

UPPER MERION AREA SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Dr. Eric Wellington (President)
Mr. Eric Elvanian (Vice President)
Mrs. Joan Kellett (Assistant Secretary)
Ms. Michelle Barainyak
Mrs. Alice Budno Hope
Ms. Maura Buri
Dr. David Karen
Mr. Thad Radzanowski
Mr. Ted Walmsley

CENTRAL ADMINISTRATION

Dr. Jane Callaghan.....Superintendent
Ms. Susan Silver.....Director of Curriculum and Instruction
Dr. Sean Gardiner.....Director of Curriculum and Instruction-STEM
Mr. John Moody.....Director of Student Services
Mrs. Staci Futrick.....Supervisor of Special Education

HIGH SCHOOL ADMINISTRATION

Mr. Jonathan Bauer
Principal

Mr. Michael Fabrizio-A to K
Assistant Principal

Mr. Thomas Campbell-L to Z
Assistant Principal

Mr. Robert Devers
Director of Athletics and Student Activities

TABLE OF CONTENTS

GUIDANCE AND COUNSELING SERVICES

College Planning Section	5
--------------------------------	---

THE COURSE SELECTION PROCESS	9
------------------------------------	---

COURSE DESCRIPTIONS

English	15
Social Studies	22
Computers/Business	28
Mathematics	32
Science	36
Foreign Languages	40
Art	43
Music	45
Technology and Engineering	47
Family and Consumer Science	49
Physical Education	51
Teenage Issues and Health	52
Special Education	53

SPECIAL PROGRAM	57
-----------------------	----

CENTRAL MONTCO TECHNICAL HIGH SCHOOL.....	58
---	----

UMAHS Mission Statement

District Mission: Inspiring Excellence... in every student, every day.

Upper Merion Area High School Mission: The mission of UMAHS, a challenging diverse, caring learning community is to inspire excellence in every student by fostering lifelong learners who recognize and achieve their fullest potential.

GOALS

1. Ensuring Accomplishments and Achievement for All Students

We Envision:

- A 21st Century culture for customized learning.
- Programs and instruction that prepare all students to graduate college and career ready.
- A balanced and consistent assessment system.
- Professional learning that is focused, job-embedded, and results in 21st century culture of learning for all students.
- Smooth transitions that support all students as they move from grade to grade, building to building, district to district and high school to post-secondary.
- Student participation in athletics and extra-curricular activities and organizations.

2. Strengthening and Expanding District And Community Engagement and Partnerships

We Envision:

- Improved district communications and deepen community and partnership engagement.

3. Ensuring safety and wellness across the District

We Envision:

- Safe facilities and transportation.
- A climate and culture of safety, security, and wellness across the district.

4. Maximizing Efficacy and Coordination across District Support Systems

We Envision:

- Fiscal stability in the District.
- Sufficient and safe facilities within which to support a 21st century.
- A District that is well maintained in a timely manner.
- High levels and use of technology across the District.
- An efficient transportation infrastructure.

**Upper Merion Area High School
2015-2016 Faculty**

Computers/Business

Denise Jowett*
Rachel Albright
Jennifer McCarthy

English

Jennifer Rieger*
Jason Darnell
Laura Brown
Rachel Darnell
Joan Durland
Laura Ebersole
Erika Imhoff
Candice Stinson
Anne Masters
Rebecca McDonnell
Nicole Miller
Kim Oren
Thomas Schurtz
Dan Taylor-Storm
Jennifer Wert

Foreign Language

Jennifer Sharp*
Philippe David
Brian Diehl
Pamela Satterfield
Jeffrey Skonier
Neena Swartz
Ana Vargas-Manners

Guidance

Erik Enters*
Patricia Brower
Debbie Greenstein
Kim Jackson
Lauryn Roth

Media Center

Kelly Bontempo

Mathematics

Katherine Schneider*
Jamie Baxter, III
Jeffrey Bowlby
Matthew Collins
Carolyn Craig
Joseph Heinz
Susan Helenski
Marie Moser
Danielle Sabato
Caitlin Thompson
Lisa Yeasted

Science

Peter Vreeland*
Jeffrey Bugenhagen
Scott Cox
Kelly Cross
Charles Daniels
Michelle Franko
Dawn Hallquist
Laura Himler
Jeff Kushner
David Montalvo
Lynda Newhart
Trisha Rabold
Andrew Restad
Sarah Van Cleve
Michael Werner

Social Studies

Stephen Kozol*
Stephanie Dell'Elmo
Melanie Gogarty
Michael Griffith
Edward Helenski
Ryan Larkin
Matthew Mitchell
Maria Savini
Candice Stinson
Melissa Toto

Health Services

Iris Washington

Health/Physical Ed

Thomas Dodds*
Corey Besz
Patricia Ehret
Frank Karkoska
Angie Yanocha

Special Education

Cheryl Bacchi*
Victor Brown
Colleen Buchinsky
Nicole Darley
Brian Heck
Eileen Kenny
Edward Lindsay
Alfred Naulty
Shannon Newhard
Phil Piazza
Jennifer Pierce
Gail Ward

Arts

Lisa Burns*
Troy Burkhart
Diana Helmetag
Brian Horoho
Donald Washam

Family & Consumer

Science

Leslie Clifton*
Megan Bishop

Technology Education

Peter Vreeland

Viking Channel

Brian Reagan

School Safety Officer

James Godby

*Subject Area Leader

GUIDANCE AND COUNSELING SERVICES

It is the goal of Upper Merion Area High School to encourage students to become active learners and responsible, well-rounded citizens. In keeping with this goal, each student is provided assistance in educational and career planning.

The staff strives to meet the unique needs of each student by careful placement in courses commensurate with abilities and interests. Teacher recommendations, test scores, grades, parent and student input are used to make the most accurate placements possible.

Confidential counseling services are available for students who have personal problems. The school has the services of an SAP Counselor to assist students in need of additional help. Counselors are members of the Instructional Support Team (IST) and Student Assistance Program (UMAAT). These two committees have been designed to promote and assist students in their educational and emotional adjustment.

The success of our students is a cooperative effort between the home and the school. The school staff encourages parents to participate in their child's high school career. Parents are invited to contact the guidance office with any concerns and to take advantage of all the services offered.

COUNSELOR ASSIGNMENTS FOR 2015-2016

Each counselor is assigned students based on the first letter of the student's last name. This provides each counselor with the opportunity to work with students in each grade level over a four year period.

Students A-D	Patricia Brower	610-205-3840
Students E – K:	Kim Jackson	610-205-3841
Students L – Ra:	Lauryn Roth	610-205-3870
Students Re – Z:	Debbie Greenstein	610-205-3873
College Counselor	Erik Enters	610-205-3839
Guidance Technician	Elaine Berman	610-205-3821
Guidance Clerk	Diane Coxe	610-205-3899

THE "HUB"

Parents and students are urged to take full advantage of the resources in the HUB. Current information is available through the guidance tab at www.umasd.org/guidance. All guidance related materials and links are now available through your student's Naviance account - <http://connection.naviance.com/uppermhs>.

Post-Secondary Planning Opportunities – include:

Scholarship Information	College Catalogs
Training Course Brochures	Military Guides
Financial Aid Information	SAT/ACT Test Prep Info
Occupational & Career Information	College Resource Books

College Application Process

The College Counselor is available to all students to discuss their future plans. Students thinking about entering college after graduation are encouraged to plan early. Colleges look closely at the level of coursework a student has chosen throughout high school. It is imperative for students to challenge themselves academically in order to prepare for college level work.

Athletes

In order to participate in Division I or Division II athletics and receive athletically-based financial aid, students must register with the NCAA Initial-Eligibility Clearinghouse and meet eligibility standards. If they wish to register on-line with the Clearinghouse, they must have a valid U.S. Social Security Number and a Visa or MasterCard. The Clearinghouse ensures that students are academically qualified to play by reviewing their high school transcripts. Students cannot register until they have completed their junior year. More information is available at www.ncaaclearinghouse.net.

College Planning Guide

It is recommended that you do not wait until junior or senior year to begin planning for college. Remember that colleges will receive your 9th, 10th and 11th grade courses and grades. Take the most challenging courses you can handle and do your best work.

Freshman Year

- Meet with your counselor to go over a plan of action for college preparation
- Become familiar with college entrance requirements
- Join extracurricular activities
- Continue or begin saving for college
- Research college costs
- Explore your career interests

Sophomore Year

- Continue to take challenging high school courses
- Continue to explore careers and the education required to be successful in the careers that interest you
- Take the PSAT
- Review your PSAT scores with your Guidance Counselor and/or the College Counselor
- Begin collecting college information
- Attend a summer program at a college to experience a college atmosphere
- Visit colleges and talk with college students
- Decide what kind of college you would like to attend (large vs small, urban vs rural, etc)
- Continue to save for college
- Continue and/or join extracurricular activities
- Begin to do community service (colleges are now EXPECTING that students are participating in some type of community service in high school)

Junior Year

- PSAT is given to every Junior
- Meet with your Guidance Counselor for a Junior Conference
 - Counselors meet with each of their juniors to go over credits, discuss senior year courses, evaluate career plans and discuss post secondary options
- KEEP YOUR GRADES UP! Junior year is an important year to the colleges considering your application
- Register for the SAT and/or ACT in the spring - take one test in January or February and one in May or June
- Visit colleges - prepare a list of questions to ask when you visit. Take notes of characteristics you like and dislike and start to narrow the list of schools to which you plan to apply
- Put together an activities resume and/or portfolio that highlights any special skills and talents you have
- Volunteer for activities and clubs related to your career interests
- Get a part-time job, internship or job shadow in a profession that interests you
- Attend college fairs
- Ask for letters of recommendation from your teachers and counselor

Senior Year

- September - December
 - Meet with your Guidance Counselor to review your credits and make sure that your transcript is correct
 - Meet with the College Counselor to discuss your college choices and review the application process
 - Write your college essay (it will be the first theme in your senior English class)
 - Complete the CSS Profile financial aid form if the school to which you are applying requires it.
- January - May
 - Apply for financial aid using the FAFSA (Free Application for Federal Student Aid) - go to Fafsa.ed.gov for more information
 - Make sure you have completed all of the required financial aid forms for you colleges (FAFSA, Institutions forms, CSS Profile)
 - Keep track of and observe deadlines for all required fees and paperwork
 - Look for scholarship information (there is a scholarship board in the Hub)
 - Look for your Student Aid Report (SAR) from the colleges to which you have been accepted
 - Compare financial aid packages from your schools
 - Do additional visits to help you in your final decision making
 - Decide which college you plan to attend by May 1

College Representatives – visits are held throughout the year (primarily in the fall) so that students and parents can meet with admissions representatives to get information about a specific college, their academic programs, campus life, and admissions policies. All students are encouraged to attend these programs regardless of grade level, although they are designed primarily for juniors and seniors. Students are asked to not abuse the privilege of missing instructional time to meet with college reps and to check with their classroom teacher for permission prior to coming to the HUB.

HUB Nights – Wednesday Nights

Counselors will offer several HUB nights during the school year. These evening hours are designed for counselors to meet with parents/guardians and/or students outside of the traditional school day so as to accommodate parent/guardian work schedules. Particularly from November to March, students in the junior class could schedule their “Junior Conferences” during these evening hours.

The College Counselor also sponsors multiple evening programs throughout the school year designed to inform students and parents on topics related to the college admission/financial aid processes, options for post-secondary education, and to help students become college and career ready. These programs are typically held on Wednesday evenings in the HUB or the LGI.

College Application Process

1. College Selection

- Students are encouraged to use our Naviance program to help identify their post-secondary plans, research potential colleges and careers, and create a list of schools to which they may apply.
- Students should be aware and take note of all deadlines associated with their college applications.
- When searching for schools to apply to, we stress the importance of selecting institutions that are a good fit for the student based on their academic profile, their interests and intended major, and admissibility to the school. Students should be sure to follow this general guideline:
 - 1-2 “safety schools” on their list (very likely to be accepted)
 - 2-3 “fit schools” (probable that the student will be accepted)
 - 1-2 “reach schools” (admissions qualifications may be a bit higher than what the student has demonstrated)

2. Teacher/Counselor Recommendations

- In their junior year, students are encouraged to identify and ask teachers for recommendation letters before the end of the school year. All student requests for letters of recommendation must be completed in Naviance as well as asking the teacher in person. Please complete the Student Self Assessment questionnaire that provides the staff member with important information about the student’s interests, plans, and achievements that is available on the “About Me” tab in Naviance.

3. The Application

***Students are asked to complete and submit a Transcript Request Form (in back of book) for each college to which they are applying. This form must be turned in before any transcripts can be sent. Students must also complete the requisite steps in Naviance – listing the colleges to which they have applied, request the transcript be sent, and request teacher recommendations through Naviance.**

- Online applications must be completed by the student and submitted before the college’s deadline. Students should printout any supplemental forms that need to be filled out by the counselors and submit them, along with their Transcript Request Form.
- Paper applications are rare but should be turned in with the Transcript Request Form to the College Counselor. They should include the essay, application fee, and other supplemental forms that need to be sent to the college.

(See the Signature Acknowledgement Letter in the back of this book that all seniors are asked to submit to the College Counselor prior to requesting transcripts.)

Naviance Family Connection

Family Connection is a comprehensive website that you and your child can use to help in making plans about courses, colleges, and careers. Family Connection is linked with Naviance Succeed™, a service that we use in our office to track and analyze data about college and career plans. It provides up-to-date information that is specific to our school.

Family Connection will allow you and your child to:

- **Get involved in the planning and advising process** – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- **Research careers** – Research hundreds of careers and career clusters, and take career assessments like the Do What You Are® test.
- **Create plans for the future** – Build course plans, create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals.

Family Connection also lets us share information with you and your child about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information.

**New to Family Connection – Upper Merion has purchased the PrepMe program that focuses on improving student SAT scores. It is available on the student's home page of their Naviance Family Connection account. You can access it under the resources on the left hand side of the page.*

For more information about the program visit <http://www.naviance.com/college-and-career-readiness-platform/test-preparation> .

To visit our school's Family Connection site, use your browser to connect to:

<http://connection.naviance.com/uppermhs>

To sign in - the student should type in their student id in email user name space. Your password is your birthday - yyyymmdd. Guests may access the site but will be limited to basic information and not be able to use all of the features of the website. If you have problems accessing your Naviance account please contact your individual counselor.

COURSE SELECTION PROCESS

The scheduling process is built on a seven-period academic day over a six-day cycle. Students must schedule a minimum of 36 class periods but may not schedule more than 42 class periods, which is the maximum available.

STEP 1: REVIEW GRADUATION REQUIREMENTS

All students who wish to earn an Upper Merion Area High School diploma must meet certain standards. The PA State Board of Education and the Upper Merion Area Board of School Directors set the requirements after considerable review with citizens, parents, teachers and students. Please refer to the graduation requirements as you design an individual program of studies.

Graduation Requirements

In the list below are the minimum number of credits required of all students who wish to earn an Upper Merion Area School District Diploma. Successful completion of these standards and the Graduation Project must be met by all students who wish to earn the Upper Merion Area High School diploma. These are set by the Pennsylvania State Board of Education and the Upper Merion Area Board of School Directors after careful review. You must refer to this list as you design an individual program of studies.

Beginning with the class of 2017, successful completion of standards, the Graduation Project as well as required Keystone Exams must be met by all students who wish to earn the Upper Merion Area High School diploma. Graduation Requirements are set by the Pennsylvania State Board of Education and the Upper Merion Area Board of School Directors after careful review.

Listed below are the minimum number of credits required for all students who wish to earn an Upper Merion Area School District Diploma.

English	4.0	Computers	0.5
Social Studies	3.5	Health	0.5
Mathematics	3.0	Arts & Humanities	2.0
Science	3.0	Electives	5.5
Physical Education	1.0	Teenage Issues	<u>0.5</u>
Total			23.5

Below are the number of credits needed to be considered in:

Grade 12 – 17 credits

Grade 11 – 11 credits

Grade 10 – 5 credits

Students must complete all academic requirements, including proficiency in Algebra, Biology and English Literature through Keystone Exams and the senior graduation project, to be eligible for the diploma and to participate in the graduation ceremonies.

English-Students who do not meet standards in reading and writing at the end of 8th grade will be required to participate in a standards based English program including a Keystone Literature Prep Course.

Social Studies-Students may elect the half or full credit Government and Economics course in the senior year.

Mathematics-Students who do not meet standards in mathematics at the end of 8th grade will be required to participate in a standards based Mathematics program including a Keystone Algebra and Science Prep course.

Physical Education-Students must complete and pass 1.0 credits of Physical Education.

Health-Students must take a required health course in 11th grade.

Arts and Humanities-Credits may be accumulated from Art, Business, Computer, Family and Consumer Science, Foreign Language, Music, Physical Education or Technology Education. Electives found in English, Social Studies, Math or Science may qualify if they include standards in Arts and Humanities.

Teenage Issues-Students must successfully complete this course prior to taking their 11th grade health class. This course will include standards in careers, family and consumer science, and health.

STEP 2: ANALYZE PERSONAL GOALS

Students should be thinking seriously of the type of work that they want to do and the kind of life they want to lead. Decisions should be based on personal analysis and consideration of long-range personal goals, rather than on a semester's schedule or choice of friends.

Be realistic and consider what will happen after graduation. Will there be an opportunity for college or some special training for a vocation? Competition in the world today is keen and you should aim high.

If college is the immediate goal, be aware that requirements differ significantly among schools. The best way to plan for college is to study admissions requirements in college catalogs or other guides available in the HUB, through the Naviance system or online.

If you are preparing for a special career or job, you should investigate requirements for that position. Confer with your counselor, teachers, and people in the community working in related fields.

STEP 3: REVIEW THE INFORMATION

Counselors will meet with each student to discuss the course selection procedure. Counselors will stress the importance of completing the Four-Year Individual Course Selection Planning Guide (found in the back of the book). This will help students recognize what the graduation requirements are and if they are taking the appropriate courses.

Course offerings and descriptions are listed by Department. Students and parents should note that the high school requires selections for both fall and spring semesters. The course selection worksheet should be returned on time; if not, the student will be placed in subjects as recommended by teachers and the counselor. Each subject is assigned .2 of a credit for the number of times it meets per week per year. A major subject that meets six days a cycle all year earns 1.0 credit; a major that meets six days a cycle for a semester earns .5 credit. Minor subjects receive credit as listed.

STEP 4: COURSE SEQUENCE RECOMMENDATIONS

Students receive core course recommendations from their current teachers, as part of the second marking period report card. Core courses include English, Social Studies, Mathematics, Science, and Foreign Language (where applicable). We encourage parents and students to analyze the information provided about each course in the course descriptions and on the sequencing charts from each department. Students will be given a course verification sheet after selecting their elective courses. Please review the courses listed on the form to ensure their accuracy. Any questions or concerns should be directed to the appropriate counselor or teacher.

Courses are listed as Advanced Placement (AP), Honors (Hon), College Preparatory (CP), or simply by course name.

STEP 5: SELECTING ELECTIVE COURSES

Students should review the course offerings in the Curriculum Guide for available electives. Please be sure to check the prerequisites for these courses. Elective courses should be chosen based on the student's interests and future educational goals. Elective coursework helps prepare students to meet the demands of post-secondary training, education, and employment. By gaining practical knowledge and skills in specific areas, students are more likely to achieve success in their future education and careers.

Please refer to departmental listings, consult with your teachers, or meet with your counselor to help determine which courses are best able to meet your needs.

When students have made their choices of elective courses, they will select courses through the Community Web Portal: Student Backpack. Students will then meet with a Guidance Counselor to review their selections and make any necessary adjustments. Students will receive a course verification form to review with parents/guardians, and return the signed form to the HUB.

STEP 6: THE SCHEDULE

All requests to change courses must be made prior to Labor Day. After this date, schedule change requests will only be considered in cases that demonstrate a compelling educational need. Change forms must be submitted to the Guidance Office by 3:00 pm on the fourth (4th) day of each semester (spring semester will only be for spring elective courses). **Late forms will NOT be accepted.** Schedule Change Committee approval is required. The Committee will meet on the fifth (5th) day of the semester. The final date for requesting course level changes, without penalty will be the last day of the first (1st) marking period. After this date, approved level changes will carry a penalty of withdraw fail (WF).

The following are acceptable reasons for schedule review and possible changes:

1. To correct/change level of academic classes (may require parent override)
2. To increase the number of academic classes.
3. To fulfill district and/or state graduation requirements.
4. To fulfill district and/or summer school requirements.

The following are not acceptable reasons for schedule changes:

1. Teacher or period preference.
2. Personal convenience of the student, such as having classes or lunch with a friend, not having P.E. first period, having classrooms closer together.
3. Decreasing the number of academic classes
4. Change of elective choice

COURSE LEVELS

UMAHS has leveled courses in English, Social Studies, Mathematics, Science, and Foreign Language. Students can take courses listed as Honors/Advanced Placement (H/AP), College Preparatory (CP), or Academic (no designation). Honors and Advanced Placement courses deliver the most rigorous coursework available to our students and are appropriate for students with the ability to handle the most academically challenging material. College Preparatory courses are academically rigorous and intended to prepare students for successful post-secondary educational or career opportunities. Modified and Learning Support coursework is also available but restricted to those students recommended for such coursework through the IEP process. Modified and Learning Support courses are listed in the Special Education section of this course selection guide.

	9th grade	10th Grade	11th Grade	12th Grade
English	Humanities Eng H Humanities Eng CP	English 10 H English 10 CP	English 11 H/AP English 11 CP	English 12 H/AP English 12 CP English 12
Social Studies	Humanities SS H Humanities SS CP	Western Civ CP AP Mod. Euro History	AP US History Amer Cultures CP	AP Govt/Economics H Government CP Economics CP Government Economics
Mathematics	Geometry H Algebra II H Algebra I CP Algebra IB CP Geometry CP	Algebra II H Pre-Calculus H Geometry CP Algebra II CP	Pre-Calculus H AP Calculus Algebra II CP Pre-Calculus CP Adv. Math Topics CP	AP Calculus AP Calculus BC AP Statistics Pre-Calculus CP Intro Mod Math CP Adv. Math Topics CP
Science	Sci & Tech H Sci & Tech CP Bio H	Biology H Chemistry H Biology CP AP Biology II	Chemistry H Physics H Chemistry CP AP Chemistry II AP Biology II	Physics H AP Biology II AP Chemistry II AP Physics II Physics CP
Foreign Language	German I CP German II CP French I CP French II CP Spanish I CP Spanish II CP	German II CP German III CP French II CP French III CP Spanish II CP Spanish III CP	German IV H French IV H Spanish IV H German III CP French III CP Spanish III CP	German V H French V H Spanish V H

CLASS RANK / GRADE POINT AVERAGE

Class rank and GPA are an important part of the college admission process. Upper Merion Area High School ranks students within each grade level based on all courses taken with the exception of Pass/Fail courses. Courses are graded on an A through F basis. Weighted class rank is cumulative.

Course Weighting and Class Rank: Commensurate weighted values are given to all Honors/Advanced Placement core level courses, e.g., English, Math, Social Studies, Science and Foreign Language (courses IV and V only) and Advance Music.

Weighted and unweighted grade point averages shall be computed cumulatively at the end of each school year using final course grades.

A student's unweighted grade point average will be based upon numerical values of A=4, B=3, C=2, D=1 and F=0 for all levels of instruction. All coursework taken will be included in the calculation of a student's unweighted grade point average with the exception of courses graded on a Pass/Fail basis.

A weighted grade point average will be calculated for each student in order to reflect the increased academic rigor of Honors and Advanced Placement coursework. A student's weighted grade point average will be based on a bonus point system. Bonus points will be added to a student's unweighted grade point average for Honors or Advanced Placement courses in the following manner. Each Honors or Advanced Placement course in which a student has received a grade of "C" or better will award the student .2 bonus points per credit awarded. Bonus points for partial credit courses will be prorated accordingly. A student may earn a maximum of .8 bonus points per school year, the equivalent of 4 one-credit Honors or AP courses.

A student's weighted and unweighted grade point averages will be entered on his/her record and shall be subject to the Board's policy on release of student records.

No class rank will be recorded on a student's record. Additional information will be provided on the high school profile in order to inform post-secondary institutions of a student's relative academic placement among his/her peers. A distribution of the range of weighted grade point averages for each decile ranking will be recorded for each graduation class at the end of the 11th grade year. The maximum, median, and minimum weighted grade point averages will also be part of the high school profile. Any institution may request in writing the class rank of any student, if class rank is required for admission to the school or for scholarship purposes. In this case a numerical class rank will be released using the student's weighted grade point average.

GRADING SYSTEM

Letter	4.0 System	Percentages	Comment
A	4.0	90 – 100	Excellent
B	3.0	80 – 89	Good
C	2.0	70 – 79	Average
D	1.0	65 – 69	Passing
F	0	0 – 64	Failure

Percentage grades are **not used** for consideration of final average, class rank, or honor roll.

OTHER OPTIONS FOR EARNING CREDIT

Parents and students must confer with the counselor regarding these opportunities before pursuing.

Credit by Evaluation: The principal, after consultation with the teacher, may award credit to regularly enrolled students who successfully complete the evaluation process. This process assesses mastery of a planned course, regardless of time spent receiving formal instruction, and is subject to School Board policy.

Courses Not Taken Through Upper Merion Area School District: Students wishing to take courses for credit outside of those offered by Upper Merion Area High School must first receive prior approval from both the guidance counselor and administrator. Students must provide a course description and an outline for the requested course. Courses taken prior to receiving approval cannot be guaranteed to be given credit. Courses taken prior to the student's first day of 9th grade are not considered for credit and will not be shown on a student's transcript.

Make-up Credits: Students may attend summer or evening school programs at another school district, junior college, college, university, or on-line District approved courses. Parents and students should note that prior approval from the appropriate assistant principal is required for make-up credits.

English As A Second Language Students (ESL): Upper Merion Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, national origin, language or other non-relevant handicaps. The high school recognizes the unique needs of our students who are non-native speakers of English.

Independent Study Procedures

An independent study program is available for students who wish to extend their learning outside of regularly scheduled classes. Independent study courses involve academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision. This work is usually undertaken outside of the regular classroom structure. If students wish to pursue a current course offering as an independent study, they will need to provide a detailed explanation as to why the course cannot be taken as part of their normal schedule.

Proposals for independent study must be submitted to the guidance counselor within the first ten days of the semester in which the work will begin. Applications can be obtained in the Guidance Office. All applications must include specific, measurable, instructional objectives and standards with a specific timeline for work completion. A committee consisting of administrators, counselors and teachers will review all proposals for approval. If approved, this committee will decide on the credit value and course level.

The student assumes full responsibility for completing academic coursework as proposed. Students are also responsible for creating a portfolio of work that includes an activity log. Meetings between the student and sponsoring teacher should take place regularly and need to occur twice a month at a minimum. The completed activity log and all supporting coursework must be submitted to the teacher within the final week of each marking period. Once approved, students are committed to completion of the course and will receive a final letter grade. Withdrawal and Incomplete grades will be issued in the same manner as all other coursework.

The role of the sponsoring teacher will be to monitor progress toward course completion, be available as a resource to the student in their area of expertise, grade progress on a quarterly basis and complete a final evaluation upon completion of the coursework which will include a final letter grade. Course credit will only be awarded upon final review of all the requirements by an administrator.

ENGLISH

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Honors/AP	Honors 9	Honors 10	Advanced Placement	Advanced Placement
College Prep	English 9 CP	English 10 CP	English 11 CP	English 12 CP
Academic				English 12

The English Program strives to improve each student’s reading, writing, speaking, and listening skills. An English 9, 10, 11, 12 course must be taken and passed in the high school in order to graduate. Electives may not be taken in place of required grade-level courses, nor may a community or four-year college course be substituted—though both kinds of experiences are encouraged for enrichment

English 101: Humanities/English

HONORS

Credit 1.0

The Humanities/World Cultures and Humanities/English courses complement each other and equip students with knowledge and skills to form an enduring understanding of what it means to be human. To do so students examine four essential questions based on themes common to all humans: economics, leadership, artistic expression, and religion. The main goal of this honors-level course is to provide students with accelerated and enhanced opportunities for reading, writing, speaking, listening, and researching. Students will be exposed to various forms of literature, including, but not limited to, poetry, short story, drama, fiction, nonfiction, folktales, and mythology mainly written by non-western authors. Our literature units will parallel the geographic, historic, political, economic, and cultural characteristics presented in the Social Studies component of the Humanities course. Through collaborative and individual work, students will discover how readers and writers reflect, question, and interpret the world around them. Students will also learn to enhance their critical reading and thinking skills. Students will be encouraged to respond to literature in its varied forms.

Prerequisite: Department and/or counselor recommendation. This course may be taken by ninth graders or incoming students from another district. A summer research assignment is required.

English 102: Humanities/English

COLLEGE PREP

Credit 1.0

The Humanities/World Cultures and Humanities/English courses complement each other and equip students with knowledge and skills to form an enduring understanding of what means to be human. To do so students examine four essential questions based on themes common to all humans: economics, leadership, artistic expression, and religion. The main goal of this course is to provide students with multiple opportunities for reading, writing, speaking, listening, and researching. Students will be exposed to various forms for literature, including, but not limited to, poetry, short story, drama, fiction, nonfiction, folktales, and mythology mainly written by non-western authors. Our literature units will parallel the geographic, historic, political, economic, and cultural characteristics presented in the Social Studies component of the Humanities course. Through collaborative and individual work, students will discover how readers and writers reflect, question, and interpret the world around them. Students will also learn to enhance their critical reading and thinking skills. Students will be encouraged to respond to literature in its varied forms. A Special Education Teacher consults with the subject area teacher to support students with IEP’s enrolled in the course.

111 ENGLISH 10 (Year-Daily)**HONORS****Credit 1.0**

The primary goal of this program is to help students develop habits of reflective thinking through reading and discussing literary works that present a special challenge to understanding. Students will produce multi-media reports to demonstrate their ability to make thematic connections throughout a variety of genres. The Honors level is devoted to students who like books, who are highly motivated, and who have excellent reading and writing skills. Readings from the Adult Great Books Series will be analyzed in addition to required literature for all tenth grade students. The writing strand of the course stresses coherent narratives, persuasive essays, research papers, and literature-based themes. All students will take the Keystone Literature Exam at the completion of this course.

Prerequisite: A grades of B or better in Humanities/Eng 9 Honors, recommendation of teacher, and honors teacher conference.

112 ENGLISH 10 (Year-Daily)**COLLEGE PREP****Credit 1.0**

English 10 CP focuses on the unique literary contributions of our diverse world and the universal themes common to many people in various eras. The course serves as a survey of literature from a thematic standpoint. The writing stand of the course stresses coherent narratives, persuasive essays, and literature-based themes. Students will produce multi-media reports to demonstrate their ability to make thematic connections throughout a variety of genres. There are also units on research, critical reading, discussion skills, propaganda, and magazine writing. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in this course. All students will take the Keystone Literature Exam at the completion of this course.

Prerequisite: A passing grade in Humanities/Eng 9 CP.

121 ENGLISH 11 (Year-Daily)**HONORS/ADVANCED PLACEMENT****Credit 1.0**

Required readings from the Writer's Reader, selections from American Literature and other prose and poetry comprise the majority of this course. In addition to writing essays that respond to literature, students will write on self-selected nonliterary topics, and a research paper. With completion of this course, students will enter Advanced Placement Literature and Composition in Grade 12, the course to which success in Honors 11 leads. Students are recommended to take the Advance Placement Language and Composition Examination in May of their Junior Year. Scoring well on this exam, students might expect to be granted college credit for one or two semester courses in college.

Prerequisite: A grade of B or better in an English 10 Honors, recommendation of teacher.

122 ENGLISH 11 (Year-Daily)**COLLEGE PREP****Credit 1.0**

"American Literature" traces the historical and cultural panorama of writing in the United States from its early classical traditions to the diverse styles of contemporary works. The writing strand stresses various modes of clear and effective exposition. An important component of the course is a major research project. There are also units on reading competency, public speaking, and recognizing stereotypes and bias. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in this course.

Prerequisite: A passing grade in an English 10 course.

131 ENGLISH 12 (Year-Daily) HONORS/ADVANCED PLACEMENT Credit 1.0

The course evolves from a series of Great Books and from other prominent authors. In addition to the required readings there will be assignments to enrich the student's literary background and to provide foundation for the AP Literature and Composition Exam. Generally, in 12th grade Honors/AP, we consider British authors in order to complete the survey of exceptional writers undertaken during the previous years' study. The primary focus will be on classical plays, epics, and novels, as well as a significant amount of poetry and philosophy. Students are expected to read, write, and discuss at high levels of engagement and demonstrate these critical thinking skills on the AP Exam in May. Scoring well on this exam, students might expect to be granted college credit for one of two semester courses in college.

Prerequisite: A grade of B or better in an English 11 Honors/AP, and recommendation of teacher.

132 ENGLISH 12 (Year-Daily) COLLEGE PREP Credit 1.0

The course serves as a culminating investigation into classical pieces and how their universality influences modern writers. Students are taught how to criticize and evaluate literature using objective standards rather than mere personal opinion. Selected authors serve as models to develop and fine-tune students' own writing, and individual works are selected to promote engaging class discussion. Introductory college-level writing assignments are designed to hone skills with the continued practice of style and grammar.

Prerequisite: A passing grade in an English 11 course.

133 ENGLISH 12 (Year-Daily) Credit 1.0

The course serves as a culminating investigation into classical pieces and how their universality influences modern writers. Students read and evaluate literature using objective standards rather than mere personal opinion. Various shorter pieces serve as a guide to develop and fine-tune students' own writing. The writing strand of the course stresses reflective assignments to hone skills with the continued practice of style and grammar.

Prerequisite: A passing grade in an English 11 course.

196F/196S KEYSTONE LITERATURE PREP (Semester 3x/Cycle) Credit .25

Keystone Literature Prep class is required for students who demonstrate a need for additional review prior to the Keystone Literature Exam so they are in the best position to pass the test on their first attempt. In addition to preparing for the state-mandated test, the skills of reading and interpreting fiction and non-fiction literature reinforce the students' learning in their English and social studies classes. Students are scheduled in these courses based on performance on standardized tests, diagnostic tests and course grades.

197F/197S KEYSTONE LITERATURE (Semester 3x/Cycle) Credit .25

Keystone Literature is a required remedial course for students who did not demonstrate proficiency on the Keystone Literature Exam. The course is designed to prepare students to retake the Keystone Exam by building on each student's strengths and focusing instruction on the student's areas of needs. Students are preliminarily scheduled in these classes based on mid-year data, such as diagnostic tests. Final placement is determined in the summer after the results from the spring testing session are released.

198F/198S READING (Semester) Credit 0.5

This is a course in literacy aimed at developing the ability to comprehend, analyze, and evaluate text using reading and vocabulary strategies. It will also help students build a positive reader identity and experience personal success as a reader and learner.

ELECTIVES

The English Department also offers a number of electives, which students may take **in addition to** the required English courses.

161 CREATIVE WRITING (Semester-Daily)

Credit 0.5

This is a hands-on course where each student is expected to write daily and be comfortable receiving feedback from peers. Students will write both poetry and prose experimenting with a variety of genres and styles. As the student progresses in the course, his work will reflect not only his own natural creativity and experience, but also his more sophisticated use of figurative language, sensory details, and other literary devices. This course will help the writer balance creative freedom with discipline in order to communicate with a reader. Combined these enhance a student's skills as both a writer and a reader. Throughout this course, students work together sharing and refining ideas as they learn to express themselves creatively.

NOTE: Outside reading may be required to reinforce or further examine a particular idea, concept, or style being studied.

Prerequisite: None

164 JOURNALISM (Semester - Daily)

Credit 0.5

In this course the student will learn to think and act like a journalist through hands-on experience in how to gather news; how to write stories, features, columns, reviews, and straight news articles. Students will also learn how to design, edit and produce a publication and will work in conjunction with the staff of the school newspaper.

Prerequisite: None

165 ADVANCED JOURNALISM (Semester - Daily)

Credit 0.5

This course is a continuation of Journalism but will rely on the experience gained from the previous course to enhance the publication of the school newspaper. Instruction will be given to meet the current needs of the newspaper staff. This is also a hands-on course with much independent learning.

Prerequisite: Successful completion of Journalism.

167 ACTING (Semester-Daily)

Credit 0.5

The acting elective introduces students to the beginning stages of drama. The course focuses on the history of drama and its impact on society. Students will perform various monologues and scenes through the ages as well as develop interdisciplinary scenes. An in-depth study of improvisation techniques prepares students to develop scenes of their own. The course combines a historical view of acting with a performance element to provide the students with a well-rounded background in acting.

Prerequisite: None

171 SCIENCE FICTION (Semester-Daily)

Credit 0.5

This course introduces the student to the popular realm of science fiction in both literature and film. Students should be prepared to read several novels and a number of short stories. They should also be prepared to participate in discussions and analyze films. The basic skills of reading and writing are stressed.

Prerequisite: None

172 FANTASY AND SUSPENSE (Semester-Daily)**Credit 0.5**

This course is split into two response areas of study. Works of fantasy in both literature and film are examined in the first segment, while the world of suspense dominates the second. Students are expected to read and discuss the material. Each student will write a short story.

Prerequisite: None

**180 ENGLISH AS A SECOND LANGUAGE (BEGINNER) (2 periods daily)
(Year-Daily)****Credit 2.0**

Students in the early stages of language acquisition are scheduled for two periods of English daily. The focus of this level is on developing reading, writing, speaking and listening skills in English as well as encouraging cultural awareness.

Prerequisite: Placement is based on teacher recommendation and/or testing.

181 ENGLISH AS A SECOND LANGUAGE 2 (INTERMEDIATE)(Year-Daily)**Credit 1.0**

Students in the intermediate stages of language acquisition are scheduled for 1 period ESL support and one period of English instruction daily with the grade level English instruction on a Pass/Fail basis. The focus of this level continues to be on the 5 main skill areas in English with special emphasis on developing academic reading and writing proficiency.

Prerequisite: Placement is based on teacher recommendation and/or testing.

182 ENGLISH AS A SECOND LANGUAGE TUTORIAL (All Levels) (Year-Daily) Credit 1.0

Students at all stages of language acquisition are scheduled for ESL tutorial . This class provides supervised setting in which students receive support in content-area classwork.

Prerequisite: Placement is based on teacher recommendation and/or testing.

185V SAT PREP - VERBAL (Semester – Three times per cycle - Online) Credit 0.25

The SAT Preparation course provides grade 11 students with opportunities for familiarization with test taking strategies for the verbal sections of this standardized test. Students will review critical reading and writing concepts which are included in SAT I test. Practice and reinforcement are accomplished by using released SAT items from Educational Testing Services as well as other online resources. This course will be offered in an online format only. Students will be scheduled for a class period during their school day for time to focus on course completion but all class activities, discussions and assignments will be completed online.

721 FILM AND TELEVISION HISTORY (Semester-Daily)**Credit 0.5**

The Film and Television History course provides a broad look at the history of the moving picture. The class begins by studying the advancements of photography itself and then acknowledges the efforts of early silent films. After the silent era, the class will study various genres of films including animation, special effects, musicals, and comedies. Students will also engage in studies of famous directors and film stars whose work has shaped the course of film development. Next, a brief look at the history of television will define the evolution of TV as an entertainment medium and how it impacts society. Throughout the course, students will have an opportunity to create their own films as well. On whole we will explore how television and film relate to us today technologically, critically, and historically.

Prerequisite: None

722 TELEVISION PRODUCTION**Credit 0.5**

This course familiarizes students with the language and technique of television production from the viewpoint of the television producer-director. Students produce a variety of videos ranging from field shoots, such as interviews to three camera studio shoots. Students learn by actual experience and will be required to produce and direct a series of mini TV projects. Students will be encouraged to participate in PULSE and they will be given the opportunity to participate in the after school activities of the Viking Channel. Areas of study include television audio, lighting, graphics, camera technique, editing, special effects, and producer-director concerns. This course is offered as an independent study.

Prerequisite: Teacher approval and a passing grade in Film and Television History.

SPECIAL EDUCATION 9-12**909S DEVELOPMENTAL READING (Year-Daily)****Credit 2.0**

This is a class for students who have difficulty reading accurately and fluently. This course concentrates on teaching letter sounds and blending to reading passages typical of textbook material. This class is designed for students who read without understanding; the Comprehension program helps develop vocabulary, information, and comprehension strategies needed for academic success.

Prerequisite: Individualized Education Plan (IEP).

910S READING CONCEPTS (Year-Daily)**Credit 2.0**

This course has been designed for the student with special needs that continues to require more supportive instruction in the areas of reading comprehension and vocabulary development. We use the Scholastic READ 180 program, a research based intervention program which employs a variety of instructional practices (use of READ 180 computer software, Independent and Modeled Reading, and Whole- and Small Group instruction) and teacher created curriculum based materials.

Prerequisite: Individualized Education Plan (IEP).

911S ENGLISH CONCEPTS (Year-Daily) MODIFIED**Credit 1.0**

This course is designed to meet individual needs of identified students in English. This is a standards driven course focusing on continuous improvement through guided practice, mastery, and application of basic skills in listening and speaking, reading and literature, written composition, applied writing, and the study of basic language.

Prerequisite: Individualized Education Plan (IEP).

912S READING (Year-Daily)**Credit 2.0**

Modified Reading is a course that is dedicated to helping students learn reading strategies and focus on reading concepts that will help improve comprehension skills. Modified Reading uses various forms of text (fiction and non-fiction), works on writing skills in response to text, and works on class discussion skills to talk about important events and themes found in both fiction and non-fiction texts. Use of Scholastic's READ 180 program is a component of this course.

Prerequisite: Individualized Education Plan (IEP).

948-950 STUDY SKILLS**Credit (Varies)**

This course is designed for students receiving special education services. Students work on study skills in order to enhance their success in the regular education curriculum. This is a pass/fail course. Credit varies depending on number of times attended weekly.

Prerequisite: Individualized Education Plan (IEP)

Senior Graduation Project

A Graduation Project is required by all students at Upper Merion Area High School. The project is performance-based and is student driven. It is a culminating exit project that demonstrates a senior's ability to write, speak, apply knowledge, problem solve, and use a myriad of life skills such as time management, organization, and risk taking. This long-term academic project occurs during a student's senior year and is a school-wide exit program. The English Department serves as a base for the completion of the project.

Social Studies

Honors/AP	Honors Humanities Social Studies	AP Modern European History	AP United States History	AP Government/ Economics Hon
College Prep	Humanities Social Studies CP	Western Civilization CP	American Cultures CP	Government/ Economics
Academic				Government/ Economics

The Social Studies Program strives to improve each student’s awareness of his/her culture, history, and world around them, as well as to develop his/her reading, writing, speaking, research, and listening skills. A Social Studies 9, 10, 11, and 12 course must be taken and passed in the high school in order to graduate. Electives are encouraged but may not be taken in place of required grade-level courses.

GRADE –9

Each ninth grade student must take one of the following:

201 HUMANITIES / WORLD CULTURES (Year-Daily) HONORS Credit 1.0

The Humanities/World Cultures and Humanities/English courses complement each other and equip students with knowledge and skills to form an enduring understanding of what it means to be human. To do so, students examine a set of essential questions based on themes common to all humans. The honors-level Humanities/World Cultures course examines the historical and contemporary issues of non-Western cultures including Africa, South Asia, East Asia, and the Middle East. In addition to the factual content that is studied, students will be pushed to strengthen their critical reading, writing and thinking skills. Research skills will be broadened as students are introduced to new library databases and students’ thinking will be sharpened in seminar discussions and activities such as debate. Because collaboration and cross-curricular activities occur between Humanities/World Cultures and Humanities/English, students in honors-level Humanities/World Cultures will also be assigned to honors-level Humanities/English. Among other goals, the honors-level Humanities/World Cultures course prepares students for the Advanced Placement history and government courses.

Prerequisite: Department and/or counselor recommendation. This course may be taken by ninth graders or incoming students from another district. A summer research assignment is required.

202 HUMANITIES / WORLD CULTURE (Year-Daily) COLLEGE PREP Credit 1.0

The Humanities/World Cultures and Humanities/English courses complement each other and equip students with knowledge and skills to form an enduring understanding of what it means to be human. To do so, students examine a set of essential questions based on themes common to all humans. The Humanities/World Cultures course examines the contemporary issues of non-Western cultures including Africa, South Asia, East Asia, and the Middle East. In addition to the factual content that is studied, students will be pushed to strengthen their writing and communication skills. Research skills will be broadened as students are introduced to new library databases and primary sources. Students' thinking will be sharpened in seminar discussions and activities such as debate. The content in the Humanities/World Cultures course will complement the literature being taught in the Humanities/English course and both courses have similar emphases on critical reading, writing, and thinking. Because collaboration and cross-curricular activities occur between Humanities/World Cultures and Humanities/English, students in Humanities/World Cultures will also be assigned to Humanities/English. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in the course.

GRADE-10

Each tenth grade student must take one of the following:

211 MODERN EUROPEAN HISTORY (Year-Daily) AP Credit 1.0

This program is designed to provide students with analytic skills and factual knowledge necessary to deal critically with problems and materials in Modern European history. It also prepares students for intermediate and advanced college courses by making demands equivalent to full-year introductory college courses. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. This program develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively. The Advanced Placement course trains students to analyze and interpret primary sources, including documentary material maps, statistical tables and pictorial and graphic evidence of historical events. Students learn to take notes from both printed materials and discussions, write essay examinations, take multiple choice tests and write critical and analytical papers.

Prerequisite: Department and/or counselor recommendation suggested. Summer reading required.

212 WESTERN CIVILIZATION (Year-Daily) COLLEGE PREP Credit 1.0

This course emphasizes two aspects of the development of the western world: those events which have shaped the experience of the entire globe over the past five hundred years and those ideas, institutions, and cultural legacies that have contributed directly to a full understanding of the interrelationship between the rise of the west and other cultures as they have combined to shape the world in which we live.

Prerequisite: None

GRADE-11

Each eleventh grade student must take one of the following:

221 UNITED STATES HISTORY (Year- Daily) AP Credit 1.0

This program provides students with analytic skills and factual knowledge necessary to deal critically with problems and materials in American history. It prepares students for intermediate and advanced college courses by making demands equivalent to a full-year introductory college course. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. This program develops the skills necessary to arrive at conclusions on the basis of informed judgments, and to present ideas clearly and persuasively.

The Advanced Placement course also trains students to analyze and interpret primary sources, including documentary material, maps, statistical tables and pictorial and graphic evidence of historical events. Students learn to take notes from both printed materials and discussions, write essay examinations, take multiple choice tests and write critical and analytical papers.

Prerequisite: Department and/or counselor recommendation suggested. Summer reading required.

222 AMERICAN CULTURES (Year-Daily) COLLEGE PREP Credit 1.0

This program is for college bound students and includes work in skill and knowledge areas necessary to achieve at a college level. Required assignments include position papers, book reviews, research papers and additional work necessary for college preparation. Students review American Cultures concepts and themes. This review centers on the nature of the American revolutionary experience, the development of the Constitution, the evolution of a national versus state power system as developed by a succession of administrations, and the emergence of those domestic factors which shaped the United States by 1900. The remainder of the American Cultures program focuses on the twentieth century. Themes include development of the United States as a world power, evolution of the modern presidency, the recurrent reform spirit in American culture, the evolution of a technological society, the adjustment to rapid change and the assimilation of minorities into the mainstream of American life.

Prerequisite: None

GRADE-12

Each twelfth grade student must take at least one of the courses listed below. However, all students are encouraged to complete a full year of Social Studies.

231/261 GOVERNMENT AND POLITICS/ECONOMICS (Year-Daily) AP/HONORS Credit 1.0

This course is divided into two segments: (1) American government and politics and (2) concepts of economics. The first segment is an AP program designed to give students a critical perspective on politics and government in the United States. The program involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Preparation and practice is also provided for the AP Exam in American Government and Politics.

The second segment is an honors program introducing students to the theoretical basis and political application of micro-and macro-economics. This segment focuses on decisions made by individuals and firms, and the effect of various factors on supply and demand. It also focuses on issues facing our economy such as inflation and unemployment, and students will learn how our government confronts these problems. The final portion of this segment compares the United States' capitalist economy to other economic systems.

Prerequisite: Department and/or counselor recommendation suggested. Summer reading required.

234 ECONOMICS (Semester-Daily) COLLEGE PREP Credit 0.5

This program is for college bound students and includes work in skill and knowledge areas necessary to achieve at a college level. Students learn real-life, applicable skills in an open discussion-based environment. They are encouraged to bring their insight and experiences to the class, where they are integrated into the curriculum. The study of production, money, taxes, and government's role in the economy is brought to life through the use of simulations, audio-visuals, and creative projects.

Prerequisite: None

238 CONSUMER ECONOMICS (Semester-Daily) Credit 0.5

This course provides students with the following: (1) an introduction to basic economic concepts, (2) an overview of investing and savings, and (3) a survey of consumer spending on insurance, housing and automobiles. This course focuses more on consumer-oriented matters and less on theory than does the offering in the College Prep course. Students receive enhanced academic support as needed.

Prerequisite: None

244 GOVERNMENT/POLITICS (Semester-Daily) COLLEGE PREP Credit 0.5

This program is for college bound students and includes work in skill and knowledge areas necessary to achieve at a college level. It covers (a) the structure and operation of the federal government, (b) the structures and operation of the state and local governments, with emphasis of Pennsylvania, Montgomery County, Upper Merion Township, and the Boroughs of Bridgeport and West Conshohocken, and (c) political issues, such as voting, lobbying, and political parties.

Prerequisite: None

245 GOVERNMENT/ POLITICS (Semester-Daily) Credit 0.5

This course covers (a) the structure and operation of the federal government, (b) the structures and operations of state and local government, with emphasis on Pennsylvania, Montgomery County, Upper Merion Township, and the Boroughs of Bridgeport and West Conshohocken, and (c) political issues such as voting, lobbying, and political parties. Students receive enhanced academic support as needed.

Prerequisite: None.

ELECTIVES

232 ANTHROPOLOGY (Spring Semester-Daily) Credit 0.5

This course introduces a broad scientific field involving the study of humans. Humans in all times and places will be analyzed in units on archaeology, human evolution, the history of humans in America, marriage systems and traditions, verbal and non-verbal language, the role of religion and the supernatural, and art. **Will be offered alternating academic years. Will be offered during the 2016-2017 academic year.**

Prerequisite: None

242 PSYCHOLOGY (Semester-Daily) Credit 0.5

Students investigate normal and abnormal behavior and mental processes, such as learning, perception and memory. They also explore the contributions of famous psychologists, various theories of development, current issues and career opportunities in the field. Activities include demonstrations and experiments, personal and/or group reports, guest speakers and class discussions. Students develop new insights into their own behavior and acquire effective tools for coping with stress, as well as a deeper understanding about individual differences among people.

Prerequisite: None

243 SOCIOLOGY Credit 0.5

Society is divided into three basic units organized to maintain continuity and relationships. Part one orients the students to sociology through the study of society. Part two concentrates on social roles and social worlds. Part three involves the continuing problems of society. **Will be offered alternating academic years. Will be offered during the 2015-2016 academic year.**

Prerequisite: None

246 ANCIENT WORLD (Semester-Daily) Credit 0.5

Students will explore the ancient world through a close look at civilizations such as ancient Egypt, Greece, and Rome, in order to develop an understanding of the foundations of modern day societies. Examinations of ancient governments and religions will show students the influence that the past has on the current global climate as well as their own lives. Students will also learn about the way historians analyze and interpret artifacts to reconstruct civilizations from long ago.

Prerequisite: None

248 YOU AND THE LAW (Semester-Daily) Credit 0.5

Students discuss and analyze their rights and responsibilities as American citizens and residents. Case studies and mock trials are used to illustrate legal issues in the areas of criminal law, torts, contracts, family relations, housing, consumer purchases and individual rights and liberties.

Prerequisite: None

249 REEL HISTORY (Semester-Daily) Credit 0.5

Through the study of major motion pictures, Reel History offers the opportunity for students to examine several events and topics which have had profound effects on American history, culture, psyche, politics and economics. This is not a film course in the traditional sense of analyzing film production and the creative process. Rather, the films provide insight to several points of view concerning a particular sociological or historical topic. Students are asked to analyze the topic through discussion and critical writing. Units of study may include Soldiers & War, Social Issues, Politics, and History Through Sports.

Prerequisite: None

251 COMMUNITY SERVICE (Semester-Daily)

Credit 0.5

This course in applied citizenship provides students with the opportunity to experience academic, personal and social growth. Each student learns how to assess areas of community need and then plan, perform, and evaluate personal service. Class release time is granted four periods a week so the students can more readily perform the required minimum of 50 hours at the service site (school, nursing homes, soup kitchens, shelters, hospitals, etc).

Parents must complete permission and insurance forms. Transportation to and from service sites must be provided by the student/parent.

Prerequisite: None

SPECIAL EDUCATION 9-12

913S SOCIAL STUDIES CONCEPTS

MODIFIED

Credit 0.5 or 1.0

This course is designed to meet needs of students in Social Studies. Students are taught to locate, organize and interpret information from the various areas of the social studies: history, government, economics, civics, sociology, geography, anthropology, archeology, philosophy, psychology, and careers.

Prerequisite: Individualized Education Plan (IEP)

932S SOCIAL STUDIES APPLICATIONS

MODIFIED

Credit 0.5 or 1.0

This course is designed to meet the emotional needs of students as well as address academic areas. Students are taught to locate, organize, analyze and interpret information from the various areas of the social studies, history, government, economics, civics, sociology, geography, anthropology, philosophy, psychology, and careers.

Prerequisite: Individualized Education Plan (IEP)

Business & Computer Education

APPLICATIONS COURSES

DIGITAL ACADEMY
PUBLISHING/GRAPHIC DESIGN
3D MODELING
INTRODUCTION TO BUSINESS
MARKETING
ENTREPRENEURSHIP
ACCOUNTING I & II
BUSINESS LAW
CAREER WORK STUDY

PROGRAMMING COURSES

WEB DESIGN I
WEB DESIGN II

The goal of the Business and Computer Department is to prepare students for a successful future. Whether continuing on to college or entering the business and marketplace after high school, the courses available in the department are invaluable to anyone's success. The courses offered will prepare students for post high school entry level business positions, entrepreneurship, a career in computer programming, web design or software engineering after further training, and/or a successful college education. A unique department, the Business and Computer Department offers applicable real world courses that will prepare you for success.

The Business and Computer Department has a variety of courses to choose from. One could focus on general Business, Marketing, Business Law, Entrepreneurship, Accounting and Finance, Digital Academy (using Mac Books in an e-Classrooms) or Web Design, which offers a variety of languages and tools to learn.

The board of School Directors in Upper Merion Area School District recognizes the growing importance of computers in all facets of life. Therefore, all graduates of our high school are required to complete at least .5 credits in Digital Academy to meet graduation requirements.

COMPUTER PROGRAMMING/WEB DESIGN

607 WEB DESIGN I (Semester-Daily)

Credit 0.5

This course is an introduction to Web Design and will create a basis for the theory and constructs of computer programming. The course is designed to allow students to fully comprehend and perform the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn about how to persuade their target market, learn how to create and maintain quality web pages, learn about web design standards and why they are important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop a real world website. Tools use may include, but are not limited to iWeb, HTML, CSS and Dream Weaver.

Prerequisite: None

609 WEB DESIGN II (Semester-Daily)**Credit 0.5**

This course is for students who have successfully completed Web Design I and want to learn tools and techniques in the Web Design world. The course will delve further into HTML coding and Dream Weaver as well as other tools. Projects will include real world/community projects including proposals. This class is ideal for students who are both artistic and technical and are interested in learning skills that will focus on advanced web design techniques. This course is designed to be a rewarding and fun learning experience for all students regardless of ability and can actually prepare you to get paid side projects creating websites. Tools may include, but are not limited to HTML, Dream Weaver, JavaScript and more.

Prerequisite: A passing grade in Web Design I or Teacher recommendation

612 PUBLISHING/GRAPHIC DESIGN (Semester-Daily)**Credit 0.5**

This course is designed for those who want to learn more about marketing products, services, businesses, or your resume/career to the right people, your target market. Learn how to create a powerful presentation for a class or your job. Learn how to create pamphlets, brochures or even newsletters that help you spread the word about a potential business or a community event. This course will give you the skills to market yourself better in a job interview, a class presentation or even your Senior Grad Project. Learn tools such as Adobe Photoshop, Illustrator, Presentation techniques and tips and more. Learn how to make a webpage using a variety of tools. This is a fun, project-based class that teaches about market strategies and how to publish powerful tools and create awesome graphics.

Prerequisite: None, Marketing Suggested

613 DIGITAL ACADEMY (Year-3x cycle)**COLLEGE PREP****Credit 0.5**

The Digital Academy will serve as the entry point and preparation for student participation in the Upper Merion Area High School one-to-one computer initiative. This course will introduce students to effective computing with an emphasis on digital citizenship and life long learning. Students will develop their academic skills and reflect on their role in a global world.. This course will provide students with care and operating instructions for their MacBook. Students will utilize iLife, iWork, Comic Life, MS Office, and Omni Suite applications, as well as Gaggles email, Google Docs, Wikispaces, and student blog sites. Students will identify and practice 21st Century Skills, and critical thinking skills as they develop strategies for life-long learning. Students will develop Internet research and inquiry skills while developing awareness of privacy issues, identify issues, and ethics. Students will participate in face to face discussions, asynchronous online discussions, and virtual learning communities as they consider their own identity and future in a global age. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in the course.

615 INTRODUCTION TO BUSINESS (Semester-Daily)**Credit 0.5**

Students are introduced to the dynamics of the world of business as they examine what businesses are, how they operate and how they are structured. Concepts are connected to real life situations including social responsibility, business ethics, credit, employment, investment, and financial and banking institutions. Focus on entrepreneurs, current technologies, real world business connections and lifelong skills that can be applied to any career choice or college major. Whether planning for a business major in college or a business related career, this course is the perfect start towards a successful future.

617 3D MODELING/GRAPHING ANIMATION (Semester)**Credit 0.5**

This course is designed to offer students the ability to be exposed to the latest technology advancements in 3D Animation and gaming software and gives you a chance to write programs and create games. It is designed to give the student entry-level skills to complete in the current technology careers of today and is ideal for students who may be interested in game design or programming in college. Serves as a great class that will introduce you to programming in a block based way. The software utilizes virtual worlds in which the student can program human type simulations. Upon completion, students should be able to create and animate 3D models using 3D modeling tools such as, but not limited to, Alice and Scratch Desktop.

Prerequisite: Passing grade in Web Design or Digital Academy

632 BUSINESS LAW (Semester-Daily)**Credit 0.5**

This course is designed to strengthen a student's knowledge of business and make connections to the legal and finance end of all aspects of business. Some of the topics include the exciting new arena of cyber and Internet law, career choices, employment contracts and duties, government regulation of business, E-Commerce Law, credit management, consumer rights/responsibilities, business contracts, buyer/seller rights, buying and renting real estate and borrowing money. The class is a hands-on active approach to Business Law.

Prerequisite: A passing grade in Intro to Business.

642 PRINCIPLES OF MARKETING (Semester-Daily)**Credit 0.5**

This is a fun project-based course that will facilitate learning about marketing and advertising. You will develop marketing skills, which are used in almost all business practices, and you will be a smarter consumer and/or businessperson. Students will learn that marketing is one of the largest and most exciting career areas in business today. Whether you are planning a career in marketing or want to enhance your business knowledge, the skills and information you take from this class will be invaluable. This is a hands-on class that utilizes all areas of marketing including sports & entertainment, tourism and advertising.

643 ENTREPRENEURSHIP (Semester-Daily)**Credit 0.5**

Entrepreneurship is a course designed to acquaint students with the private enterprise system from the perspective of a small business owner. The students will learn what it takes to plan, develop, and run a business. The class will focus on recognizing business opportunities, researching and planning a business venture, and maintaining day-to-day operations of a small business. Business human resource management, financing the business, accounting principles, managing risk, as well as the social and ethical responsibilities of businesses in the 21st century. Students will be tasked with simulating their own start-up venture to be used as a learning tool to examine the course content.

Prerequisite: A passing grade in Intro to Business or Principles of Marketing

621 ACCOUNTING I (Semester-Daily)**Credit 0.5**

This course is offered for students who have an interest in pursuing a business career. The basic principles, concepts and procedures of the accounting cycle will be introduced to students. This objective is *accomplished* through the use of problems, projects, practice sets and readings. A live national interactive stock market game teaches the skills of trading stock. Exposure to Microsoft Office (Word, Excel and Power Point) preferred.

622 ACCOUNTING II (Semester-Daily)**Credit 0.5**

Building on the learning experience developed in Accounting I, this course highlights various real life applications in partnerships and corporations. The accounting cycle is emphasized through various real life applications including budgeting and retail management. Exposure to Microsoft Office (Word, Excel and PowerPoint) preferred.

Prerequisite: Passing grade in Accounting I

646A(Fall) OCCUPATIONAL SEMINAR AND WORK EXPERIENCE (Semester-Daily)**Credit 0.5-1.0****646B(Spring) OCCUPATIONAL SEMINAR AND WORK EXPERIENCE (Semester-Daily)****Credit 0.5-1.0**

The Education at Work Experience provides seniors with the opportunity to earn credit by working in area businesses and learning skills not taught in the regular school curriculum. Students can earn 1 credit per semester for 7.5-10 hours or work per week or 2 credits per semester for 15-20 hours worked per week. Hours applied to Work Experience are to be accumulated Monday through Friday only. Education at Work requirements include: recommendation from guidance, weekly hours log, legal contracts and paperwork, employer evaluations, coordinator evaluations, weekly seminar attendance and corresponding class work. Transportation must be provided by the students. It is highly recommended students already have a job before applying for this course.

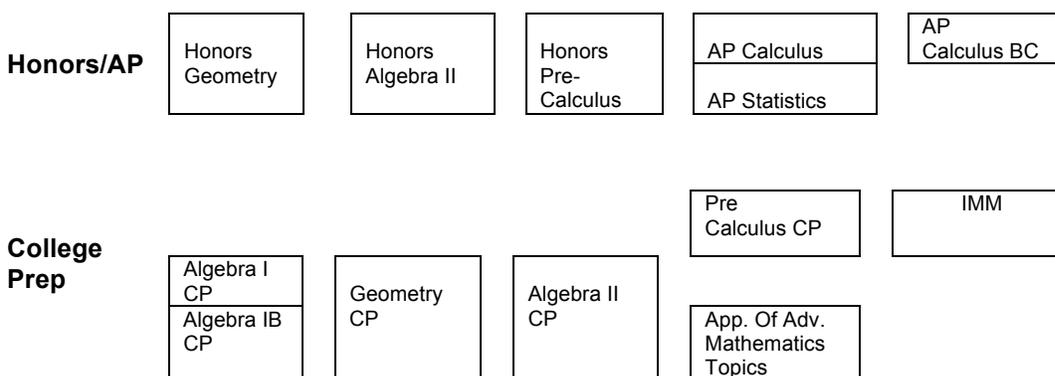
Prerequisite: Current work experience

Cooperative/Transition Education Program

The Cooperative/Transition Education Program provides students in special education with a structured educational program integrating classroom studies with productive work experiences in a field related to a student's academic or career goals. This program provides students with guidance and training through vocational exploration, employment planning, community-based assessments and eventual competitive job placement. Ongoing employment support (job coaching) is provided when necessary, to assist in successful school-to-work transitions. Participation in this program requires students to attend a weekly 1 period Seminar class, in addition to completing the minimum required hours within an approved work or training site. All interested juniors and seniors must receive approval from the Transition Coordinator or Co-Op Supervisor prior to being scheduled for this course.

Prerequisite: Individualized Education Program (I.E.P.)

Mathematics



In order to graduate, students must successfully complete three full-year courses (or equivalent) in math. Computer Science may not be applied to this requirement.

For non-native students taking courses which require the use of English, student placement is based upon demonstrated mathematical ability rather than English proficiency.

Note: Mathematics courses require the use of a graphing calculator. Students are strongly encouraged to have either a trigonometric or graphing calculator (T1-84) for use in class and at home.

322 ALGEBRA I (Year-Daily) COLLEGE PREP Credit 1.0

This course is offered to students who have performed well in Pre-Algebra and wish to continue an academic program in math or science. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in the course. All students will take the Keystone Algebra Exam at the completion of this course.

325 ALGEBRA IB (Year-Daily) COLLEGE PREP Credit 1.0

This course is offered to students who have completed Algebra IA. Students will learn to solve equations with 2 variables, solve quadratic equations, and work with radicals and irrational numbers. The pace of the course allows for additional practice for students as they continue to progress through the study of Algebra. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in the course. All students will take the Keystone Algebra Exam at the completion of this course.

331 GEOMETRY (Year-Daily) HONORS Credit 1.0

This course is a comprehensive study of Euclidean and related Geometries. It is the second course offered in the advanced sequence, culminating in the study of calculus in the senior year.

332 GEOMETRY (Year-Daily) COLLEGE PREP Credit 1.0

This course is the study of Euclidean Geometry and is designed for the student who wishes to continue academic development in math or science. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in the course

341 ALGEBRA II (Year-Daily) HONORS Credit 1.0

This course is a logical extension of Honors Algebra I. An example of concepts to be covered include radicals, exponents, conic sections, and logarithms. It is the third course offered in the advanced sequence, culminating in the study of Calculus in the senior year. Students will need a TI-84 graphing calculator.

342 ALGEBRA II (Year-Daily) COLLEGE PREP Credit 1.0

This course is a logical extension of the Algebra I program focusing on more detailed algebraic functions. It is for students who demonstrate proficiency in high school Algebra I and are continuing their academic development in math or science. A Special Education Teacher consults with the subject area teacher to support students with IEP's enrolled in the course. Students will need a TI-84 graphing calculator.

351 PRE-CALCULUS (Year-Daily) HONORS Credit 1.0

This course is taken in the fourth year of the sequence that leads to Advanced Placement Calculus. Topics include: Trigonometry, an introduction to Calculus and some discrete Mathematics. Students will need a TI-84 graphing calculator.

352 PRE-CALCULUS (Year-Daily) COLLEGE PREP Credit 1.0

This course is designed for students who need a strong background in mathematics leading to advanced math courses such as Calculus. Topics include trigonometry functions, and an introduction to Calculus. Students will need a TI-84 graphing calculator.

**354 APPLICATION OF ADVANCED MATHEMATICS TOPICS COLLEGE PREP Credit 1.0
(Year-Daily)**

This course provides students with the opportunity to use practical applications for the exploration of advanced mathematical topics necessary for post-secondary success. The quantitative skills emphasized include algebra, geometry, trigonometry, probability, statistics, estimation, number theory, and mathematical relationships. The course will build on each student's prior mathematical knowledge and will bridge the gap between advanced mathematics topics and the practical application of math in our everyday society. This course will further promote understanding of advanced math topics through integration and manipulation of math concepts and skills into real world situations and problems.

Prerequisite: Completion of Geometry and Algebra II

360 CALCULUS (Year-Daily) AP Credit 1.0

This is a standard college course in differential and integral Calculus, designed to conform to the College Board Advanced Placement program. College credit is available under conditions outlined by the College Board and the college of the student's choice. A graphing calculator from the College Board's approved list is required. It is expected that all students enrolled in the class will take the Advanced Placement Mathematics examination at the end of the year.

**361 INTRODUCTION TO MODERN MATHEMATICS COLLEGE PREP Credit 1.0
(Year-Daily)**

This course, which follows pre-calculus, is a survey of possible first-year college courses. Topics include: Advanced Pre-Calculus concepts, introduction to Calculus concepts, finance, logic, probability and statistics. Students will need a TI-84 graphing calculator.

328F/328S KEYSTONE ALGEBRA PREP (Semester 3x/Cycle) Credit .25

Currently taking Algebra I or Algebra IB. Additional prep to taking the Keystone Algebra Exam.

Keystone Algebra Prep Class is required for students in Algebra I and Algebra IB who demonstrate a need for additional review prior to the Keystone Algebra Exam so they are in the best position to pass the test on their first attempt. Individual student data will be used to identify each student's strengths and areas of need. In addition to preparing for the state-mandated test, the practice of algebraic skills will reinforce the students' learning in their other math classes. Students are scheduled in these courses based on performance on standardized tests, diagnostic tests and course grades.

329F/329S KEYSTONE ALGEBRA (Semester 3x/Cycle) Credit .25

Keystone Algebra is a required remedial course for students who did not demonstrate proficiency on the Keystone Algebra Exam. Individual student data will be used to identify each student's strengths and areas of need in preparation for Keystone Algebra retesting. Students are preliminarily scheduled in these classes based on mid-year data, such as diagnostic tests. Final placement is determined in the summer after the results from the spring testing session are released.

362 CALCULUS BC (Year-Daily) AP Credit 1.0

This is a standard college course in differential and integral Calculus, designed to expand on all the topics from the AB Calculus course with the new concepts introduced. College credit is available under conditions outlined by the College Board and the college of the student's choice. A graphing calculator from the College Board approved list is required. It is expected that all the students enrolled in the class will take the Advanced Placement Mathematics examination at the end of the school year. The AP Calculus BC course provides the students with opportunities to analyze parametric, polar and vector functions, more involved applications of the derivatives and integrals, numerical approximations to definite integrals, polynomial approximations and series, and investigate convergence test on power series.

365 STATISTICS (Year-Daily) AP Credit 1.0

Advanced Placement Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events. The TI-83/84 graphing calculator will allow students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement examination in Statistics and its four broad Conceptual themes:

- Exploring Data: Observing Patterns and departures from patterns,
- Planning a Study: Deciding what and how to measure,
- Anticipating Patterns: Producing models using probability and simulation,
- Statistical Inference: Confirming models.

385V SAT PREP – MATH (Semester – Three times per cycle - Online) Credit 0.25

The SAT Preparation course provides grade 11 students with opportunities for familiarization with test taking strategies for the mathematics sections of this standardized test. Students will review mathematical concepts which are included in SAT I test. Practice and reinforcement are accomplished by using released SAT items from Educational Testing Services as well as other online resources. This course will be offered in an online format only. Students will be scheduled for a class period during their school day for time to focus on course completion but all class activities, discussions and assignments will be completed online.

SPECIAL EDUCATION 9 - 12

934S MATH CONCEPTS (Year-Daily)

Credit 1.0

This course is designed to meet the individual needs of identified students in the area of mathematics. A standards driven integrated approach focusing on algebra is central to the course. Topics covered can range from number concepts and arithmetic to geometry and advanced algebra. This course may be repeated as needed to fulfill the Math graduation requirements.

Prerequisite: Individualized Education Plan (IEP)

938S REAL-LIFE MATH (Year-Daily)

Credit 1.0

This course is designed to make math meaningful by providing students with problems and examples demonstrating its applications in everyday life. This course provides comprehensive instruction that students need for independent living. It focuses on using math skills in real-life situations for those who have basic computational skills but need practice in applying these skills.

SCIENCE

The science program at Upper Merion Area High School is designed to prepare students for their role in a scientific world. The table below outlines the scope and sequence of the science courses offered at the high school.

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Honors (2nd year Focus)	Honors Biology	Honors Chemistry	Honors Physics	Second Year Science*
Honors	Honors Sci & Tech	Honors Biology	Honors Chemistry	Honors Physics
College Prep	CP Science & Tech	CP Biology	CP Chemistry	CP Physics

Students must successfully complete three (3) courses in science in order to graduate. Students from the classes of 2017, 2018 and after, will also need to score proficient or advanced on the Biology Keystone exam or complete a project based assessment to graduate. All of the science courses are aligned with the Pennsylvania Academic Standards for Science and Technology.

* *The Second Year Science Courses are AP Biology, AP Chemistry, and AP Physics (C)*

Science and Technology Overview – The Science and Technology program provides a foundation for all high school science courses. Students will investigate forms of energy, information and space technology, and other selected topics. Topics will include those of traditional science, modern technology, and social issues involving science and technology. The students will be trained in the methods of science and laboratory skills.

401 SCIENCE AND TECHNOLOGY (Year-Daily) HONORS Credit 1.0

This course places high academic demands on the students and requires independent scientific research. This course is appropriate for the student who plans to major in science in a four-year college after high school but does not plan to take a second year science course at the high school. There is a strong focus on the mathematical and analytical tools necessary to pursue an academic career in the sciences. Independent projects will be assigned.

Prerequisite: Teacher recommendation.

402 SCIENCE AND TECHNOLOGY (Year-Daily) COLLEGE PREP Credit 1.0

This course is intended to build the basics skills required for studying academic science. The course is designed to introduce students to fundamental science concepts through an analysis of the technologies that rely on those concepts. There is a focus on developing the academic skills necessary for success in college level science. A Special Education teacher consults with the subject area teacher to support students with IEP's enrolled in this course.

Prerequisite: Teacher recommendation.

Biology Overview - Biology concerns living things, their appearance, different types of life, the scope of their similarities and differences, where they live and how they live. Through the study of the diversity of life, students learn to understand how life has changed over a long period of time. This great variety of life forms continues to change even today as genetic instructions within cells are passed from generation to generation, yet the amazing integrity of most species remain. (*from Pennsylvania's Academic Standards for Science and Technology*)

411 BIOLOGY (Year-Daily)

HONORS

Credit 1.2

This course places high academic demands on the students and requires independent scientific research. This course is appropriate for the student who plans to major in science in a four-year college after high school and plans to take a second year science course at the high school. There is a strong focus on developing the laboratory and communication skills necessary to pursue an academic career in the sciences. Independent projects will be assigned. This course will have two double lab periods each six day cycle. Students enrolled in this course will take the Biology Keystone Exam at the conclusion of the course.

Prerequisite: A passing grade in Honors Science and Technology or a grade of B or better in College Prep Science and Technology or a recommendation from their eight grade science teacher.

412 BIOLOGY (Year-Daily)

COLLEGE PREP

Credit 1.2

This course is intended to introduce students to the fundamental concepts in biology while focusing on the connections between those concepts. The course is designed to help students gain a detailed understanding of cells, cell processes, and the continuity and unity of life. There is a focus on reinforcing and further developing the academic skills necessary for success in college level science. This course is not intended for ninth grade students. This course will have one double lab period each six day cycle. This can be taken as a co-taught class. Students enrolled in this course will take the Biology Keystone Exam at the conclusion of the course. A Special Education teacher consults with the subject area teacher to support students with IEP's enrolled in this course.

Prerequisite: A passing grade in College Prep Science and Technology. Teacher recommendation required in this prerequisite is not met.

Note: CMTHS students in College Prep Biology should register for section 412T for 1.0 credits.

Chemistry Overview - Chemistry involves the study of matter and its properties. Students examine changes to materials and learn how to observe and measure results. Students study the relationship between matter, atomic structure and its activity. Laboratory investigations of the properties of substances and their changes through a range of chemical interactions provide a basis for students to understand atomic theory and a variety of reaction types and their applications in business, agriculture and medicine. (*from Pennsylvania's Academic Standards for Science and Technology*)

421 CHEMISTRY (Year-Daily)

HONORS

Credit 1.2

This course places high academic demands on the students and emphasizes quantitative problem solving. This course is appropriate for the student who plans to major in science or engineering in a four-year college after high school and plans to take a second year science course at the high school. There is a strong focus on developing the laboratory and communication skills necessary to pursue an academic career in the sciences. Formal laboratory reports will be required. This course will have two double lab periods each six day cycle.

Prerequisite: A passing grade in Honors Biology or a grade of B or better in College Prep Biology and a passing grade in Honors Algebra II or Honors Geometry or a grade of B or better in College Prep Algebra II or College Prep Geometry. Teacher recommendation required if these prerequisites are not met.

422 CHEMISTRY (Year-Daily)**COLLEGE PREP****Credit 1.2**

This course is intended to introduce students to the fundamental concepts in chemistry while focusing on the connections between those concepts. The course emphasizes quantitative and qualitative problem solving. The course is designed to help students gain a detailed understanding of the structure and properties of matter and chemical interactions between atoms and molecules. There is a focus on reinforcing and further developing the laboratory skills necessary for success in college level science. Formal laboratory reports will be required. This course will have one double lab period each six day cycle.

Prerequisite: A passing grade in College Prep Biology and a passing grade in Algebra I. Teacher recommendation required if these prerequisites are not met.

Note: CMTHS students in College Prep Chemistry should register for section 422T for 1.0 credits.

Physics Overview - Physics involves the study of matter and energy. Students examine moving objects and explore the forces and energy that influence their motions. The study of Physics deepens the understanding of the structure and properties of materials and includes atoms, waves, light, electricity, magnetism and the role of energy, forces and motion. (*from Pennsylvania's Academic Standards for Science and Technology*)

431 PHYSICS (Year-Daily)**HONORS****Credit 1.2**

This course places high academic demands on the students and emphasizes quantitative problem solving. This course is appropriate for the student who plans to major in science or engineering in a four-year college after high school and plans to take a second year science course at the high school. There is a strong focus on developing the laboratory and communication skills necessary to pursue an academic career in the sciences. The design, execution, and evaluation of advanced laboratory experiments will be required. This course will have two double lab periods each six day cycle.

Prerequisite: A passing grade in Honors Chemistry or a grade of B or better in College Prep Chemistry and a passing grade in Honors Algebra II or Honors Pre-Calculus or a grade of B or better in College Prep Algebra II or College Prep Pre-Calculus. Teacher recommendation required if this prerequisite is not met.

432 PHYSICS (Year-Daily)**COLLEGE PREP****Credit 1.2**

This course is intended to introduce students to the fundamental concepts in physics while focusing on the connections between those concepts. The course is designed to help students gain a detailed understanding of motion, forces, momentum and energy. There is a focus on reinforcing and further developing the laboratory skills necessary for success in college level science. The design, execution, and evaluation of advanced laboratory experiments will be required. This course will have one double lab period each six day cycle.

Prerequisite: A passing grade in College Prep Chemistry and a passing grade in Algebra I. Teacher recommendation required if these prerequisites are not met.

Note: CMTHS students in College Prep Physics should register for section 432T for 1.0 credits.

Advanced Placement Courses in Science – College Board's Advanced Placement Program in science provides students with the opportunity to study college level course material in a high school classroom. In addition to studying college level material, students develop skills essential to success in college level science courses. Students electing to take the Advanced Placement exam have the opportunity to earn college credit while enrolled in high school. Please visit the College Board website for information about participating colleges/universities and qualifying scores.

440 BIOLOGY II (Year-Daily)**ADVANCED PLACEMENT****Credit 1.2**

This course is designed to be the equivalent of a two-semester college course in introductory biology for biology majors. This course focuses on molecules and cells, heredity and evolution, and organisms and population, and will prepare students for the AP Biology Exam in May. Laboratory work is an essential part of the course. The course activities, assignments, laboratory work, and exams are equivalent to those given in college-level biology classes. This course will have two double lab periods each six day cycle.

Prerequisite: A grade of B or better in Honors biology or a grade of A in CP Biology. Students should have already completed or be concurrently enrolled in Chemistry I. Teacher recommendation required if these prerequisites are not met.

450 CHEMISTRY II (Year-Daily)**ADVANCED PLACEMENT****Credit 1.2**

This course is designed to be the equivalent of a college course in introductory chemistry for chemistry majors. The topics of the course include the structure of matter, the states of matter, reactions, and descriptive chemistry. Laboratory work, chemical calculations, and the mathematical formation of principles are essential parts of the course. The course activities, assignments, laboratory work, and exams are equivalent to those given in college-level chemistry classes. This course will have two double lab periods each six day cycle.

Pre-requisite: A grade of B or better in Honors Chemistry or a grade of A in CP Chemistry and a grade of B or better in Honors Algebra II or grade of A in College Prep Algebra II. Students should have already completed or be concurrently enrolled in Physics I. Teacher recommendation required if these prerequisites are not met.

455 PHYSICS II (Year-Daily)**ADVANCED PLACEMENT****Credit 1.2**

This course is designed to be the equivalent of a calculus based college course in physics for physics/engineering majors. The course focuses on Newtonian Mechanics and will prepare students for the AP Physics C Mechanics exam in May. Problem solving is an essential part of the course. After the exam, special topics will be covered. The course activities, assignments, laboratory work, and exams are equivalent to those given in college-level physics classes. This course will have two double lab periods each six day cycle.

Prerequisite: A grade of B or better in Honors Physics or a grade of A in CP Physics and a grade of B or better in Honors Pre-Calculus or a grade of A in College Prep Pre-Calculus. Calculus AB strongly recommended as a co-requisite. Teacher recommendation required if these prerequisites are not met.

SPECIAL EDUCATION 9 - 12**935S SCIENCE CONCEPTS (Year-Daily)****Credit 1.0**

This course is designed to meet the needs of students in science. Students will receive instruction in scientific methods and theory as they investigate the physical and biological sciences.

Prerequisites: IEP

939S REAL LIFE SCIENCE (Year-Daily)**Credit 1.0**

Designed for reluctant readers or those who require additional help to grasp basic and life science concepts. It offers a systematic overview of key scientific concepts. It is especially useful for students who require extra attention or need additional assistance.

Foreign Languages

Acquisition of a modern language requires a sequential study to master the skills of speaking, aural comprehension, reading, and writing. Students may select French, German, or Spanish as one of their core academic requirements. Students may also elect to study an additional modern language as well.

Upper Merion Area School District's foreign language program begins in the 6th grade with the FLEX program (Language Exploratory). Middle School students receive instruction in all three modern languages: French, German, and Spanish. Students select a language for intensive study beginning in 7th grade. Daily instruction continues in 8th grade.

Students who have matriculated through the Middle School program continue with level II of the selected target language. Students initiating their foreign language study in the High School begin in level I. The High School curriculum continues through Level V. Students surpassing Level V may continue with an independent study program.

Student-centered instruction results in student proficiency in the communicative functions, vocabulary, structures, and cultural information necessary to communicate in the target language about a variety of everyday situations that interest teenagers. Students may participate in field trips and language clubs to extend and enhance their cultural experiences.

500 GERMAN I (Year-Daily) COLLEGE PREP Credit 1.0

This introductory course is for students who have never studied or who have minimal knowledge of the language. Students will develop a base of vocabulary and grammar. Vocabulary and grammatical structures are recycled systematically to help students bridge the gap from the known to the unknown.

Prerequisite: none

502 GERMAN II (Year-Daily) COLLEGE PREP Credit 1.0

This course is sequential to German I. German is spoken extensively. Building on the base established in the language one program, students expand vocabulary and grammar bases. With proficiency as a philosophy, learners are involved in student-centered activities in which the teacher is the facilitator. Proficiency activities involve all language skills- listening, speaking, reading and writing with culture integrated in authentic situations.

Prerequisite: C or better in German I or teacher's recommendation.

503 GERMAN III (Year-Daily) COLLEGE PREP Credit 1.0

This course is sequential to German II. Recycling previous vocabulary and grammatical structure, students continue in proficiency based activities that will assist multiple learning styles. The teacher continues using the language in instruction and students become more confident using the language. Activities involve visual prompts which avoid the use of English in the classroom. Topics expand to involve vocabulary needed in a shrinking world.

Prerequisite: C or better in German II or teacher's recommendation.

504 GERMAN IV (Year-Daily) HONORS Credit 1.0

This course is sequential to German III. Emphasis is placed on oral and written proficiency. The vocabulary topics expand and contemporary readings serve as a model for correct language usage. Games, films, and interactive exercises serve as an entertaining use of the language in the cultural context. Students discover more ways to negotiate meaning and increase their awareness of linguistic tasks and variables.

Prerequisite: C or better in German III or teacher's recommendation.

505 GERMAN V (Year-Daily) HONORS Credit 1.0

Students have a sound grammar base and continue expanding vocabulary and facility with the language. Student-centered activities continue to bolster student confidence using the language. In addition to contemporary readings, students complete a short novel and excerpts from classical writers. Films in the foreign language provide a common basis for student discussion. Students may elect to take the AP language exam, but will need to do additional preparation for it.

Prerequisite: C or better in German IV or teacher's recommendation.

510 FRENCH I (Year-Daily) COLLEGE PREP Credit 1.0

This introductory course is for students who have never studied or who have minimal knowledge of the language. Students will develop a base of vocabulary and grammar. Francophone and American Cultures. Vocabulary and grammatical structures are recycled systematically to help students bridge the gap from the known to the unknown.

Prerequisite: None

512 FRENCH II (Year-Daily) COLLEGE PREP Credit 1.0

This course is sequential to French I. French is spoken extensively in this class. Building on the base established in the language I program, students expand vocabulary and grammar bases. With proficiency as a philosophy, learners are involved in student-centered activities in which the teacher is the facilitator. Proficiency activities involve all language skills: listening, speaking, reading and writing, with culture integrated in authentic situations.

Prerequisite: C or better in French I or teacher's recommendation.

513 FRENCH III (Year-Daily) COLLEGE PREP Credit 1.0

This course is sequential to French II. French is spoken extensively. Recycling previous vocabulary and grammatical structures, students continue proficiency based activities that will assist multiple learning styles. The teacher continues using the language in instruction and students become more confident using the language. Activities involve visual prompts which avoid the use of English in the classroom. Topics expand to involve vocabulary needed in a shrinking world.

Prerequisite: C or better in French II or teacher's recommendation.

514 FRENCH IV (Year-Daily) HONORS Credit 1.0

This course is sequential to French III. Emphasis is on oral and written proficiency. The vocabulary topics expand and contemporary readings serve as a model for correct language usage. Games, films, and interactive exercises serve as an entertaining use of the language in cultural context. Students discover more ways to negotiate meaning and increase their awareness of linguistic tasks and variables.

Prerequisite: C or better in French III or teacher's recommendation.

515 FRENCH V (Year-Daily) HONORS Credit 1.0

Students have a sound grammar base and continue expanding vocabulary and facility with the language. Student-centered activities continue to bolster students' confidence using the language. In addition to contemporary readings, students complete a novel and/or excerpts from classical writers. Films in the foreign language provide a common basis for student discussion. Students may elect to take the AP language exam, but will need to do additional preparation for it.

Prerequisite: C or better in French IV or teacher's recommendation.

520 SPANISH I (Year-Daily) COLLEGE PREP Credit 1.0

This introductory course is for students who have never studied or who have minimal knowledge of this language. Students will develop a base of vocabulary and grammar. Vocabulary and grammatical structures are recycled systematically to help students bridge the gap from the known to the unknown.

Prerequisite: None

522 SPANISH II (Year-Daily) COLLEGE PREP Credit 1.0

This course is sequential to Spanish I. Spanish is spoken extensively. Building on the base established in the language I program, students expand vocabulary and grammar bases. With proficiency as a philosophy, learners are involved in student-centered activities in which the teacher is the facilitator. Proficiency activities involve all language skills: listening, speaking, reading and writing with culture integrated in authentic situations.

Prerequisite: C or better in Spanish I or teacher's recommendation.

523 SPANISH III (Year-Daily) COLLEGE PREP Credit 1.0

This course is sequential to Spanish II. Spanish is spoken extensively. Recycling previous vocabulary and grammatical structures, students continue in proficiency based activities that will assist multiple learning styles. The teacher continues using the language in instruction and students become more confident using the language. Activities involve visual prompts which avoid the use of English in the classroom. Topics expand to involve vocabulary needed in a shrinking world.

Prerequisite: C or better in Spanish II or teacher recommendation.

524 SPANISH IV (Year-Daily) HONORS Credit 1.0

This course is sequential to Spanish III. Emphasis is on oral and written proficiency. The vocabulary topics expand and contemporary readings serve as a model for correct language usage. Games, films, and interactive exercises serve as an entertaining use of the language in cultural context. Students discover more ways to negotiate meaning and increase their awareness of linguistic tasks and variables.

Prerequisite: C or better in Spanish III or teacher recommendation.

525 SPANISH V (Year-Daily) HONORS Credit 1.0

Students have a sound grammar base and continue expanding vocabulary and facility with the language. Student-centered activities continue to bolster student confidence using the language. In addition to contemporary readings, students complete a short novel and/or excerpts from classical writers. Films in the foreign language provide a common basis for student discussion. Students may elect to take the AP language exam, but will need to do additional preparation for it.

Prerequisite: C or better in Spanish IV or teacher recommendation

Art

Studio Art Major

2D Exploration
3D Exploration
Studio Art I
Studio Art II

Ceramic

Basic Ceramics
Ceramics I
Ceramics II
Advanced Ceramics Design

Electives

2D Exploration
3D Exploration
Basic Ceramics
Painting
Art of Digital Photo

660 2D EXPLORATION (Semester-Daily)

Credit 0.5

This course is designed for students interested in pursuing art further during their high school career. Students learn basic elements of art and principles of design, which will be reviewed and expanded upon in Studio Art I. Drawing, painting, printmaking, graphic arts, and color theory will be explored. Students will receive quarterly sketchbook assignments.

Prerequisite: None

661 STUDIO ART I (Year-Daily)

Credit 1.0

This is a fundamental art course where students will practice basic techniques in drawing, painting, printmaking, graphic arts, and sculpture. Elements of art and principles of design will be reviewed, discussed and used to produce works of art. Students should have knowledge of color theory, range of value, paint properties, portraiture, and compositional balance. Students will receive quarterly sketchbook assignments.

Prerequisite: None

662 STUDIO ART II (Year-Daily)

Credit 1.0

This course is an expansion of Studio Art I, focusing on a greater awareness of artistic fundamentals and skills, and is designed for serious students who aspire to express their creativity in all art forms. A greater emphasis will be placed on evaluation and critique sessions, and preparation for college. Students will receive quarterly sketchbook assignments.

Prerequisite: **2D Exploration and 3D Exploration** Completed Together or STUDIO ART I

669 3D EXPLORATION (Semester-Daily)

Credit 0.5

This course is designed to focus on the sculptural aspects of art. An emphasis will be placed on problem solving for balance, stability, and aesthetics in the creation of structures. 3D design will also explore form vs. function and the place each holds in art. Some of the materials that may be explored will be plaster, paper/cardboard, papier mache, clay, metals, wire, and recycled materials.

Prerequisite: None

**Completion of both 2D Exploration & 3D Exploration with a "B" average can be substituted for Studio Art I.

670 BASIC CERAMICS (Semester-Daily)**Credit 0.5**

Basic Ceramics is a beginning ceramics course focused on the three hand building methods in clay. Students will explore pinch, coil, and slab methods and their many possibilities. They will also learn the science of the ceramic process through the clay and glaze reactions in the kiln. **Wheel instruction is not included.** This is a semester course designed for students who have not taken Ceramics I or II.

Prerequisite: None

671 CERAMICS I (Year-Daily)**Credit 1.0**

The ceramics course is designed for the student who is interested in working with clay. It introduces students to the four construction methods (pinch, coil, slab, and wheel). Students will be required to use each method to complete projects. These projects are to be finished to completion, including glazes that enhance the design of the project. Students will be required some outside time to plan these projects. **Basic Ceramics Is Not a Requirement For This Course.**

Prerequisite: None

672 CERAMICS II (Year-Daily)**Credit 1.0**

From making clay to the building of ceramics, students will be thoroughly instructed at all steps of the ceramic process including kiln loading and improved proficiency in wheel throwing, hand-building and glazing techniques. Both production potters and fine art ceramists will be served in Ceramics II with emphasis on functional, sculptural and decorative pottery techniques. Students are encouraged to realize and understand all the facets of this rewarding medium. Students may require some outside time to plan these projects.

Prerequisite: B or better in Ceramics I.

673 ADVANCED CERAMICS DESIGN (Year-Daily)**Credit 1.0**

A continuation of the skills and processes learned in the Ceramics II course, the students will be exploring further possibilities in the medium of clay, and other 3 dimensional materials. Students will be required to work on a larger scale and produce more advanced work with emphasis on advanced wheel throwing and hand-building as well as glaze chemistry and advanced glazing techniques. Students will be required to plan these projects outside of class.

Prerequisite: B or better in Ceramics I and II

675 PAINTING (Semester-Daily)**Credit 0.5**

This is an introductory course that covers basic painting techniques with an emphasis on classic and contemporary techniques of watercolors, acrylic, and tempera media. Students will learn to express themselves through color and composition with various painting materials. Topics include the use of composition, color, texture, form & value through still life, landscape, portrait, and exposure to various styles and the Masters of painting.

Prerequisite: Drawing skills recommended but not required.

753 THE ART OF DIGITAL PHOTOGRAPHY (Semester-Daily)**Credit 0.5**

This photographic course is designed to acquaint students with the ins and out of digital imaging and publication by applying them to digital cameras, scanners, printers and the computer. Students will use the computer as a tool to enhance the art elements and compositional criteria of a photograph or digital image. This course will use photo editing and desktop publishing software.

Music

Concert band, chorus, and orchestra provide environments where students experience a varied repertoire and continuous development of techniques and skills. Direction is provided for present and future utilization of students' talents. Participation in school and community performances contributes to student social, emotional and academic growth through sharing responsibilities and goals.

700	CONCERT CHOIR	(Year-6 times/cycle)	Credit 1.0
700A	CONCERT CHOIR	(Year-5 times/cycle)	Credit 0.9
700B	CONCERT CHOIR	(Year-4 times/cycle)	Credit 0.8
700C	CONCERT CHOIR	(Year-3 times/cycle)	Credit 0.5
700D	CONCERT CHOIR	(Year-2 times/cycle)	Credit 0.4

Choir is open to all students interested in singing in the high school chorus. Curricular instruction included signing technique, basic music theory and exploration of various forms of choral music. The Choir rehearses to perform at three yearly concerts, graduation and numerous school and community events.

Interested and qualified Viking Choir members may audition for District Chorus.

Prerequisite: Ability to sing on pitch.

Prerequisite: Students must have the ability to read music intermediate level.

703 MUSIC THEORY I (Year-Three times/cycle) Credit 0.5

This course will acquaint students with the basics of music theory including music notation, intervals, chords, scales, rhythm, listening and dictation skills and elementary harmony. The course will include keyboard instruction. This course will serve as an introduction to AP Music Theory.

Prerequisite: Students must have the ability to read music at an intermediate level.

704 AP MUSIC THEORY (Year-Daily) Credit 1.0

This course will continue the musical concepts covered in Music Theory I. Instruction will include harmonic progression, part writing, non-harmonic tones, listening and dictation skills. This course is particularly useful for students interested in studying music after graduation. Students will be prepared to take the AP exam in Music Theory. **Will be available alternating academic years. Will be offered during 2016-2017 academic year.**

Prerequisite: Students must have successfully completed Music Theory I.

706	ADVANCED CHOIR(Year-6 times/cycle)	Credit 1.0
706A	ADVANCED CHOIR(Year-5 times/cycle)	Credit 0.9
706B	ADVANCED CHOIR(Year-4 times/cycle)	Credit 0.8
706C	ADVANCED CHOIR(Year-3 times/cycle)	Credit 0.5
706D	ADVANCED CHOIR(Year-2 times/cycle)	Credit 0.4

This advanced vocal group will meet during zero period (7:00-7:45 am). An audition is required which can be arranged with the choral director in Room A111 prior to course registration. Curricular emphasis includes advanced vocal technique, music theory and study of various choral styles such as Sacred and Secular Choral Music, Broadway, Jazz, and Popular Music. The choir rehearses occasionally in the evening to prepare for various school and community concerts and for choral festivals and competitions.

Participation in this group requires a serious commitment to the music program.

Prerequisite: Participation in Credit Choir or approval by the choral director.

708 GUITAR CLASS (Year-Three times/cycle) Credit 0.5

This course is designed for any student with the desire to play the guitar, and is open to beginning or novice players. Advanced players will be accepted by teacher recommendation only. Course content includes: assembly and tuning of guitar, basic playing technique, music theory and ensemble playing.

710	CONCERT BAND	(Year- 6 times/cycle)	Credit 1.0
710A	CONCERT BAND	(Year- 5 times/cycle)	Credit 0.9
710B	CONCERT BAND	(Year- 4 times/cycle)	Credit 0.8
710C	CONCERT BAND	(Year- 3 times/cycle)	Credit 0.5
710D	CONCERT BAND	(Year- 2 times/cycle)	Credit 0.4

Concert Band is open to all students who play a woodwind, brass, or percussion instrument. Concert Band will meet during the school day. Concert Band will also have several evening rehearsals and performances. Band students may elect to participate in the Viking Marching Band. The marching band rehearses twice each week and performs at football games and other special events throughout the area.

Prerequisite: Students must be able to play a concert band instrument.

711	ADVANCED BAND	(Year-6 times/cycle)	Credit 1.0
711A	ADVANCED BAND	(Year-5 times/cycle)	Credit 0.9
711B	ADVANCED BAND	(Year-4 times/cycle)	Credit 0.8
711C	ADVANCED BAND	(Year-3 times/cycle)	Credit 0.5
711D	ADVANCED BAND	(Year-2 times/cycle)	Credit 0.4

Advanced Band is comprised of students selected by audition who play a woodwind, brass or percussion instrument. Advanced Band members will be encouraged to prepare the solo selection for District Band. Students will perform the Concert Band music in addition to the Advanced Band music. This advanced instrumental group will meet daily during zero period (7:00-7:45 am). Advanced Band will also have several evening rehearsals and performances. Students in Advanced Band may elect to participate in the Viking Marching Band. The marching band rehearses twice each week and performs at football games, and other special events throughout the area.

Prerequisite: Students will be selected by audition.

716	ORCHESTRA	(Year-6 times/cycle)	Credit 1.0
716A	ORCHESTRA	(Year-5 times/cycle)	Credit 0.9
716B	ORCHESTRA	(Year-4 times/cycle)	Credit 0.8
716C	ORCHESTRA	(Year-3 times/cycle)	Credit 0.5
716D	ORCHESTRA	(Year-2 times/cycle)	Credit 0.4

Orchestra is open to all students who play violin, viola, cello, or string bass; woodwind, brass, percussion and piano students by audition only. Sectional instruction, which is a required part of orchestra, will be established during the school day on a rotating basis. The rotation schedule is designed so students will not miss a class more than once every five weeks. The course requires at least two evening school concerts and a performance at the graduation ceremony. Extracurricular time is needed to prepare and perform for district, regional, all-state and community concerts.

Prerequisite: Successful participation in the Upper Merion Area Middle School String Orchestra or teacher recommendation.

717D ADVANCED ORCHESTRA (Year-2 times/cycle) Credit 0.4

Advanced Orchestra is open to advanced string players by audition only. Students will be required to practice and perform all orchestra pieces. In addition, more advanced string literature and techniques will be studied and performed. All students will be required to write a term paper in the spring. Advanced Orchestra will meet during zero period (7:00-7:45 am).

Prerequisite: A in Orchestra and teacher recommendation.

Technology and Engineering

Technology and Engineering Education

The Technology and Engineering Education program provides students with the opportunity to investigate the relationships between science, technology, engineering, and mathematics and apply their understanding of those relationships in different project-based learning activities.

All of the courses in the program focus on the development of problem solving and communication skills, systems thinking, and the modeling of different technologies and processes that are used in the 21st century workplace.

731 STEM: Principles and Processes (Semester-Daily) Credit 0.5

This course focuses on how technology and engineering is used to solve problems and understand the world we live in. The students will examine existing and emerging technologies and evaluate how they were developed and could be modified to solve problems in the future. The primary focus in the course is on developing an understanding of the ways technology has been used to create new and innovative products and processes. Students will complete case studies, design challenges, and technical reports as they investigate the principles and processes used to create our technological world.

Prerequisite: None

732 STEM: Design and Fabrication (Semester-Daily) Credit 0.5

This course addresses how technology and engineering principles are applied to the design of materials, objects, structures, and systems. The use of design challenges and prototyping activities will provide students with the opportunity to design, construct, and evaluate a number of different structures. The primary focus of the course is on using design processes to systematically construct and evaluate a number of different structures and systems. Students will complete prototyping activities, technical drawings, and design challenges as they apply their understanding of design and fabrication to a number of different projects.

Prerequisite: None

733 Introduction to Engineering (Semester-Daily) Credit 0.5

This course introduces students to the various fields of engineering and provides students with the opportunity to engage in engineering activities. The course will begin with an overview of the engineering principles common to all of the engineering fields and then focus on the concepts that distinguish between the different engineering fields. Students will work on a number of projects that incorporate design challenges, technical drawings, and digital integration as they develop an understanding of important engineering principles.

Prerequisite: None

741 Engineering Systems (Semester-Daily) Credit 0.5

This course is a second engineering course for students who have completed “Introduction to Engineering” and focuses on how the different engineering fields interact to complete both large and small projects. In addition to discussing engineering principles, students will explore how financial, marketing, and regulatory agencies impact and influence any engineering project. Students will complete a number of design challenges, presentations, and manufacturing simulations as they expand their understanding of engineering principles.

Prerequisite: Introduction to Engineering

742 Advanced topics in Engineering (Semester-Daily)

Credit 0.5

This course is a third engineering course for students who have completed the “Introduction to Engineering” and “Engineering Systems” courses and serves as an independent study course for students to pursue topics on their own interest. The final project will incorporate a number of smaller projects and will be of a size and a scope to reflect a semester dedicated to the understanding, investigating, and presentation of an important technological or engineering idea or concept.

Prerequisite: Engineering Systems

Family and Consumer Sciences

Education Major

Child Development I
Child Development II
Child Development III

Hospitality Major

Art Of Food Preparation
Gourmet Foods I
Gourmet Foods II

Fashion Major

Fashion Arts I
Fashion Arts II

Electives

Child Development I
Art Of Food Prep
Gourmet Food I
Creative Design
Fashion Arts I
Fashion Arts II
Decorative Handcrafts

771 CHILD DEVELOPMENT I (Semester-Daily)

Credit 0.5

Students will study the milestones of growth and development for children ranging from zero to five years of age. This course will include hands on instruction and observation in The Little Vikings Lab School. Students will prepare, plan, and execute lessons to enhance the learning development of our UM Pre-K children in the lab school.

Prerequisite: None

772 CHILD DEVELOPMENT II (Semester-Daily)

Credit 0.5

Students will plan and organize the Little Vikings Lab School Program including classroom work learning centers, arts and crafts, story telling, music, physical activities, field trips, and science labs. They will research and analyze children's behavior based on current child development theories to better understand the roles of caregivers and parents. Students will utilize leadership and problem solving skills, while they teach the Pre-K generation (ages 3 to 5) of Upper Merion.

Prerequisite: A grade of "B" or better in Child Development I.

773 CHILD DEVELOPMENT III (Semester-Daily)

Credit 0.5

Students will work closely with a teacher in a district classroom. This course is designed for students who are interested in pursuing careers or collage degrees, dealing with young children or educational environments.

Prerequisite: A grade of "B" or better in Child Development I & II, **teacher recommendation** and must be a senior.

761 ART OF FOOD PREPARATION (Semester-Daily)

Credit 0.5

Experience the excitement of preparing and tasting a variety of foods. In this introductory course, students will improve their fundamental knowledge and skills in the areas of nutritional planning, preparing and serving meals.

Prerequisite: None

762 GOURMET FOODS I (Semester-Daily)

Credit 0.5

This course is designed to incorporate principals of food preparation and apply appropriate food safety and sanitation practices. This class will use prior and new terminology and abbreviations used in food preparation while interpreting a wide variety of recipes. Students will incorporate the food pyramid and understand the nutritional value of foods to create meals. Students will explore and prepare different cultural cuisines. Students will also understand the effectiveness of the use of meal management principals. Students are encouraged to prepare a meal and present it with a creative style.

Prerequisite: B or better in Art of Food Preparation

763 GOURMET FOODS II (Semester-Daily)

Credit 0.5

This course is designed to incorporate principals of food preparation and apply appropriate food safety and sanitation practices. The course will incorporate prior and new terminology and abbreviations used in food preparation while interpreting a wide variety of recipes. The course will focus on the new food pyramid and nutritional value of different foods to create meals. Students will explore and prepare different cultural cuisines and become an active member of the UM Steel Chef, while giving back to UM community through community service and UM Arts Festival.

Prerequisite: B or better in Art of Food Preparation and teacher recommendation

764 DECORATIVE HANDCRAFTS (Semester-daily)

Credit 0.5

This course is designed to teach the arts and upcoming trends that may be used to reflect your personality within your living space. Multiple projects will be completed to enhance your creative outlet. Through class discussions, personal reflection, and teacher guidance, the student will learn to analyze and critic his/her own projects. **Students will be required to bring in supplies.**

Prerequisite: None

765 CREATIVE DESIGN (Semester-daily)

Credit 0.5

This course will allow students to use their inner creativity to transform old, impractical spaces into new updated, lively, functional settings for various purposes. Students will gain an understanding of the elements and principles of design while transforming old impractical furnishings into new updated space. Students will learn and analyze appropriate selection of colors, fabrics, lighting and furniture. Class projects include decorating sample rooms and designing floor plans and transforming "junk" into beautiful and everyday used objects. The student will create a small portfolio by completing a variety of projects. **Students will be required to bring in supplies.**

Prerequisite: None

768 FASHION ARTS I (Semester-Daily)

Credit 0.5

This course begins with a short review of sewing techniques for the construction of projects with or without a pattern. Students will learn how to use their creativity to analyze their individual style/personal vision and create pieces including, jewelry, clothing and accessories. Students will research upcoming designers and patterns projects after new trends in the ever-changing world of fashion. **Students will be required to bring in supplies.**

Prerequisite: None

769 FASHION ARTS II (Semester-Daily)

Credit 0.5

This course further develops techniques in clothing construction and design. Students will be responsible for designing, altering and assembling their own line of clothing and accessories. This will be achieved through various hands on methods and construction of a personal mannequin. Classroom presentations and critiquing will be part of this artistic adventure. This course will also prepare students for a college portfolio dedicated for fashion arts. **Students will be required to bring in supplies.**

Prerequisite: B or better in Fashion Arts I

Physical Education

All students are required to successfully complete 1.0 credit of Physical Education. It is recommended that students take advantage of the opportunity to earn more Physical Education credits after achieving the graduation requirement.

In order to attain the 1.0 credit graduation requirement, all students must pass .4 credits of Physical Education 818 and .6 credits (3 semesters) of Physical Education 819. The completion of Physical Education 818 is a prerequisite for taking the 819 course. Below is a description of all Physical Education offerings.

818A PHYSICAL EDUCATION(FALL – 2 times/cycle) Credit 0.2

818B PHYSICAL EDUCATION(SPRING – 2 times/cycle) Credit 0.2

This course is a basic introduction to Physical Education at the High School. It includes two eighteen-week sessions of a variety of activities and experiences that may include weight training, cardiovascular fitness, aquatic fitness and games, physical fitness, and a number of indoor and outdoor sports and activities.

819A PHYSICAL EDUCATION(Fall-2 times/cycle) Credit 0.2

819B PHYSICAL EDUCATION(Spring-2 times/cycle) Credit 0.2

This course offers students the opportunity to select from a variety of activities to participate in during two, nine week periods. A sampling of these activities includes creative games, ultimate frisbee, team sports, personal fitness, basketball, lifetime sports, floor hockey and volleyball.

Prerequisite: Course 818A/ 818B

ELECTIVES

820A ADVANCED PHYSICAL EDUCATION(Semester-2 times/cycle) Credit 0.2

820B ADVANCED PHYSICAL EDUCATION(Semester-2 times/cycle) Credit 0.2

This course is designed to develop leadership skills, allow students opportunities to acquire useful skills that are transferable into the community and to promote cooperative and teambuilding qualities to our student. Course objectives include peer teaching 818 classes and teaching elementary students the importance of physical fitness. In addition, this is a great course for students wishing to pursue a career in the area of coaching or Health and Physical Education. Units of study include competitive team sports, individual life-long activities, adventure-based education and coaching/officiating.

Prerequisite: Successful completion of Physical Education 818 and 0.4 credits of 819.

827S ADAPTIVE PHYS. ED.(Year – 2 times/cycle) Credit 0.4

This course is designed to meet the needs of individuals who are unable to participate in the regular program because of a physical handicap, disability, or other special need.

Prerequisite: Individualized Education Plan (IEP), Recommendation or Physician's Note.

814B AQUATIC / LIFEGUARD TRAINING(Semester- 4 times/cycle) Credit 0.4

This course affords students the opportunity to do independent lap swimming at an individual pace. Aquatic aerobics and other forms of aquatic fitness will be available. The course also affords students the opportunity to gain Lifeguard Training and Certification. The American Red Cross certification requirements include mastery of first aid skills, CPR, and rescue skills. Lifeguard certification will not be issued to anyone who cannot satisfactorily demonstrate certification in all required skills. There will be a nominal financial charge to meet Red Cross certification and course costs.

Prerequisite: Successful Completion of Physical Education 818 and 0.4 credits 819. Sophomores may take this course without meeting the prerequisite if they receive permission from the instructor.

Teenage Issues And Health

800 TEENAGE ISSUES (Year – 3 x cycle)

Credit 0.5

A team of teachers from the Health Department teach this course. The content of the course includes drug and alcohol education, human sexuality, nutrition, self-esteem, safety and first aid, mental health, and other pertinent health issues. This can be taken as a co-taught class.

This course is a graduation requirement and must be completed prior to taking Health in 11th grade.

830 HEALTH (Semester-Daily)

Credit 0.5

This course is a continuation of the study of basic health concepts. Included are health practices, nutrition, diseases, human sexuality, family relationships, mental health, and decision making processes. This course is a graduation requirement. Recommended to be taken in 11th grade.

Prerequisite: Successful Completion of Teenage Issues 800.

830V HEALTH (Semester - Daily - Online)

Credit 0.5

This course will cover all the same curriculum as course 830 Health. Students will be scheduled for a class period during their school day for time to focus on course completion but all class activities, discussions and assignments will be completed online.

795 CHOICES (Semester-Daily)

Credit 0.5

Students will develop skills in active listening, questioning, and group dynamics. These skills will be used in the investigation of self-awareness, learning preferences and character development. Activities will include Socratic Seminars using current event, literature selections, and popular music selections; personality and interest inventories, learning style preference scales, and written assessments including journals and reflection papers.

Prerequisite: None

Special Education

The special education program is highly individualized and flexible to allow eligible students the opportunity to reach their potential. Each student has an Individualized Education Plan (IEP) and may receive a specially designed program that provides Learning Support, Emotional Support, Work Study, Regular Education Co-taught classes, Autistic and Life Skill support, and Gifted Seminar, depending on the student's individual needs.

In order to meet the criteria for special education consideration, a multidisciplinary team completes a Comprehensive Evaluation and provides recommendations to the Individualized Education Program Team. The IEP team determines the student's eligibility. If the student is determined to need specially designed instruction, the IEP team provides the exceptional student the most appropriate educational program and placement in the least restrictive environment. The commonwealth of Pennsylvania establishes standards and regulations for such placement.

SPECIAL EDUCATION SUPPORTS & SERVICES

The philosophy of the high school program for eligible students is to place students in the least restrictive environment, while providing an individualized approach to meet their educational needs. Those students with the greatest need in a particular course are often scheduled into smaller classes while students with less need may participate in large group instruction with support and/or direct instruction from the regular and special education teacher.

Students are not restricted to special education courses. Flexibility in scheduling is provided and encouraged for students who have acquired proficient skills. It is also recognized and addressed. For some students, the provision of support in the emotional area may also be essential to increase the student's academic performance and overall emotional stability.

962S CAREER WORK EXPERIENCE (Includes seminar 1 day per week)

The Career Work Experience provides students in emotional support or learning support with the opportunity to work on a site within the local community for a partial day with the hope that this experience will lead to future employment. Students in this program are closely supervised and provided job counseling. Eligible junior and seniors need to make application in writing to the work study teacher.

951S SOCIAL SKILLS

Social skills class is where students build upon their social-emotional skill strengths. They have the opportunity to work on skills such as: self-control, decision making, problem solving, and responsibility, caring for one's self, and caring for others. Student will have the ability to make social choices that will strengthen their relationships and facilitate success in and out of school.

Prerequisite: Individualized Education Program (I.E.P.)

953 STUDY SKILLS II

The Study Skills II class is designed for students who receive special education services and are experiencing behavioral or emotional difficulties in the classroom. Students will have the opportunity to complete classroom assignments independently and receive additional support with the acquisition of appropriate behavioral strategies and study skills for the classroom environment.

946 PRE-VOCATIONAL SKILLS

Students scheduled for the pre-vocational/social skills classes will take part in a series of hands-on real life skills to prepare for transition from high school to post graduation jobs and/or placement at a vocational center. Some of the activities are as follows:

1. Job Skills – Students will take part in running a district-wide business called Letters to Go. The students work with all aspects of the business. All job tasks are adapted to meet individual needs. Jobs include sorting by shape/color/size, running the Accu-Cut machines, counting/measuring finished products, laminating, and sending out completed orders.
2. Community Outings- A wide selection of community outings will be planned throughout the school year. A number of the outings will include public transportation training when possible. Public transportation may include using a SEPTA bus, the Upper Merion Ramble, and the R-6 train to Philadelphia. Locations of the outings will vary.
3. Food Prep – Students will take part in cooking/baking activities which include finding/reading recipes, developing a shopping list, purchasing ingredients (through community outing experiences), following recipe measurements and instructions, and complete clean-up of the kitchen area. Special activities such as planning and cooking a luncheon meal for up to 20 various staff members on a few occasions throughout the school year will offer students real-life experiences such as those found in the restaurant industry.
4. School Service – Students will offer free shredding services to all staff members in the high school. They will also take care of the planning, upkeep, and changing of the high school marquee signboard located by the football stadium. Taking part in these services not only provides invaluable hands-on job experiences, but also develops school pride and a sense of accomplishment.

COOPERATIVE/TRANSITION EDUCATION PROGRAM

The Cooperative/Transition Education Program provides students in special education with a structured educational program integrating classroom studies with productive work experiences in a field related to a student's academic or career goals. This program provides students with guidance and training through vocational exploration, employment planning, community-based assessments and eventual competitive job placement. Ongoing employment support (job coaching) is provided when necessary, to assist in successful school-to-work transitions. Participation in this program requires students to attend a weekly 1 period Seminar class, in addition to completing the minimum required hours within an approved work or training site. All interested juniors and seniors must receive approval from the Transition Coordinator or Co-Op Supervisor prior to being scheduled for this course.

CO-TAUGHT CLASSES

Each of these classes is taught by a general education teacher and supported by a special education teacher (up to 6x per 6 day cycle). These classes are available to both general education students as well as those students that have an Individualized Education Plan.

Study Skills is available for those students receiving special education services. The responsibilities of the study skills teachers are to monitor the progress of the student, work as a liaison between the student and his/her teachers, and support the student by reinforcing academic and study skills as well as pre-teaching and re-teaching skills.

The study skills curriculum is designed to provide direct instruction in study skills at the high school level. Some of the major topics taught are: Goal-setting, Time and task-management, Note-taking strategies, Basic Reading strategies, Writing strategies, Organization skills, Homework/project planning, Communication & affective skills.

Students are guided in the application of these skills to their academic assignments and to their performance in their academic classes. Students develop the skills that are taught in direct instruction and are guided in the use of these skills until they achieve mastery of the skills and are able to use them independently.

Below is a list of all the Special Education course offerings. Each course is thoroughly described in the appropriate subject area section of the Program of Studies Guide.

SPECIAL EDUCATION COURSES

102M	CO-TAUGHT HUMANITIES/ ENGLISH 9 CP	p 15
112M	CO-TAUGHT ENGLISH 10 CP.....	p 16
122M	CO-TAUGHT ENGLISH 11 CP.	p 16
202M	CO-TAUGHT HUMANITIES/WORLD CULTURES CP	p 23
613M	CO-TAUGHT DIGITAL ACADEMY	p 29
322M	CO-TAUGHT ALGEBRA I CP	p 32
325M	CO-TAUGHT ALGEBRA 1B CP.....	p 32
332M	CO-TAUGHT GEOMETRY CP.....	p 32
342M	CO-TAUGHT ALGEBRA II CP	p 33
402M	CO-TAUGHT SCIENCE AND TECHNOLOGY CP	p 36
412M	CO-TAUGHT BIOLOGY CP	p 37
800M	CO-TAUGHT TEEN ISSUES	p 52
827S	ADAPTIVE PHYSICAL EDUCATION	p 51
911S	ENGLISH CONCEPTS	p 20

909S	DEVELOPMENTAL READING	p 20
910S	READING CONCEPTS	p 20
912S	READING	p 20
913S	SOCIAL STUDIES CONCEPTS	p 27
934S	MATH CONCEPTS	p 35
938S	REAL-LIFE MATH	p 35
935S	SCIENCE CONCEPTS	p 39
939S	REAL LIFE SCIENCE	p 39
946	PRE-VOCATIONAL SKILLS	p 54
646M	CO-TAUGHT OCC SEM & WORK EXPERIENCE	p 31
951S	SOCIAL SKILLS	p 53
949/950	STUDY SKILLS	p 20

GIFTED SEMINAR

199V GIFTED SEMINAR (Semester – 3 times per cycle - Online)

Credit 0.25

This is an elective for gifted and talented students in grades 9-12. This course is designed to challenge students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. Students will be challenged to become aware of themselves as learners and thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. This course will be offered in an online format only. Students will be scheduled for a class period during their school day for time to focus on course completion but all class activities, discussions and assignments will be completely online.

Prerequisite: GIFTED OR ACADEMICALLY TALENTED

SPECIAL PROGRAMS

SERVICE LEARNING FOR CREDIT

Students may elect to participate in service learning as part of their school day. Service placements are limited and students should be willing to dedicate their time and talents consistently in meeting community needs. Pass/Fail credit is based upon hours of service. Interested students should discuss possible service opportunities with their guidance counselor.

VIRTUAL HIGH SCHOOL (VHS)

Virtual High School courses are offered to students as an opportunity to enrich Upper Merion's curriculum with a wide array of courses not offered in our building. Students may not substitute online courses for courses offered face to face, except under special circumstances. Scheduling priority for virtual high school classes will consider the following:

1. Specially designed instruction in individual education plans (IEP).
2. Graduation year (seniors having course registration priority).
3. Scheduling conflicts.

LIBRARY CENTER

The school library media program plays an integral part in the total educational process which prepares students to become responsible citizens in a global society. In today's information age, an individual's success, even existence, depends largely on the ability to access, evaluate, and utilize information. The school library media specialist ensures that students have access to a wide range of print, non-print, and online resources and learn the skills they will need as adults to solve information problems, locate, analyze, evaluate, interpret, and communicate ideas in an information rich world. These information problem-solving skills are taught by the school library media specialist within the context of assignments given by the content area teachers during scheduled classes and one on one individualized instruction throughout the day.

The school library information center serves all the students and staff in the high school community by providing a spacious, state-of-the-art facility with a rich collection of the latest resources (print materials, full-text online reference and periodical subscriptions, and research software tools). Students can access the resources both at school and at home through the library website. Talk to the library staff for more information about what the library can provide for you.

PULSE

PULSE is the morning television news show that is broadcast throughout the high school. Students, making up the technical crew and on-air talent, produce the show in the high school television studio. The program encompasses announcements, interviews, and special features. Approximately thirty students are actively engaged in the production of this show.

THE VIKING CHANNEL

Providing the community with school related programming on Comcast Cable channels 3 and 21, the Viking Channel produces shows such as "The Inside Slant," "Vikings Come Home," school board meetings, concerts, plays, and a variety of sporting events. The Viking Channel informs and entertains the community while training the volunteer student staff for a variety of future careers.



Shaping today's students for tomorrow's careers.

THE LEARNING ENVIRONMENT AND THE FACULTY

Central Montco Technical High School provides educational programs in cooperation with each member school district which will prepare students to pursue post-secondary career studies and/or obtain employment in a global economy. The educational programs are designed to provide students with the necessary knowledge, skills and attitudes that will enable them to become a contributing member of society in an ever-changing workforce.

From the first day's orientation to graduation, students learn a competency-based technical curriculum in a relaxed and supportive environment. Having completed a 20 million dollar renovation in 2008, Central Montco Technical High School is a modern facility with state-of-the-art equipment and technology.

At CMTHS, caring and professionally certified staff share their skills while challenging and mentoring their students. Many of the instructors have established high profiles in their fields of expertise prior to becoming teachers. Teachers serve as mentors and respond to individual needs as they extend their support and enthusiasm while preparing students for the future. Our students are able to obtain a variety of state and nationally recognized certifications and professional licenses.

Central Montco Technical High School's Programs of Study

Health & Human Services Cluster	
Technical Program of Study	Grade Level Eligibility
Allied Health Technology (Honors Level Program)*	11-12
Cosmetology	10-12
Culinary Arts, Baking & Restaurant Practices*	10-12
Early Childhood Education*	10-12
Health Occupations	10-12
Medical Laboratory Technology	10-12
Pre-Nursing*	11-12
Public Safety	10-12
Communications & Computer Cluster	
Technical Program of Study	Grade Level Eligibility
Commercial Art	10-12
Digital Media/Web Design	10-12
Networking Technology*	10-12
Construction Cluster	
Technical Program of Study	Grade Level Eligibility
Construction Technology	10-12
Landscape Design & Construction	10-12
Transportation Cluster	
Technical Program of Study	Grade Level Eligibility
Automotive Technology	10-12
Collision Repair Technology	10-12

*Denotes Dual Enrollment/Credit opportunities at Montgomery County Community College (MCCC); subject to class size minimum.

Program Charts: ☀ Identified as an occupation with a "bright outlook" that is expected to grow rapidly in the next several years.

HEALTH & HUMAN SERVICES CLUSTER

ALLIED HEALTH TECHNOLOGY PROGRAM-HONORS PROGRAM		
<p>Course Description: Allied Health Technology is an Honors weighted College Prep course designed for students who wish to pursue a career in the health care professions. This course is currently located at [the work-based site of] Mercy Suburban Hospital where students are supervised during clinical rotations in medical, surgical, support, administrative services and internships. This program is open to 11th and 12th grade students who meet the required prerequisites: minimum GPA of 3.0, Algebra I, Biology, and a commitment to take Algebra II and Chemistry, along with excellent attendance and discipline record. Students may have the opportunity of dual enrollment at Montgomery County Community College in Psychology.</p>		
<p>Course Content: Students learn to plan, organize, interact with patients, assume responsibilities and develop critical thinking and problem solving skills. The curriculum is designed to facilitate communication, cognitive, social-emotional, and developmental skills necessary for an entry-level position in the health field and continued education on the post-secondary level.</p> <p><i>Topics of study include:</i></p> <ul style="list-style-type: none"> • Legal and ethical standards in health care • Communications • Body systems in wellness and disease • Health care delivery systems • Safety and emergency systems • Infection control • Medical Terminology • Principles of nutrition • Current issues in health care • Leadership through HOSA (Health Occupations Students of America) • Seminar visitations to other hospitals/schools 		
<p>Clinical Rotations: Medical, Surgical, Support Services, Administrative, Internship/Preceptor</p>		
<p>State or National Certifications Available at CMTHS:</p> <ul style="list-style-type: none"> • Pennsylvania & NOCTI Skills Certificate • BLS for Healthcare Provider 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Allied Health CIP Code: 51.0899	Gwynedd-Mercy College PA College of Technology Philadelphia University Montgomery County Community College - (Surgical Technology) MCCC- (Radiography) Immaculata University University of the Sciences King's College Mercyhurst University Commonwealth Technical Institute Harcum College Lackawanna College	Advanced Placement & 9 Credits Advanced Placement Advanced Placement Preferred Admission Preferred Admission Preferred Admission Preferred Admission Preferred Admission MED 101- Med Office Clinical Procedures MED 102- Med Office Clinical Pro. Lab SECM 111- Medical Terminology Mis 101-Computer Applications NA 11 - Role & Function of the Nursing Assistant NA 12 - Personal Care & Basic Nursing Skills AHS 100 - Introduction to Allied Health Science AHS 101 - Medical Terminology AHS 105 - First Aid and CPR BUS 230 - Human Resource Management HTH 100- Medical Terminology

	Pennsylvania Institute of Technology Career Technology Center of Lackawanna County Lancaster County Career & Technology Center Wilkes-Barre Area Career & Tech Center Huntingdon County Career & Tech Center	CMA 215- Patient Care Technician CMA 146- Human Body Systems II CMA 145- Human Body Systems I CMA 190- Clinical Medical Assistant PNP 101- Nursing Skills I PNP 102- Nursing Skills II NUR A- Nursing Principles & Practice A PNP 101- Fund. of Nursing PNP 201- Fund. of Nursing BNC 001- Basic Nursing Care 1 BNC 002- Basic Nursing Care 2
Related Occupations	Projected Employment Outlook	PA Median Wages
Medical Assistants	☀ Much Faster than Average	\$28,800/year
Occupational Therapist Asst.	☀ Much Faster than Average	\$45,700/year
Pharmacist	☀ Much Faster than Average	\$110,400/year
Physical Therapist Assistants	☀ Much Faster than Average	\$43,000/year
Physician Assistants	☀ Much Faster than Average	\$82,800/year
Radiological Technologists	☀ Faster than Average	\$53,100/year
Registered Nurses	☀ Faster than Average	\$64,800/year
Surgical Assistants	☀ Much Faster than Average	\$41,200/year
Equipment & Tools for CMTS Allied Health Technology Program:		
<ul style="list-style-type: none"> • One uniform- light gray scrub shirt and black scrub pants from Flynn & O'Hara Uniforms, Inc.: \$60 • White leather shoes: \$20 • Watch with a second hand • FBI, Criminal History and Child Abuse Clearances: \$48.75 • Physical Exam, 2-Step Mantoux Test, & Hepatitis B Series, Flu shot • Per Mercy Suburban Hospital rules-No visible tattoos or facial piercings. No artificial nails or long nails with nail polish. 		

COSMETOLOGY PROGRAM

Course Description: The Cosmetology course is a three (3) year program. In order for students to earn the required 1250 clock hours per the Cosmetology State Board of Cosmetology, students must be able to attend CMTHS Cosmetology program for three (3) years. The Pennsylvania State Board of Professional and Occupational Affairs mandates 50 hours in Professional Practices including bacteriology, disinfection, sanitation, professional attitude, business practices, Pennsylvania Cosmetology Law; 200 hours in Sciences; histology, trichology, chemistry, physiology, cosmetic dermatology, electricity and 1000 hours in Cosmetology Skills - Cognitive & Manipulative; shampooing and conditioning, hair shaping, hair styling, chemical texturizing, permanent waving, hair coloring, hair straightening, skin care, nail technology, temporary hair removal, scalp treatment, care of all hair types and textures and makeup. Each student may earn up to 2.5 hours per school day towards their Cosmetology hours. Attendance is imperative in order to complete the 1250 clock hour Cosmetology program.

Course Content: The curriculum for the Cosmetology course consists of 1250 clock hours of theoretical instruction and practical skills covering practices constituting the art of Cosmetology. Such theoretical instruction and practical skills include:

Orientation: History and Career Opportunities, Life Skills, Your Professional Image and Communicating for Success

General Sciences: Infection Control: Principles and Practices, General Anatomy and Physiology, Skin Structure, Growth and Nutrition, Skin Diseases and Disorders, Nail Structure and Growth, Nail Diseases and Disorders, Properties of the Hair and Scalp, Basics of Chemistry, Basics of Electricity

Hair Care: Principles of Hair Design, Scalp Care, Shampooing and Conditioning, Haircutting, Hairstyling, Braiding and Braid Extensions, Wigs and Hair Additions, Chemical Texture Services, Haircoloring

Skin Care: Hair Removal, Facials, Facial Makeup

Nail Care: Manicures, Pedicures, Nail Tips & Wraps, Monomer Liquid & Polymer Powder Nail Enhancements, UV Gels

Business Skills: Seeking Employment, On the Job, The Salon Business

State Law: Pennsylvania State Board of Cosmetology Law

State or National Certifications Available at CMTHS:

- NOCTI Cosmetology Pennsylvania Skills Certificate
- Pennsylvania State Board of Cosmetology License

Related Occupations	Projected Employment Outlook	PA Median Wages
Color Specialist	☀️ Bright Outlook-Rapid Growth Expected	\$23,200/year
Cosmetologist	☀️ Bright Outlook-Rapid Growth Expected	\$23,200/year
Cosmetology Teacher	Average	\$62,400/year
Esthetician	☀️ Bright Outlook -Faster than Average	\$24,300/year
Nail Technician	Average	\$18,900/year
Spa Manager	☀️ Bright Outlook -Average	\$36,200/year

Equipment & Tools for CMTHS Cosmetology Program:

- Level 1: Cosmetology Kit (Required by PA State Board of Cosmetology): approximately \$253
- Two new mannequins each year (2nd & 3rd year students): approximately \$70
- Black professional pants & shoes
- School supplies: three ring binder, notebook tabs & paper, flash drive, pencils, highlighters, index cards

Reciprocity of Clock Hours: If students are unable to successfully complete the required Cosmetology clock hours for the PA State Board of Cosmetology Licensing due to personal circumstances while attending CMTHS, students may be able to transfer their clock hours to the following institutions:

- Professional Academy of Cosmetology
- Jean Madeline Aveda Institute
- Lansdale School of Cosmetology

Please check with each school regarding their transfer policy.

CULINARY ARTS, BAKING AND RESTAURANT PRACTICES PROGRAM

Course Description: The Culinary Arts, Baking and Restaurant Practices program offers a cutting edge curriculum for all students interested in culinary arts, baking, service management and related fields to study in our brand new state of the art kitchen and restaurant. All students complete their first year of study in the Culinary Arts concentration. During their second and third years of study, students have the option to continue to concentrate in Culinary Arts & Restaurant Services or concentrate in Baking & Pastry Arts. Students have the opportunity to demonstrate skills at our in-house restaurant and catering program. **Students may have the opportunity of dual enrollment at Montgomery County Community College.**

Course Content: Students participate in a special classroom management system validated by the American Culinary Federation. Students get hands-on experience in:

- Safety and sanitation practices
- Cooking technique
- Pastries and baking
- Breakfast cookery
- Guest services and dining
- Production controls
- Meal planning and presentation, including buffet presentation

State or National Certifications Available at CMTHS:

- Pennsylvania & NOCTI Skills Certificate
- Servesafe Sanitation Certificate
- American Culinary Federation Certificate

Articulation Agreement	College/ Post-Secondary Institution	Type of Articulation
Culinary Arts CIP Code: 12.0508	PA College of Technology Montgomery County Community College Johnson & Wales University The Restaurant School at Walnut Hill College Montgomery County Com College-Central Campus Commonwealth Technical Institute Harrisburg Area Community College Delaware County Community College Community College of Philadelphia Pennsylvania College of Technology	Advanced Placement 9 Dual Enrollment Credits 15 Credits 5 Credits CUL 110 - Introduction to Foodservice CUL 111- Foodservice Sanitation CUL 120- Culinary Skill Development CUL 298- Culinary Baking Pastry Practicum CA 010 - Careers in Food Service CA 060 - Intro to Preparation & Service of Food CA 101 - Tools and Stationary Equipment CA 119 - Food Service Math HRIM 113- Sanitation & Safety HRIM 133- Culinary Arts I CUL 115- Professional Cooking I CUL 150- Baking & Pastry Foundations I HRM 110- Food Sanitation & Safety Super CAHM 171- Quantity Food Preparation CAHM 170- Elm Food Prep CAHM 161-Foodserv Safety & Sanitation FHD 106-Intro to Hospitality Industry FHD 137- Intro to Baking FHD 117- Purchasing FHD 118- Sanitation FHD 101- Foundations of Prof. Cooking FHD 142- Professional Table Service
Baking & Pastry Arts CIP Code: 12.0501	Bucks County Community College Montgomery County Community College Delaware County Community College Pennsylvania College of Technology	HRIM 130- Baking & Decorating CUL 110 - Introduction to Foodservice CUL 111- Foodservice Sanitation CUL 130- Baking Skill Development CUL 198- Culinary, Baking & Pastry Prac HRM 110- Food Sanitation & Safety Sup CUL 220- Nutrition & Hospitality Industry CUL 151- Baking & Pastry Foundations II CUL 150- Baking & Pastry Foundations I FHD 116- Nutrition Application FHD 106- Intro to the Hospitality Industry FHD 138- Cakes & Decorations FHD 118- Sanitation FHD 137- Introductory Baking

Related Occupations	Projected Employment Outlook	PA Median Wages
Baker	Slower than average	\$24,900/year
Chefs & Head Cooks	Slower than average	\$40,300/year
Culinary Arts Instructor	Average	\$53,200/year
Dieticians & Nutritionists	Faster than average	\$49,600/year
Food Prep. Supervisors	☀️ Average	\$33,500/year
Food Science Technicians	Slower than average	\$35,800/year
Waiters/Waitresses	Slower than average	\$19,100/year
Equipment & Tools for CMTHS Culinary Arts Program:		
<ul style="list-style-type: none"> • New Chef Fashions Uniform: \$145 		

EARLY CHILDHOOD EDUCATION PROGRAM

Course Description: The Early Childhood Education program is designed for 10th, 11th and 12th grade students who have a sincere desire to teach and care for young children. It prepares students for either an entry-level position in the child-care industry or to pursue a college degree in early childhood education or elementary education. Students observe and interact in a variety of early childhood settings including elementary schools, child care centers, Head Start programs, and early intervention programs, as well as our own on-site preschool, "Little Hands." **Students may have the opportunity of dual enrollment at Montgomery County Community College.**

Course Content: Along with classroom instruction, students will learn skills by preparing and presenting both individual and team projects appropriate for children ages infant through young school-age. Topics of study include:

- Principles of child development
- Health, safety and nutrition
- Observation and teaching skills
- Communication skills & team building skills
- Child care center management and organization
- PA State Licensing Laws-Office of Child Development and Early Learning

State or National Certifications Available at CMTHS:

- Pennsylvania & NOCTI Skills Certificate
- Child Development Associate (CDA Ready)
- First Aid & CPR

Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Early Childhood Education CIP Code: 19.0708	Montgomery County Community College	Advanced Placement + 6 Dual Enroll EDU 210- Teaching Young Children EDU 999- Education Elective
	Bucks County Community College	EDUC 105 - Early Childhood Ed - History, Mgt EDUC 115 - Observing Behavior EDUC 170 - Language Development
	Pennsylvania Highlands Community College	ECE 110 - Child Development ECE 140 - Early Childhood Environments ECE 225 - Health/Safety/Nutrition Young Child
	Harcum College	EDU 212 - Social Studies Methods PSY 213- Educational Psychology
	Harrisburg Area Community College-HACC	EDU 120 - Classroom Management EDUC 135 - Health, Safety & Nutri EDUC 185 - Dev& Behavior in Children
	Reading Area Community College	EDUC 135 – Health, Safety & Nutrition EDUC 131-Assessment and Portfolio
	Manor College	ECE 140- Health, Safety, & Physical Ed ECE 115- Integrated Arts in Early Child ED 102-Intro to Early Childhood
	Lackawanna College	ED 119- Observation/Field Experience ED 104- Child Development 0-9 EDU 120- Development I EDU 110- Intro to Prof Education SSC 130- Child, Family & Community
Related Occupations	Projected Employment Outlook	PA Median Salary
Childcare Center Director	Faster than average	\$42,000/year
Childcare Worker	Faster than average	\$19,300/year
Elementary Teacher	Average	\$58,300/year
Preschool Teacher	Faster than average	\$24,800/year
Teacher's Assistant	Average	\$23,700/year

Equipment & Tools for CMTHS Early Childhood Education Program:

- Criminal History and Child Abuse Clearances: \$20
- Physical Exam & 1-Step Mantoux Test
- Burgundy lab jacket: \$25

HEALTH OCCUPATIONS PROGRAM

Course Description: The Health Occupations Program offers a core academic curriculum and skill-based competency tasks linked to careers in the health care industry. This program provides the knowledge base for Health Occupations careers, including the Certified Nurse's Assistant curriculum, as well as preparing the student to enter

the health care system as a competent assistant to the health professional. This program is a state certified course and allows the eligible student to become a Certified Nurse's Aide or Medical Assistant.

Course Content: This program provides the student with the necessary cognitive skills including communication methods, anatomy and physiology, medical terminology and the skills necessary for assisting in the community health care facilities. Topics of study include:

- Anatomy and physiology
- Medical ethics
- Medical terminology
- Nursing skills
- Leadership & employment skills
- Clinical experience

Clinical Experience:

Local healthcare agencies

State or National Certifications Available at CMTHS:

- Pennsylvania and NOCTI Skills Certificate
- Pennsylvania Registered Nursing Assistant
- First Aid & CPR

Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Health Occupations CIP Code: 51.0899	Mercyhurst University Commonwealth Technical Institute Harcum College Lackawanna College Pennsylvania Institute of Technology Career Technology Center of Lackawanna County Lancaster County Career & Technology Center Wilkes-Barre Area Career & Tech Center Huntingdon County Career & Tech Center	MED 101- Med Office Clinical Procedures MED 102- Med Office Clinical Pro. Lab SECM 111- Medical Terminology Mis 101-Computer Applications NA 11 - Role & Function of the Nursing Assistant NA 12 - Personal Care & Basic Nursing Skills AHS 100 - Introduction to Allied Health Science AHS 101 - Medical Terminology AHS 105 - First Aid and CPR BUS 230 - Human Resource Management HTH 100- Medical Terminology CMA 215- Patient Care Technician CMA 146- Human Body Systems II CMA 145- Human Body Systems I CMA 190- Clinical Medical Assistant PNP 101- Nursing Skills I PNP 102- Nursing Skills II NUR A- Nursing Principles & Practice A PNP 101- Fund. of Nursing PNP 201- Fund. of Nursing BNC 001- Basic Nursing Care 1 BNC 002- Basic Nursing Care 2

Related Occupations	Projected Employment Outlook	PA Median Salary
Certified Nurse Aide	☀️Faster than Average	\$27,300/year
Medical Assistant	☀️Much Faster than Average	\$28,800/year

Equipment & Tools for CMTHS Health Occupations Program:

- Navy blue scrubs: \$30
- White leather shoes: \$20
- Watch with a second hand
- Criminal History Clearances: \$10
- Physical Exam, 2-Step Mantoux Test, & Hepatitis B Series

Per healthcare facilities- No visible tattoos or facial piercings. No artificial nails or long nails with nail polish.

MEDICAL LABORATORY TECHNOLOGY PROGRAM

Course Description: This program is a laboratory experience for students interested in pursuing careers in the medical and biotechnology fields. The coursework extends onto the students' knowledge of biology, chemistry and genetics and focuses on the application of those topics as they fit with highly transferable laboratory skills, e.g. microscopy, spectroscopy and DNA/gel electrophoresis. Completion of the coursework prepares the students to obtain an entry-level laboratory technician/assistant position or continue on to post-secondary school.

Course Content:

- Proper utilization of laboratory equipment
- Preparation of laboratory solutions
- Aseptic techniques to laboratory investigations
- Basic microbiological techniques
- Cell Biology
- DNA and DNA-RNA interconnections
- Protein Chemistry
- Immunology
- Forensics (Criminal Investigations)
- Bioterrorism
- Chromatography
- Hematology
- PCR/Gel Electrophoresis
- Bioethics
- Basic Laboratory Math Skills

Internship Programs: Local hospitals, health department, pharmaceutical labs and microbiological labs may be utilized as a part of our program. The type of internship will depend on the age and interests of the students.

State or National Certifications Available at CMTHS:

- Pennsylvania & NOCTI Skills Certificate
- First Aid & CPR Certification

Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Medical Laboratory Technology CIP Code: 26.1201	Montgomery County Community College Northampton County Area Community College Lehigh Carbon Community College	BIT 120- Intro to Biotechnology BIT 123- Basic Tech & Instrumentation BIO 121 General Biology I BIOT 184 Intro to Biotechnology BIO 112- Intro to Biotechnology
Related Occupations	Projected Employment Outlook	PA Median Salary
Biological Technician	Average	\$44,900/year
Biomedical Engineer	☀ Much Faster than Average	\$82,500/year
Forensic Science Technician	Slower than Average	\$54,400/year
Medical & Lab Technician	☀ Much Faster than Average	\$36,600/year
Pharmacy Technician	☀ Much Faster than Average	\$28,400/year
Veterinarian Technician	☀ Much Faster than Average	\$33,100/year

Equipment & Tools for CMTHS Medical Laboratory Program:

- White lab coat & safety glasses (may be provided by CMTHS)
- Close toed shoes
- Hair tie (if applicable)
- School supplies, including: notebook paper, pens (blue or black ink), highlighter, 3 ring binder
- Access to a computer and the internet outside of class for homework assignments

PRE-NURSING PROGRAM

Course Description: The Pre-Nursing Program is intended for the academic student who is interested in the field of nursing on a collegiate level and has a serious commitment to the nursing profession. This program is open to **11th and 12th** grade students who meet the required prerequisites: minimum 2.5 GPA, Algebra I, Biology, and a commitment to take Algebra II and Chemistry along with excellent attendance and discipline record. **Students may have the opportunity of dual enrollment at Montgomery County Community College in Psychology.**

Course Content: The curriculum consists of the communication, cognitive, social-emotional and developmental skills necessary to obtain an entry level position in the health-care field. Continuing education on the post-secondary level is expected and re-enforced through the learning process.

Topics of study include:

- Legal and ethical standards in health care
- Communications
- Body systems in wellness and disease
- Health care delivery systems
- Safety and emergency systems
- Infection control
- Medical Terminology
- Principles of nutrition
- Current issues in health care

Clinical Rotations: Einstein Medical Center Montgomery
Cardiac, Med-Surg, Obstetrics, Surgical, Radiology

State or National Certifications Available at CMTHS:

- Pennsylvania & NOCTI Skills Certificate
- BLS for Healthcare Provider

Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Pre-Nursing Program CIP Code: 51.9999	PA College of Technology MCCC (Surgical Technology) MCCC (Radiography) Mount Aloysius College Lenape Area Vo-Tech School Practical Nursing Greater Altoona Career and Technology Center Central PA Institute of Science and Technology Lawrence County CTC Practical Nursing Program Johnson College Crawford County AVTS Practical Nursing Program Commonwealth Technical Institute Greater Johnstown Career and Technology Center Harcum College	Advanced Placement Preferred Admission Preferred Admission MA 109 - Medical Terminology NUR 101 - Fundamentals of Nursing FON 001 - Fundamentals of Nursing 1 FON 002 - Fundamentals of Nursing 2 NURS A - Fundamentals of Nursing - Level I NURS B - Fundamentals of Nursing - Level I Nurs 101 - Nursing Fundamentals 1 Nurs 102 - Nursing Fundamentals 2 HAP 101 - Human Anatomy and Physiology I HAP 102 - Human Anatomy and Physiology II MTR 100 - Medical Terminology RAD 134 - Introduction to Radiology/Patient NUR 101 - Nursing Fundamentals BE 36 - Computer Awareness NA 11 - Role & Function of the Nursing Assistant NA 12 - Personal Care & Basic Nursing Skills FON 001 - Fundamentals of Nursing 1 FON 002 - Fundamentals of Nursing 2 AHS 100 - Introduction to Allied Health AHS 101 - Medical Terminology AHS 105 - First Aid and CPR BUS 230 - Human Resource Management

Related Occupations	Projected Employment Outlook	PA Median Salary
Licensed Practical Nurse	☀️ Much faster than Average	\$42,500/year
Medical Assistants	☀️ Much Faster than Average	\$28,800/year
Registered Nurses	☀️ Faster than Average	\$64,800/year
Respiratory Therapist	☀️ Faster than Average	\$56,100/year
Surgical Assistant	☀️ Much faster than Average	\$41,200/year

Equipment & Tools for CMTHS Pre-Nursing Program:

- Turquoise scrub shirt and black scrub pants from Flynn & O'Hara Uniforms, Inc.: \$60
- White leather shoes: \$20
- Watch with a second hand
- Stethoscope: \$25
- FBI, Criminal History and Child Abuse Clearances: \$48.75
- Physical Exam, 2-Step Mantoux Test, & Hepatitis B Series, Flu shot

Per healthcare facilities- No visible tattoos or facial piercings. No artificial nails or long nails with nail polish.

PUBLIC SAFETY PROGRAM

Course Description: The Public Safety Program is designed to prepare students to enter careers related to Law Enforcement, Emergency Medical Services, Fire Sciences, and Industrial Safety. The program is based at CMTHS with many of the learning experiences performed at off-campus locations such as the Montgomery County Fire Academy, local police departments and local businesses. Mastering of the competencies will be accomplished in supervised, simulated situations.

Course Content: Topics of study include:

- Emergency response & communications
- Criminal justice
- Criminal investigation & accident investigation, including evidence collection & photography
- Defensive tactics
- Essentials of firefighting & fire science
- Physical (20%) & mental fitness-**Municipal Police Officers' Education & Training Commission (MPOETC) Physical Fitness Standards**

Internship Programs: Internships provide first-hand experiences in an occupation selected by the student while under the direct supervision of a mentor.

State or National Certifications Available at CMTHS:

- Pennsylvania and NOCTI Skills Certificate
- First Aid & CPR
- Law Enforcement Responder
- Defensive Tactics
- Firefighter Certification

Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Public Safety CIP Code: 43.0107	PA College of Technology MCCC (Criminal Justice/Fire Science) Harrisburg Area Community College-HACC	Advanced Placement Advanced Placement CJ 101 - Introduction to Criminal Justice CJ 104 - Police Operations CJ 212 - Criminal Law and Procedure

	Lackawanna College	EMS 135 - EMT Training CIS105 - Intro to Computer Applications
Related Occupations	Projected Employment Outlook	PA Median Salary
Corrections Officer	Slower than Average	\$47,100/year
Criminal Justice Teacher	Average	\$68,300/year
Dispatcher	Average	\$37,500/year
Emergency Medical Tech	☀ Much Faster than Average	\$30,200/year
Firefighter	Slower than Average	\$47,200/year
Police Patrol Officer	Slower than Average	\$59,800/year
Security Guard	☀ Average	\$23,200/year
Equipment & Tools for CMTHS Public Safety Program:		
<ul style="list-style-type: none"> • Standard police style blue shirt with epaulets worn with navy blue or black dress trousers - \$33 • Physical training T-shirt purchased at CMTHS - \$8 • Belt, black shoes or boots - \$60 • Blood pressure cuff and stethoscope for emergency medical training - \$30 • Proper physical fitness attire-grey sweat suit, black T-shirt, and/or black shorts • Large three ring binder & 8 GB USB drive 		

COMMUNICATIONS & COMPUTERS CLUSTER

VISUAL COMMUNICATIONS: COMMERCIAL ART PROGRAM		
<p>Course Description: The Commercial Art program is a three level course that emphasizes drawing and illustration. All new students are placed in the Foundation program, in which they are introduced to the proper use of various art tools and fundamental art and design concepts. Commercial Art students are also introduced to photography using the most current technology. Most of the students completing the Commercial Art course continue their education at the post-secondary level. During the third year of the program, students complete a portfolio consistent with their career plans and continuing education plans.</p>		
<p>Course Content: The program includes studies of traditional media such as watercolor, pencil drawing, pen and ink, and air brush.</p> <p>Coursework also includes:</p> <ul style="list-style-type: none"> • Advanced color theory and design theory • Computer software as Adobe Illustrator, Adobe Photoshop, Adobe InDesign & Illustrator. 		
<p>State or National Certifications Available at CMTHS:</p> <ul style="list-style-type: none"> • Pennsylvania and NOCTI Skills Certificate 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Commercial Art Program CIP Code: 50.0402	Art Institute of Philadelphia Pennsylvania College of Technology	12 Credits AAE XXX - Elective-Applied Arts Elective ART 180 - Drawing PNP 128- PreMedia ART 104- Visual Literacy
Related Occupations	Projected Employment Outlook	PA Median Salary
Web Developer	Faster than Average	\$58,900/year

Art Director	Slower than Average	\$72,400/year
Graphic Designer	Slower than Average	\$42,300/year
Illustrator	Slower than Average	\$37,100/year
Interior Designer	Average	\$43,800/year
Set/Exhibit Designer	Slower than Average	\$45,900/year
Equipment & Tools for CMTHS Commercial Art Program:		
<ul style="list-style-type: none"> • Foundation year tool kit consisting of brushes, pencils, ink and water color set, a toolbox to hold supplies, a portfolio, a three ring binder, USB drive (16GB) for computer files, and work shirt - \$90 		

VISUAL COMMUNICATIONS: WEB DESIGN/DIGITAL MEDIA PROGRAM		
Course Description: The Digital Media course encompasses graphic design, digital imaging and web site design. A sequence of courses, beginning with Foundations of Digital Design, will provide students with a structure that will serve to support personal and professional goals for enrichment and development.		
Course Content: Topics of study include: <ul style="list-style-type: none"> • Computer hardware and software- Adobe, Photoshop, Illustrator and InDesign, Flash, Final Cut Pro & Dreamweaver • Digital imaging & photography • Page layout & design • Desktop publishing • Video editing • Graphic & web page design 		
State or National Certifications Available at CMTHS: <ul style="list-style-type: none"> • Pennsylvania and NOCTI Skills Certificate 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Digital Media CIP Code: 11.0801	Bucks County Community College Harrisburg Area Community College Delaware County Community College Manor College Montgomery County Community College Reading Area Community College Northampton County Area Community College Community College of Beaver County Lehigh Carbon Community College	VAMM 100- Digital Imaging VAMM 110- Web & Interactive Design WEB 102-Internet & Web Design WEB 130- Web Design & Multimedia CIS 108- Intro to PowerPoint CIS 105- Intro to Software for Business WEB 125- HTML, XML, & JavaScript IMM 110- Multimedia Graphics & Design IMM 120- Web Page Development DPR100- Intro to Information Technology CS 217- Web Page Design & Development CS 105- Intro to Microcomputer Applications CS 203- Computer Graphics CIS 114- Web Design & Development CIS 1101- Intro to Problem Solving & Program CIS 155- PC Applications on Networks IFT 100- Intro to InfoTechnology IFT 110- Microcomputer Applications WEB 100- Web Design I PRG 100- Intro to Programming CISC 100- Computer Technology ARTA 130- Intro to Website Design VISC 201- VISC 201 Interactive Design VISC 122- Web Design VISC 218- Media Design Entrepreneurship CIS 105- Intro to Comp & Applications
Related Occupations	Projected Employment Outlook	PA Median Salary
Art Director	Slower than Average	\$72,400/year
Film & Video Editors	Little or No Change	\$48,600/year
Graphic Designer	Slower than Average	\$42,300/year
Multi Media Artists	Slower than Average	\$55,300/year

Web Developer	Faster than Average	\$58,900/year
Equipment & Tools for CMTHS Digital Media Program: <ul style="list-style-type: none"> Foundation year tool kit consisting of pencils, markers, a toolbox to hold supplies, a portfolio, a three ring binder, USB drive (8GB) for computer files, and work shirt - \$60 		

NETWORKING TECHNOLOGY PROGRAM		
<p>Course Description: The Networking Technology program is intended to meet the needs of the technology industry both now and in the future, and, with the Internet growing continually, there are many opportunities available to Networking Technology students. Students can earn CompTIA A+ Network+ certification, CISCO CCENT (CISCO Certified Entry Level Technician), as well as a CCNA (Certified Cisco Network Associate) certificate. With an education in infrastructure-level networking, students are highly sought-after by employers in all areas of business and education. Students may have the opportunity of dual enrollment at Montgomery County Community College.</p>		
<p>Course Content: Topics of study include:</p> <ul style="list-style-type: none"> Networking basics with CompTIA A+ & Network+ Program, routers and routing basics, switching basics and inter-network routing and WAN technologies Basic copper and fiber cable termination Cisco Networking Academy course work CCNA® - a comprehensive curriculum that includes four separate modules Proper care, maintenance, and use of networking software tools and equipment 		
<p>State or National Certifications Available at CMTHS:</p> <ul style="list-style-type: none"> Pennsylvania and NOCTI Skills Certificate Certified Cisco Network Associate Certificate Cisco Certified Entry-level Network Technician (CCENT) CompTIA Network+ Certificate CompTIA A+ Certificate C-Tech Copper & Fiber Certification 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Networking Technology CIP Code: 11.0901	Montgomery County Community College Lehigh Carbon Community College Bucks County Community College Thaddeus Stevens College of Technology Luzerne County Community College Northampton Community College Community College of Philadelphia Reading Area Community College Johnson College Peirce College	Dual Enrollment Credits: CIS 113 CIS 170 CIS 171 CIS 172 CIS 172b CIS 105 - Intro to Computers NET 111 - A+ Hardware NET 121 - A+ Operating Systems CISC 143 - Essentials of Networking CNSA 107 - PC Hardware/Support Fund CNSA 111 - Introduction to Networking CNSA 117 - Analysis of TCP/IP and LAN CST 103 - PC Operating Systems Tech CST 225 - Systems Networking CST 230 - TCP/IP and Network Routers CISC 100 - Computer Technology I ELEC 131- Intro to Networking Hard ELEC 130- Computer Systems & App CIS 103 - PC Applications CIS 105 - Windows Prof Operating Sys CIS 150 - Data Communications NET 100 - Fundamentals of Networking IFT 110- Microcomputer Applications IFT 100- Intro to Information Tech WEB 100- Web Design I CIT 163 - Network Principles & Protocol CIT 164 - TCP/IP Configuration CIT 165 – Information System Security ITN 200 – Server Administration I ITN 130 - Networking Fundamentals

	Pennsylvania Highlands Community College Delaware County Community College Harrisburg Area Community College	ITN 144 - Intro to Network Security CIT 132 - Local Area Networks CIT 165 - Hardware Components CIT 172 - Operating Systems & Admin DPR 227- Intro to PC Support DPR 228- PC Repair & Maintenance NET 110- Network Communications CIS 127- Microsoft Windows Operating CNT 140- The Physical Network ELEC 125- Intro to PC Technology CNT 120- Network Communications
Related Occupations	Projected Employment Outlook	PA Median Salary
Network Administrator	☀️ Average	\$72,600/year
Network Architect	Faster than Average	\$95,600/year
Network Support Specialist	Slower than Average	\$59,600/year
PC Support Specialist	☀️ Faster than Average	\$43,600/year
Telecommunication Installer	Slower than Average	\$59,600/year

CONSTRUCTION CLUSTER

CONSTRUCTION TECHNOLOGY PROGRAM		
<p>Course Description: The Construction Technology Program is an excellent option for students interested in a career related to residential and commercial construction. This program includes studies in Carpentry, Masonry, Electricity, Plumbing, and Building Maintenance.</p>		
<p>Course Content:</p> <p>The first level is considered a foundation year. Students are taught hand and power tool safety as well as electrical safety, scaffold and ladder safety and fall protection. Residential wiring topics include various switching and receptacle installation and National Electrical Code requirements are covered. Carpentry topics utilize technical drawings to produce student made projects. Plumbing topics include PVC, copper and the installation and repair of various plumbing fixtures. Masonry topics in the first year include building block walls, corners and foundations.</p> <p>The second level is a continuation of the first level. Students are taught blueprint reading and drawing and use those skills to draw a structure that they then build. This project includes installing sheetrock, taping and finishing, painting as well as wiring and copper water lines. Students learn to install 100 amp residential service, proper grounding techniques and power panel circuit breaker installation.</p> <p>The third level is project based. Students work either in pairs or on their own. Using blueprints, students layout and build a foundation. A powder room or bathroom is framed. Electrical, tub, toilet, sink, sheetrock, windows, roofing, siding, painting, tile and a water heater is installed. Third level students use the skills obtained in the first and second levels to complete an entire structure. They are called upon as role models and often help other students in the shop; they learn to be leaders.</p>		
<p>State or National Certifications Available at CMTHS:</p> <ul style="list-style-type: none"> • Pennsylvania and NOCTI Skills Certificate • OSHA 10-hour Certification • TracPipe Certification • Gastite Certification 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Building Trade/Property Maintenance CIP Code: 46.0401	PA College of Technology ABC Apprenticeship Trust Orleans Technical Institute Commonwealth Technical Institute Luzerne County Community College	Advanced Placement Advanced Placement – 2 nd Level Student BM 105- Electricity & Blueprint BR 101 - Building Repairs I BR 103- Mechanical Maintenance I PLH 114- Advanced Plumbing PLH 112- Basic Plumbing
Related Occupations	Projected Employment Outlook	PA Median Salary
Carpenter	☀ Much Faster than Average	\$40,300/year
Cement Mason	☀ Much Faster than Average	\$44,000/year
Construction Manager	☀ Faster than Average	\$99,800/year
Electrician	☀ Faster than Average	\$50,100/year
HVAC	☀ Faster than Average	\$44,400/year
Plumber	☀ Faster than Average	\$50,400/year

Equipment & Tools for CMTHS Construction Technology Program:

Black T-shirt purchased at CMTHS - \$8

Leather work boots - \$40

A basic set of tools that will enable students to work in the shop (approximate cost \$200).

LANDSCAPE DESIGN & CONSTRUCTION PROGRAM

Course Description: The Landscape Design & Construction Program offers hands on learning and will prepare students in all phases of landscape/hardscape design and installation, horticulture, nursery operations, and turf management. With an emphasis on residential home installation, students will learn the proper use of hand and power tools, skid loaders, construction materials, measuring and estimating, blueprint and plan reading, and jobsite safety.

Course Content: Topics of Study include:

- Plant Identification
- Plant & Soil Science
- Pesticide Management
- Greenhouse/Nursery Production
- Arboriculture & floriculture
- Hardscape Design & Construction

State or National Certifications Available at CMTHS:

- Pennsylvania and NOCTI Skills Certificate
- PA Nutrient Management Certification, PA Dept. of Agriculture
- PA Pesticide Applicator Certification, PA Dept. of Agriculture
- PA Certified Horticulturist, PA Landscape & Nursery Certification
- Certified Landscape Technician, PA Landscape & Nursery Certification
- National Safe Tractor & Machinery Operator, HOSTA
- ISA Certified Tree Worker/Climber Specialist, International Society of Arboriculture

Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Landscape Design & Construction CIP Code: 01.0601	Pennsylvania College of Technology Harrisburg Area Community College	HRT 101-Intro to Ornamental Hort HRT 110- Soils & Fertilizers HRT 113- Ornamental Plants LED XXX- Landscape Elective HORT 210- Greenhouse Production HORT 101- Intro to Horticulture HORT 140- Landscape Construction HORT 130- Horticulture Business Mgmt
Related Occupations	Projected Employment Outlook	PA Median Salary
Landscapers & Grounds	☀️ Average	\$26,600/year
Supervisors-Landscapers	Average	\$50,600/year
Landscape Architects	Average	\$58,900/year
Nursery Workers	☀️ Bright Outlook	\$22,600/year
Nursery/Greenhouse Manager	☀️ Bright Outlook	\$86,500/year

Equipment & Tools for CMTHS Landscape Design & Construction Program:

Black T-shirt purchased at CMTHS - \$8

Leather work boots - \$40

TRANSPORTATION CLUSTER

AUTOMOTIVE TECHNOLOGY PROGRAM		
<p>Course Description: The Automotive Technology program introduces students to the Automotive Service Industry. The course focuses on developing the hands-on and intellectual skills required of an entry-level technician. This course is NATEF (National Automotive Technicians Education Foundation) certified. Students who meet the academic and employability skills qualifications may apply for the AYES (Automotive Youth Educational Systems) Program.</p>		
<p>Course Content: Topics of study include:</p> <ul style="list-style-type: none"> • Tools/Fasteners • Suspension and Steering, & Brakes • Electrical and Electronics Systems • Engine Repair and Engine Performance • Vehicle Maintenance and Reconditioning • Heating and Air Conditioning 		
<p>State or National Certifications Available at CMTHS:</p> <ul style="list-style-type: none"> • Pennsylvania and NOCTI Skills Certificate • Automotive Service Excellence (8 areas of certification) • Freon Handler’s License • ACDelco Certificates (5 areas of certification) • SP/2 (Safety & Pollution 2) Certificate 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Automotive Technology CIP Code: 47.0604	Automotive Training Center Universal Technical Institute Delaware County Community College Thaddeus Stevens College of Technology Pennsylvania College of Technology Johnson College Northampton Community College Harrisburg Area Community College-HACC Commonwealth Technical Institute Community College of Philadelphia	Advanced Placement AUT 100 - Intro Auto Service Ops Shop AUT 114 - Aut Steering and Susp Sys AUT 100 – Intro to Automotive Services AUT 103- Brake Systems AT 116 - Chassis Service/Steer & Susp AT 156 - Automotive Brake Systems AT 111- Internal Combustion Engine AMT 109 - Auto Electrical Fundamentals AMT 112 - Brake Systems AMT 113 - Steering and Suspension AUT 143 - Steering and Suspension AUT 144 - Electrical & Electronic Sys AUT 145 - Engine Performance & Emiss AUTO 103 - Automotive Brakes AUTO 104 - Auto Suspension & Align AUTO 105 - Automotive Electrical Sys AGM 101 - GM Auto Fundamentals AGM 153A - GM Auto Susp & Alignment AUTO 101 - Automotive Fundamentals AUTO 151 - Braking Systems AUTO 153 - Suspension Systems AT 101 - Shop Fundamentals AT 102 - Engine Repair AT 104 - Brake System I AT 121- Auto Elec & Elec Systems AT 150- Automotive Braking Systems

		AT 111- Auto Suspen & Steer
Related Occupations	Projected Employment Outlook	PA Median Salary
Auto Tech/Mechanic	☀️ Average	\$35,300/year
Auto Parts Sales	Average	\$30,700/year
Transportation Inspector	Average	\$72,800/year
Equipment & Tools for CMTHS Automotive Technology Program:		
<ul style="list-style-type: none"> • Dark blue T-shirt purchased at CMTHS - \$12 • Dark blue Dickies® pants - \$25 • Leather work boots - \$40 • A basic tool set to aid in their future employment (approximate cost \$190.00) 		

COLLISION REPAIR TECHNOLOGY PROGRAM		
Course Description: Collision Repair Technicians are skilled workers who repair minor and major defects such as scratches, chips, dents, surface rust and rust outs. The technician also welds torn metal, replaces damaged parts, and estimates repairs. A person in this trade should have the desire to work with metal and finishing metals such as paints, solvents, and waxes. The program is A.S.E. (Automotive Service Excellence) and ICAR gold certified.		
Course Content: I-Car Curriculum prepares students to remove excessively damaged fenders, panels and grills using wrenches and cutting tools and attaching or manufacturing replacements by bolting, gluing or MIG welding them in place.		
Other skills taught in this course include:		
<ul style="list-style-type: none"> • Dent removal • Body filling using plastic filler & fiberglass • Grinding, sanding & applying base coat • Applying clear coat paints using today's newest technology 		
State or National Certifications Available at CMTHS:		
<ul style="list-style-type: none"> • Pennsylvania and NOCTI Skills Certificate • I-CAR (14 modules/areas of certification) • PPG online Training Refinishing Certificates (12 areas of certification) 		
Articulation Agreement	College/Post-Secondary Institution	Type of Articulation
Collision Repair CIP Code: 47.0603	Pennsylvania College of Technology Thaddeus Stevens College of Technology	ABC 100 - Intro Non-Structural Coll Rep ABC 104 - Intro Non-Struct Col Rep ABC 125 - Basic Refinishing ABC 129 - Basic Refinishing Apps Adv CORT 107 - Details of Body Construct CORT 111 - Collision Repair Welding CORT 116 - Repr Damaged Panels Metal
Related Occupations	Projected Employment Outlook	PA Median Salary
Auto Glass Installer	Average	\$29,000/year
Autobody Technician	Average	\$37,900/year
Insurance Adjuster	Slower than Average	\$60,600/year
Painter-Transportation	Average	\$45,000/year
Equipment & Tools for CMTHS Collision Repair Program:		
<ul style="list-style-type: none"> • Black T-shirt purchased at CMTHS - \$8 • Dickies® pants (blue or tan) - \$25 • Work boots or work shoes with leather tops - \$40 • It is required that students purchase a paint respirator and complete an OSHA questionnaire signed by a doctor - \$40 (or less) • It is suggested that over a three-year period that students purchase a basic tool set to aid in their future employment (approximate cost \$125). 		

FLEX COURSES

HEALTH & HUMAN SERVICES CLUSTER	
<p>HS101-CNA-Certified Nursing Assistant <i>One Semester (PM Spring)</i> Junior or Senior grade level students</p>	<p>Topics of study include anatomy & physiology, medical ethics, medical terminology, nursing skills, leadership & employment skills, clinical experiences, CPR, and first aid. <i>Students who feel they need extra preparation may take Health Occupations for the Fall Semester and then enroll in CAN for the Spring Semester.</i></p>
<p>MLT101-Intro to Medical Lab Technology <i>One Semester (AM Fall or Spring)</i></p>	<p>Topics of study include basic lab safety and procedures, cells, DNA extraction, media preparation, sterile technique/cell culture, protein structure, and function study. Emphasis on scientific methodology & bioethics/decision making. Students are required to keep a legal scientific notebook.</p>
<p>CO101- Nail Tech <i>One Semester (AM or PM, Fall or Spring)</i></p>	<p>The PA NAIL TECHNICIAN LICENSE requires 200 hours of practice and study time. Students study: Bacteriology, Sterilization, Sanitation and Safety; Nail Structure, Composition, Disorders, and Diseases; Manicures, Artificial Nails, Pedicures, Nail Art. <i>Students may be required to return for an additional semester to complete the 200 hours required for the exam, depending on number of absences.</i></p>
COMMUNICATIONS & COMPUTERS CLUSTER	
<p>IT140 - CompTIA A+ PC Hardware & Software <i>One Semester (AM Fall)</i></p>	<p>The CompTIA A+ certification is the starting point for a career in IT. In order to receive the CompTIA A+ certification, the student must pass two exams. <u>CompTIA A+ 220-801</u> covers the fundamentals of computer technology, installation and configuration of PCs, laptops and related hardware, and basic networking. <u>CompTIA A+ 220-802</u> covers the skills required to install and configure PC operating systems, as well as configuring common features (e.g. network connectivity and email) for mobile operating systems Android and Apple iOS.</p>
<p>IT141 - CompTIA Network+ <i>One Semester (AM Spring)</i></p>	<p>The CompTIA Network+ certification is the sign of a qualified networking professional. One exam covers network technologies, installation and configuration, media and topologies, management, and security. Candidate job roles include network administrator, network technician, network installer, help desk technician and IT cable installer. Companies such as Dell, HP, Ricoh, Sharp and Xerox recommend or require CompTIA Network+ for their networking technicians</p>
<p>IT142 - Cisco Exploration 1 <i>One Semester (PM Fall)</i></p>	<p>CCNA Exploration teaches networking based on technology, covering networking concepts using a top-down, theoretical, and integrated approach – from network applications to the network protocols and services provided to those applications by the lower layers of the network. Basic routing and switching configuration topics are introduced. Cisco Exploration 2 may be scheduled for the Spring PM semester to complete a year long schedule.</p>
<p>ET110 - AutoCAD1 <i>One Semester (AM or PM Spring or Fall)</i></p>	<p>An introduction to computer-aided drafting and design using the latest release of AutoCAD software. The focus is on basic terminology and vocabulary required to operate an AutoCAD design work station, including draw, edit, dimension, layer, text, and plotting commands.</p>
<p>VC100 - Advertising & Graphic Design <i>One Semester (AM or PM, Spring or Fall)</i></p>	<p>The Creative Process, Design & Layout, Typography, Color Theory & Basic Drawing/Sketching. From basic type fonts to concepts in electronic publishing, students learn the art of visual communication. Apply communication theory, artistry and technical skills to answer the question "what makes an audience feel, think, or act in a specific way?" <i>Software: Adobe Photoshop, Illustrator, InDesign</i></p>
<p>VC101 – Illustration <i>One Semester (AM or PM, Spring or Fall)</i></p>	<p>Students will study the Creative Process, Figure Drawing, Character Development, & Children’s Book Illustration Techniques. Students study the vast possibilities inherent in mass media, computer technology, cartoons and comics; are exposed to techniques used in editorial and advertising production, and with using of a range of materials—from pencils, to inks, to the latest in computer imaging. <i>Software: Adobe Photoshop & Adobe Illustrator</i></p>

TRANSPORTATION CLUSTER	
AM101 - Auto Mechanic – S/P2 Certification <i>One Semester</i> <i>(AM or PM, Fall)</i>	The S/P2 training course covers safety and pollution prevention issues that are important to all automotive operations. Introductory auto mechanic concepts are taught and practiced.
CR100 - Surface Prep (Intro Collision Repair) <i>One Semester</i> <i>(AM or PM, Fall)</i>	This course teaches students to prepare surfaces, repair minor and major defects such as scratches, chips, dents, surface rust and rust outs. Surface prep is a fundamental skill for collision repair technicians and key to a great paint job.

SPECIAL SERVICES

SCHOLARSHIPS

In order to address our philosophy of encouraging all students to be prepared for "lifelong learning," the Central Montco Technical High School has allocated in excess of \$800,000 in financial aid to graduating seniors. Through this competitive privately funded program, seniors have been able to attend a wide variety of post-secondary schools. Preparation for a scholarship commences with the first day at CMTHS and culminates with the formal application for a scholarship, made in January of the senior year.

STUDENT ASSISTANCE CENTER

The purpose of the Student Assistance Center is to enhance student achievement by providing a variety of support services. These services are available to any student who is experiencing some difficulty or impediment to learning.

SUPPORT SERVICES

CMTHS provides supplementary assistance to our students who are enrolled in an approved technical program. Career evaluation, instructional counseling and placement are provided. These evaluation services are designed to provide the student with the necessary information to make a more informed career choice. An assessment counselor is also present to interpret the career interest and aptitude information about the student, and help them maximize the educational value of their chosen career or technical program. Career related math and reading instruction are also provided through Perkins funding. The academic instructional staff includes a certified math teacher and reading specialist. The math and reading programs are designed to address the needs of students in their chosen technical area and provide assistance with home school assignments.

WORK-BASED STUDIES

How do you get experience in your chosen field while still in school? At Central Montco Technical High School, Work-Based Studies (WBS) connects classroom learning with work-based experience and teams employers, educators, community leaders, students and parents.

The Work-Based Studies Experiences at CMTHS include:

Clinical Experiences: Non-paid, work-based experiences in hospitals, long term care facilities and day care centers.

Cooperative Education: Program related placements that are paid, on-the-job training positions and are considered an extension of the classroom. The timeline for placement is individualized and based on student need. Students are trained under the direct supervision of the employer and are assigned a mentor. Students' progress is monitored and evaluated by the school and the employer on a continual basis.

Internships: Paid and non-paid work-based experiences for a specified length of time.

STUDENT ORGANIZATIONS

SKILLSUSA & HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA)

SkillsUSA and Health Occupations Students of America (HOSA) have chapters at Central Montco Technical High School. These programs are nationally recognized organizations in which all students participate. SkillsUSA is a national partnership of students, teachers and industry working together to ensure America has a skilled work force through leadership training and student government.

COUNCIL OF PRESIDENTS

Council of Presidents is established for each session with representation from all program areas. Meetings are held on a monthly basis with the primary goal of functioning as a student government.

NATIONAL TECHNICAL HONOR SOCIETY

The National Technical Honor Society is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the Society. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

ADMISSIONS PROCESS

APPLYING FOR ADMISSION

Admission to Central Montco Technical High School is based upon the recommendation of home school teachers and guidance counselors and/or IEP team. An application with PSSA scores, transcript and a copy of the IEP if applicable is required before enrollment. The school enrolls students who thrive in a competitive environment. If you seek a learning environment where academics and applications are taught in tandem, are hardworking and highly motivated, you should consider CMTHS. Through careful scheduling with home school guidance counselors, students are able to meet most college entrance requirements and attend CMTHS. We encourage all students and parents to visit our school and meet with the CMTHS Guidance Counselor in order to select the most appropriate program and schedule of academic classes. Although our programs are developed around a three-year curriculum, you may enter CMTHS in 10th, 11th or 12th grade.

CMTHS Registration forms are available at your home school guidance office and at Central Montco Technical High School's website (www.cmths.org).

EQUITY STATEMENT

The Central Montco Technical High School does not discriminate in its educational programs, activities or employment practices based on sex, color, national origin, race, sexual orientation, disability, age, religion, ancestry, political opinions or affiliations, or lawful activity in any employee organization. Central Montco Technical High School provides equal access to the Boy Scouts and other designated youth groups.

DISCLAIMER

Articulation agreements between the PA Bureau of Career and Technical Education and education institutions are subject to change as they are continuously updated.