to measure proficiency in all modes of communication: interpersonal, interpretive and presentational. This course is conducted primarily in the target language.

## **HONORS LATIN, LEVEL III (+) (YR)**

### **Prerequisite: Successful Completion of Latin II and Teacher Recommendation**

Honors Latin III begins with a thorough review of the grammar studied in Levels One and Two. The course continues with more advanced readings and writing, using Latin selections from authors such as Caesar (The Gallic Wars), Pliny (letters), Martial (epigrams), Livy (history), and Ovid (Metamorphoses). Mythology and Roman history, along with derivative study, are expanded. Group and individual projects, both oral and written, remain part of the curriculum.

**FRENCH, LEVEL IV (+) (YR)****SPANISH, LEVEL IV (+) (YR)****GERMAN, LEVEL IV (+) (YR)**

**Prerequisite: Successful Completion of French, German or Spanish Level III and Teacher**

**Recommendation**

This course is not intended to prepare students for AP Language. In Level IV, the primary goal is to further develop student proficiency in the target language. It also aims to increase the student's knowledge of more advanced grammar, and offer more in-depth study of the culture in the target language. One or more reading selections complete each unit with additional authentic materials, such as newspapers, magazines, and news broadcasts incorporated for global language comprehension. Students are provided the opportunity to personalize the material and to express their opinions on a regular basis. This course is conducted primarily in the target language.

**HONORS FRENCH, LEVEL IV (+) (YR)****HONORS GERMAN, LEVEL IV (+) (YR)****HONORS SPANISH, LEVEL IV (+) (YR)**

**Prerequisite: Successful Completion of French, German or Spanish Honors Level III and Teacher**

**Recommendation**

In Honors Level Four, students are encouraged to use spontaneous expression through extensive oral and written practice. The primary goal is that students continue to gain proficiency in the three modes of communication: interpretive, interpersonal and presentational. The course includes use of textbooks emphasizing grammar and vocabulary along with the incorporation of authentic materials such as short stories, newspaper articles, news broadcasts, poetry, music, advertisements and a multitude of online resources. Incorporating these authentic materials allows for a more in-depth study of the culture of the target language. Supplementary exercises reinforce student proficiency and help prepare for achievement and proficiency tests as required by some colleges. This course is conducted primarily in the target language.

**HONORS LATIN, LEVEL IV (YR)**

**Prerequisite: Successful Completion of Latin III and Teacher Recommendation**

Honors Latin IV expands on the knowledge, understandings, and skills students gained earlier in the course sequence. Specifically, students focus on improving their translation and communication in Latin by reading original and adapted Latin; Latin authors and texts studied in the fourth year include Augustus (*Res Gestae*), Vergil, (*Aeneid*), and Ovid (*Metamorphoses*; *Amores*). The study of vocabulary, derivatives, and the nature of linguistics as it relates to English and Latin continues to be an important part of the Latin curriculum in Honors IV. Students continue to investigate Roman culture and history to make comparisons with and analysis of their own culture and history.

**AP FRENCH LANGUAGE AND CULTURE (+) (YR)****AP GERMAN LANGUAGE AND CULTURE (+) (YR)****AP SPANISH LANGUAGE AND CULTURE (+) (YR)**

**Prerequisite: Successful Completion of French, German or Spanish Honors Level IV and Teacher**

**Recommendation**

Students taking the AP course in World Language are self-motivated and independent learners who enjoy studying the target language. The course resembles a university course as it is demanding and moves at an accelerated pace. The course is taught in an environment of total immersion. Through more in-depth study of grammar and the analysis of literature in various media forms, students will increase their proficiency in the target language. Courses are designed around six themes, where teachers can integrate linguistic and cultural

aspects, promoting the use of the language in a variety of contexts. Students are required to express their opinions and reactions in all modes of communication: interpretive, interpersonal and presentational. Students will realize the interconnectedness of the themes which will prepare them to take the AP exam offered by the College Board's Advanced Placement Program.

## 2024 DATES TO REMEMBER

### COUNCIL ROCK HIGH SCHOOL NORTH

|   |   |
|---|---|
| <b>January 08, 2024</b><br><b>Snow date: January 10, 2024</b> | <b>Evening orientation for parents of students in grades 8-11 in the high school auditorium. Administrators, counselors, and department coordinators will be available.</b> |
| <b>January/February</b>                                       | <b>Orientation for grade 8 students.</b>  |
| <b>January 8, 2024 to January 24, 2024</b>                    | <b>Students in grade 9-11 meet with classroom teachers for course recommendations.</b>  |
| <b>January 25, 2024</b>                                       | <b>End of second marking period.</b>  |
| <b>January 26 to March 1, 2024</b>                            | <b>Counselors meet with students to finalize student course requests for 2024-2025.</b>   |
| <b>April 5, 2024</b>  | <b><i>Final opportunity to change course requests.</i></b>  |

### COUNCIL ROCK HIGH SCHOOL SOUTH

|  |   |
|--|---|
| <b>January 9, 2024</b><br><b>Snow date: January 16, 2024</b> | <b>Evening orientation for parents of students in grades 8-11 in the high school auditorium. Administrators, counselors, and department coordinators will be available.</b> |
| <b>January/February</b>                                      | <b>Orientation for grade 8 students.</b>  |
| <b>January 8, 2024 to January 24, 2024</b>                   | <b>Students in grade 9-11 meet with classroom teachers for course recommendations.</b>  |
| <b>January 25, 2024</b>                                      | <b>End of second marking period.</b>  |
| <b>January 26 to March 1, 2024</b>                           | <b>Counselors meet with students to finalize student course requests for 2024-2025.</b>   |
| <b>April 5, 2024</b>   | <b><i>Final opportunity to change course requests.</i></b>  |

**A digital copy of this document may be found on the Council Rock School District website [www.crsd.org](http://www.crsd.org)**