Unionville High School

course selection guide
2025-2026

Empower each student to succeed in life and contribute to society.

Unionville High School
750 Unionville Rd
Kennett Square, PA 19348

Dr. Amy Jenkins, High School Principal

http://uhs.ucfsd.org/ 610-347-1600

Unionville-Chadds Ford School District

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School Social Worker……Sarah Graden
School Social Worker……Brie Ziegler
MTSS Coordinator……Jessica Bogusch
School Psychologist…… Dr. Wendy Farina
School Psychologist/504 Coordinator……Sabrina Ellwood
Learning to Learn……Heather Biddle

2025-2026 Counselor	9th Grade Class of 2029	10th Grade Class of 2028	11th Grade Class of 2027	12th Grade Class of 2026
C. Miller	TBD	A-Ch	A-C	A-Ch
R. Howard	TBD	Ci-G	D-G	Ci-G
M. Gamble	TBD	H-L	H-L	H-L
M. Albrand*	TBD	M-N	M-N	M-N
L. Elfreth	TBD	O-Sk	O-Sk	O-S
C. Spiegel	TBD	Sl-Z	Sl-Z	T-Z
A. Davis	College and Career Counselor			

UHS School Counselor Caseload Distribution

ART
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Noelle Porco
Louis Stamis

BUSINESS APPLICATIONS
Joe Kilpatrick*
Zachary Lawrence
Patrick Sheehan
John Starkey

DRIVERS ED
G."Buddy" Meredith

ENGLISH
Amy Ahart*
Joseph Ahart
Gavin Brezski
Ashley Burslem
Katie DelDotto
Jessie Findora
James Foster
Jennifer Haak
Janet Holguin
Keeley Lannon
Patricia Leever
Kate Sager
Julia Warner

ENGLISH LANGUAGE LEARNER
Kiki Tzortzatos

FAMILY & CONSUMER SCIENCE
Beth Conley
Robin Daly*

GIFTED SUPPORT
Sue Matz

HEALTH & PHYSICAL EDUCATION
Joe Herman*
G."Buddy" Meredith
Andrew Moister
Amanda Panati

LIBRARY & MEDIA CENTER
W. Scott Golightly

MATHEMATICS
Erin DiTeodoro
Jessica Gigliotti
Alison Holmes
Sherri Hwang
Patrick Kehan
Kevin Long*
Evan Marabella
Adam Mobley
Debbie Ott
Dori Ray
Jennifer Sarno
Erika Tessitore
Julie Toy
Trevor Tredway

MUSIC
Edward Otto
Jason Throne*
Leo Zumpetta

SCIENCE
Diane Braunlein
Jennifer Brookes
Patrisha Burt
Jeremy Dickson
Heather Haitz
Elizabeth Hale
Matt Hurray
Meghan Kanski
Mark Lacianca
Kari Oakes
Stephanie Smith
Diana Tucker
Doug Vallette*
Benjamin Young

SOCIAL STUDIES
Matthew Borger
Darlene Brigance
Natalie Carter
Andrew Cordrey
Christopher Cowles
Nick DelDotto
Andrew Husband
Lindsay Iezzi
Mike Mangan*
Tim Murphy
Eric Peoples
Cody Stafford
Paul Wolf

SPECIAL EDUCATION
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Kevin Brode
Katie Childs
Bethany Clemson
Erin Curtis
Kim Edwards
Nick Eppinger
Megan Hilbolt*
Jennifer Houck
Sue Matz
Steven Parent
Antoinette Talone
Chelsea Watts

TECHNOLOGY & ENGINEERING
Mike Berkeihiser*
Tom Bogusch
Steve Ortega

WORLD LANGUAGE
Christine Baron
Yaneth Castro
Julie Hawkes
Joanna Johnson
Veronique Liska
Ryan Mark
Geoffrey Mills
Barbara Parris
Cindy Pisauro*
Alison Quigley
Laura Shaw

*Department Chair or Co-Chair

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PURPOSE

The information provided in the UHS Course Selection Guide is essential for students and parents to understand the academic options and framework used at UHS, and to fully understand your role in the Course Selection process. This guide is designed to support students --together with teachers, counselors, and administration-- develop the best possible program in accordance with the students' interests, needs, and career goals. Please read each section carefully as it contains important information and updates to the course selection process. Selecting courses of study is a serious undertaking, and the courses students request have a direct impact on the courses offered the following school year, and ultimately on the master schedule.

GRADUATION REQUIREMENTS

Each student must earn a minimum of 22 credits in grades 9 through 12 and demonstrate proficiency on the Algebra I Keystone Exam, Biology Keystone Exam, and Literature Keystone Exam. All courses have been aligned to the Pennsylvania Academic Standards.
Units of Credits Required per Department:

4	English	.50	Health
4	Social Studies	.75	Physical Education
3	Mathematics	.50	Business Applications
3	Science	6.25	Elective

CREDIT CALCULATIONS

Credit is determined by the number of days a course meets per 6-day cycle and duration of the course.
With few exceptions, UHS offers:

1.0	credit for a course that meets 6/6 days a cycle
.50	credit for a course that meets 6/6 days a cycle for a semester
.50	credit for a course that meets 3/6 days a cycle for the entire school year
.25	credit for a course that meets 3/6 days a cycle for a semester

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GRADE SCALE & GPA CALCULATIONS

A+ = 97 – 100	B+ = 87 – 89	C+ = 77 - 79	D+ = 67 – 69	F = Below 60
A = 93 – 96	B = 83 – 86	C = 73 – 76	D = 63 – 66	
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	D- = 60 – 62	

Grade Point Average (GPA) calculation only includes credit from courses taken in grade levels 9-12. Any credit earned prior to 9th grade is not calculated in the cumulative GPA. GPA is based on a weighted system. AP and Honors level courses are weighted by adding quality points to the final grade. One quality point is added for AP Courses and .50 quality point is added for honors courses. To calculate a GPA, determine the quality points earned by multiplying the grade value for each course by the number of credits for that course. Add the quality points, and then divide the total quality points by the total number of credits. See the “UHS Student Handbook” for additional information regarding grading and GPA calculations.

Academic	Honors	AP
A+= 4.3	A+= 4.8	A+= 5.3
A = 4.0	A = 4.5	A = 5.0
A- = 3.7	A- = 4.2	A -= 4.7
B+= 3.3	B+= 3.8	B+= 4.3
B = 3.0	B = 3.5	B = 4.0
B- = 2.7	B- = 3.2	B- = 3.7
C+ = 2.3	C+= 2.8	C+= 3.3
C = 2.0	C= 2.5	C = 3.0
C- = 1.7	C-= 2.2	C- = 2.7
D+= 1.3	D+= 1.8	D+= 2.3
D = 1.0	D = 1.5	D= 2.0
D- = .7	D- = 1.2	D-= 1.7
F = 0	F = 0	F = 0

IMPORTANT UPDATES FOR 2025-2026

Curricular Updates and Changes:

- New Course Offerings:
    - AP Computer Science A Blended
    - Civil Engineering and Architecture Honors Blended
    - Forensic Science Blended
    - English 12 Academic
    - English 12 Academic Blended

- Online Learning requires students to take the course asynchronously through the use of the Canvas Management system. Students will be able to connect with the teacher during the assigned period or may use Google Meet to schedule time for questions and extra help. With six days of online learning per cycle, the course will provide flexibility in pace of instruction. Skills in organization of materials, use of technology, and management of time are essential. **Online offerings include:**
    - Accounting I Online
    - Environmental Science Academic Online
    - Sports and Entertainment Marketing Online

- UHS continues to offer courses in a blended learning format that combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three-day online learning days allow the student and teacher an important opportunity to work collaboratively. The courses being offered in a **blended format** include:
    - Accounting I
    - Accounting II
    - Algebra II Accelerated
    - Algebra II Honors
    - AP Computer Science Principles
    - AP Computer Science A- NEW
    - AP English Lit & Composition Blended
    - AP Statistics
    - AP World History
    - Biology I Academic
    - Biology Honors
    - Civics & Econ 21st Century Academic
    - Civil Engineering and Architecture Honors- NEW
    - Conflict Lit 12 Academic
    - Criminal Justice
    - Engineering Design & Dev Honors Blended
    - English 9 Honors
    - English 10 Honors
    - English 12 Honors
    - English 12 Academic- NEW
    - Forensic Science Academic- NEW
    - Geometry Honors
    - German II Honors
    - German IV Honors
    - Intro to Engineering Design Honors
    - Personal Finance
    - Physics I Academic
    - Principles of Engineering Honors
    - Science Research Honors Blended
    - Spanish II Academic
    - Spanish II Honors
    - Spanish III Academic
    - Spanish III Honors
    - Spanish V Academic
    - Sports & Entertainment Marketing
    - Sports Science
    - Trig & Analysis Accelerated
    - Western Civilization Honors
    - World History Academic
    - World History Honors
    - US History and Cultures Honors

COURSE SELECTION CONSIDERATIONS FOR ALL STUDENTS

Careful course planning is essential when trying to develop the best possible program for each student. Students are expected to read through the content of the course selection guide prior to submitting course requests. Particular attention should be made to all details of a course, including the course description, course prerequisite requirement(s), and departmental grade recommendations. Selecting a course of study is a serious undertaking and students are more successful when they carefully review the course offerings, communicate with parents, teachers, and school counselors with any questions, and consider priorities and extracurricular commitments which impact their daily lives. Additional considerations for students may include:

- Particular academic strengths, weaknesses, interests.
- Past academic performance.
- Demonstrated work ethic and future educational and vocational goals.
- Realistic evaluation of time demands from commitments and extracurricular activities.

Previous Grade Prerequisites are now referred to as Departmental Grade Recommendations. Grade Prerequisite Waiver Agreements are no longer required for students who do not meet the grade prerequisite(s). The course prerequisite requirement is still required and noted in bold with the individual course descriptions. The Departmental Grade Recommendations are based on historical data and are predictive of a student's success; they suggest the minimum level of proficiency expected for the requested course. Selection of a course and the course level should be in the overall best interest of a student's academic and personal well being. Extreme caution should be used if a student considers a course in which they narrowly meet the Departmental Grade Recommendation.

During the course selection process, students have an opportunity to discuss teacher recommendations with teachers in various departments. Teacher recommendations have been made for courses that are sequential and have course prerequisite requirement(s) and/or departmental grade recommendations. Teacher recommendations are based upon student classroom performance to date and are meant to serve as a guide for students when making course requests for the 2023-2024 school year. A teacher recommends placement in a particular course when the student's current performance indicates that the student has the highest chance to be successful. Teachers give serious consideration to these recommendations and criteria including, but not limited to:

- The student's performance in previous courses.
- The student's attitude toward the work necessary.
- The required skills for the course.
- The student's performance in other "predictors" of success.
- The departmental grade recommendation for final placement in the proposed courses.
- The course prerequisite requirements.

Teacher recommendations provide valuable feedback and students are strongly encouraged to speak with the teacher if the course recommendation or level differs from the student's intended course request. Final course placements are based on completion of course prerequisites. Please note that all course offerings are subject to cancellation or closing of sections due to staffing, facilities, and enrollment. Students have the option to select alternative electives during the course selection process. When requested, electives cannot be scheduled due to a conflict or cancellation of a course; students will be enrolled in alternative elective choices.

Many students elect to have a study hall during the day, and it serves a different purpose for each student. Study halls provide an opportunity during the day that is different from the traditional time spent on learning in the classroom. Students can work on homework, seek help from teachers, or use the time to de-stress. Students are strongly encouraged to use the Weekly Time Commitment Chart (included at the end of this guide) to evaluate and properly plan for a schedule that realistically accounts for their academic, extracurricular, and personal needs and goals.

Students should plan accordingly during the course request process if they want a study hall in their schedule. Requesting a study hall during course selection ensures it will be accounted for while the master schedule and individual schedules are being created. Every student must request between 5.5 and 7 credits when submitting course requests. Study halls **do not earn credit**, but the time being requested must be included when calculating the total credits being requested. For example, a student who requests Study Hall Fall 6/6 days a cycle and Study Hall Spring 6/6 days a cycle should only request 6 credits.

Period	Time
1	8:00 - 8:49
2	8:53 - 9:38
3	9:42 - 10:27
(4/5) Lunch & Learn	10:27 - 11:27
6	11:31 - 12:16
7	12:20 - 1:05
8	1:09 - 1:54
9	1:58 - 2:43

COURSE SELECTION CONSIDERATIONS FOR RISING 9TH GRADERS

- Students are required to take Health/PE in 9th grade.
- High school credit will be granted only for courses passed while the student is enrolled in classes taken at the high school.
- Courses taken at the middle school may not be repeated at UHS for credit unless the course prerequisite to advance was not met.
- Classes should be scheduled according to each student's abilities. Selection of honors level courses should be made with teacher and counselor input. Course prerequisite requirements must be met for entrance into courses.
- If a student has received reading support in 6th, 7th, or 8th grade, consider taking English First Level and postpone starting a world language.
- Contact your counselor at the Middle School (610-347-2000) with course selection questions.

COURSE SELECTION TIMELINE & PROCESS

February 6 @ 6PM- Course Selection Night for Rising 9th Grade Students and Parents

Representatives from all UHS departments and the Technical College High School (TCHS) will be presenting information about their programming. This event will be held in person at Unionville High School.

February 7-21 Students Complete Online Course Requests in PowerSchool

Students should use this time to evaluate and discuss course selection options and considerations with teachers.

March 30- April 7 ADD/DROP Course Requests in PowerSchool

Students can edit requests directly in Powerschool- select "Class Registration" and the Pencil icon for the course you want to edit. After **March 30,** course requests can be viewed by selecting **Class Registration- View Future Course Requests**. Students should review course requests relative to current academic performance, while considering departmental grade recommendations. All edits to course selection must be completed in Powerschool by **April 7 at 3pm**. This is the last opportunity for students to add or drop a course from their course requests, with the exception of course level changes. Examples of edits students can make between **March 30- April 7**:

- Drop Photography - add Foods I to course request
- Add Engineering I Survey to course request
- Change from English 9 Academic to English 9 Honors

June 12 -June 20 : Request Course Level Changes

Students MUST meet course prerequisite requirements at the end of this school year to be eligible for certain courses. Students are responsible for checking historical coursework to ensure they qualify for their current course requests. Students who do not meet the course prerequisite requirements will be placed into the course for which they qualify.

Example of course level changes include:

- English 9 Honors to English 9 Academic
- Algebra II Honors to Algebra II Accelerated
- English 9 Academic to English 9 Honors

A Request for Course Level Change link will be on the high school website for students to change the level of a course.

COURSE CHANGE OR WITHDRAW REQUESTS

Students' course requests have a direct impact on the courses offered, staff placement and availability, and the overall master schedule. Therefore, students are committed to course requests as of **June 20** . Students are encouraged to use the time built into the scheduling process to carefully consider their course requests as these requests are seen as a commitment to the course for the duration of the course. Any course request change after **June 20** must be made directly to an administrator. Schedule changes are restricted to incorrect academic placements or previous course failures; for example:

- Student is a senior not scheduled in a course needed for graduation.
- Student has already earned credit for a course in which he/she is currently scheduled.
- Student has not met the course prerequisite requirements for a class listed on his/her schedule.
- Student does not have a full schedule.
- The class listed was not requested by the student.

Selection of a course and the course level should be in the overall best interest of a student's academic and personal well being. Extreme caution should be used if a student considers a course in which they narrowly meet the Departmental Grade Recommendation. The Departmental Grade Recommendations are based on historical data and are predictive of a student's success; they suggest the minimum level of proficiency expected for the requested course.

Any course request change after **June 21** must be made directly to an administrator. Prior to consideration of course level change or withdrawal, an administrator will verify the student's active engagement in the class, completion of homework and additional practice as necessary, consultation with the teacher, and request for additional support through extra help or tutoring. Any change to a course can result in additional and unforeseen schedule changes. If a student is approved by administration for a course level transfer, students will be offered a course based on availability, which may differ from the level or option requested. Grades earned in the course marking period will transfer to the new course and be used in the calculation of the final grade for the new course.

Failure to complete summer work is not a reason to change a student's schedule. Students are expected to complete assigned summer work for courses selected and it will contribute to a student's course grades. Summer assignments are listed on the UHS website. Any approval to withdraw from a course after the 20th day of the course will be recorded on the official transcript as a WP (withdraw pass) or WF(withdraw fail), contingent upon the percentage grade when the student is withdrawn from the course.

CHESTER COUNTY TECHNICAL COLLEGE HIGH SCHOOL

The Chester County Technical College High School is a joint venture of the Chester County Intermediate Unit and Delaware County Community College. The Chester County Technical College High School offers career and technical programs for high school students; Delaware County Community College offers associate degree programs to college students. Students spend a half day at Unionville High School and a half day at the Technical College High School. The Technical College High School is located in Penn Township and serves high school students residing in Avon Grove, Kennett-Consolidated, Oxford and Unionville-Chadds Ford School Districts. As a public high school, the Technical College High School is free to high school students residing in these public school districts. Upon high school graduation, students are able to attend 2-year and 4-year colleges.

INDEPENDENT STUDY

Independent Study is designed to meet the educational needs of students who are interested in pursuing a course of study beyond the requirements of high school graduation and UHS course offerings. At the high school level, Independent Study is reserved for students who have demonstrated exceptional competence within a given discipline. Students who are interested in undertaking Independent Study must complete an application available from the Counseling Center.

- Independent Study courses are designed as semester courses. Only one Independent Study may be taken for credit by a student each semester, and the maximum value for each Independent Study is .50 credit. A student may earn up to 1 total credit through Independent Study in a school year.
- No more than two credits may be earned toward **graduation requirements** by any one student through Independent Study during grades 9-12.
- Independent Study courses cannot be substituted for required courses.

- The Independent Study Mentor must be a certified teacher approved by the Principal. The teacher's certification must be in the content area that relates to the topic of the Independent Study.
- The course will appear on the schedule and transcript as an Independent Study - Course Department.
- If the course is not completed by the completion date, an INC will be issued. The grade will change to a letter grade of "F" two weeks after the completion date noted unless your teacher grants an extension due to extenuating circumstances.
- Independent Study applications must be approved before work on the contract may commence. The start date of the course is determined by the enrollment date. Any withdrawal from the course after the 20th day from enrollment will be marked as a WP/WF. See your school counselor for more information.

NCAA ELIGIBILITY REQUIREMENTS

In recognition of its responsibility to ensure that student-athletes have every chance to get an education, the National Collegiate Athletic Association (NCAA) has implemented a series of increasingly strict academic standards. A student who wants to compete in either Division I or II sports must complete 16 core academic courses (ten of which must be completed by the end of junior year) and achieve a core-course grade point average. The NCAA Eligibility Center will evaluate your academic and athletic experiences based on information you provide through your eligibilitycenter.org account.

How and when to register with the NCAA Eligibility Center?

Students who want to be an athlete at either a Division I or II school must register with the NCAA Eligibility Center. Students can register online at: https://web3.ncaa.org/ecwr3/. Students should complete the registration process by the end of junior year in high school. The UHS Counseling Center will submit transcripts to the NCAA Eligibility Center for juniors who are registered with the NCAA as of the last day of that school year. Juniors who have not registered with the NCAA Eligibility Center as of the last day of school must make a request to the UHS Counseling Center directly.

The current list of UHS courses that have been approved by the NCAA can be found on the eligibilitycenter.org website. Click on the Help? link and select "Resources" from the options. Use the CEEB Code 394955 to view the current list. The NCAA Eligibility Center also offers a profile page for students planning to compete at Division III, or students who don't yet know where they want to compete. Your eligibilitycenter.org account or profile page contains all the information you need to begin your NCAA experience. If you have any questions or need more information, visit the NCAA website for the Guide for the College-Bound Student-Athlete or see your School Counselor.

CAREER AND COLLEGE READINESS PORTFOLIO

To help ensure that all students in Pennsylvania are on track for meaningful postsecondary engagement and success, the PA Dept. of Ed. has included a measure of students' career exploration, preparation, and readiness. UHS has identified a wide variety of curricular and extracurricular opportunities that students can complete throughout grades 9-11 and incorporate into the Career and College Readiness Portfolio. Students will use Naviance to store individual artifacts. The Career and College Readiness Portfolio- Artifact Checklist is available for viewing on the UHS website, in Naviance, and in the Counseling Center.

COURSE LEVEL DESCRIPTIONS

Advanced Placement courses provide students with the opportunity to challenge themselves at the highest level. AP courses follow a carefully constructed syllabus that is prescribed by the College Board. Students who complete this course work can opt to take a national exam or complete national portfolio requirements and potentially earn college credits. The curriculum and assessment are based on the level of thinking and the depth of knowledge that is expected from equivalent college courses. All AP science courses include a double lab period and require 8 periods out of a 6-day cycle. **Homework expectations**: In general, an appropriately placed student who meets the prerequisites for an AP course can expect four to five hours of homework a week per class. Students must carefully consider the increase in workload and level of independence required of an AP student, and realistically account for the time needed to manage the homework and preparation.

Characteristics of AP student:

- Exceptional level of motivation and desire to learn and be challenged by the content material
- Willingness to delve deeply into content, research in a scholarly fashion, and learn in a college-like, inquiry-based manner
- Prepared to undertake a very demanding workload that involves extensive independent reading, writing, problem solving, and critical thinking
- Motivated to contribute intellectually and creatively
- Demonstrate independence on a consistent basis and learn to think conceptually

Expectations of a student in an AP course:

- Develops higher-order thinking skills while using an accelerated pace and enriched content
- Contributes intellectually and creatively
- Exhibits a willingness to accept the rigorous and time consuming expectations of the curriculum, including intensive AP summer work requirements (a change of schedule will not be granted due to a student's failure to complete summer work) and completes work at a college level of effort for the duration of the course
- Prepares for the increase in workload and level of independence required of an AP student by realistically accounting for the time commitment necessary to manage all aspects of the course

Honors level courses are highly rigorous and provide a high level of difficulty. Selection of an honors level course(s) must be made with great care due to a high level of rigorous and time consuming expectations. A considerable amount of outside work is expected. Students must exhibit a willingness to accept the challenge of a rigorous academic curriculum. **Homework expectations**: In general, an appropriately placed student who meets the prerequisites for an Honors level course can expect three to four hours of homework a week per class.

Characteristics and expectations of an honors level student:

- Demonstrates independence and will learn to think conceptually
- Demonstrates a high level of intellectual curiosity and is motivated and able to work independently
- Committed to completing outside research, nightly assignments, and to developing and discussing material in the class with depth and understanding
- Desires to develop cognitive thought and expression and a deeper examination of concepts with an emphasis on analysis, synthesis, and evaluation will take place

Accelerated level courses (previously referred to as Traditional in Math) are academic, college-preparatory classes that follow a demanding curriculum with an emphasis on serious academic studies to help students progress toward meeting the challenges of competitive college work. Accelerated courses move at an extremely quick pace and students must be motivated and able to work independently. **Homework expectations**: In general, an appropriately placed student who meets the prerequisites for an Accelerated level course can expect two to three hours of homework a week per class.

Academic level courses are college-preparatory courses designed for a student who plans to continue his/her formal education beyond high school. Students must exhibit a willingness to accept the challenge of a rigorous academic curriculum. Students will engage in a variety of activities to improve critical thinking skills. Outside research, homework assignments, and independent projects are frequent requirements in Academic courses. **Homework expectations**: In general, an appropriately placed student who meets the prerequisites in an Academic level course can expect two to three hours of homework a week per class.

First Level courses follow a challenging curriculum to prepare students for college and/or the workplace. Students enrolled in First Level courses learn through guided instruction that involves reading, writing, problem solving, and development of critical thinking skills. First level courses include strong thinking and study skill components, are aligned to the Pennsylvania Academic Standards and are appropriate for those students who need more intense assistance in particular courses. The pace of instruction is adjusted to meet the needs of the students. Critical thinking skills are emphasized as is the application of skills and strategies. **Homework expectations**: In general, an appropriately placed student who meets the prerequisites in a First Level course should expect approximately one to two hours of homework a week.

TERMINOLOGY

Alternative Electives are chosen if a student's first choice of electives are not available due to enrollment and/or scheduling conflicts and will be looked at by school counselors and administration as a secondary option to place into a student's schedule.

Blended Learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively. Blended courses earn the same credit amount as the equivalent course taught in the traditional format and the credit maximum per school year of 7 credits still applies.

Course Prerequisite Requirements refers to previous course completion necessary to advance in sequential coursework. Some courses have co-curricular course prerequisite requirements (e.g. some science courses have both math and science course prerequisite requirements).

Credits are earned upon successful completion (passing grade) of a course and applied towards the 22 credit minimum needed to graduate. A full-year course earns 1.0 credit (meets 6/6 days all year), a half-year course earns .5 credit (meets 3/6 days all year OR 6/6 days half of the year) and a course meeting 3/6 days half of the year earns .25 credits.

Departmental Grade Recommendation(s) are based on historical data and they are intended to guide students when selecting course levels. Please note the departmental grade recommendations are considered the minimum final grade a student needs to be prepared for a course; therefore, students narrowly meeting the grade recommendations may find the course particularly challenging.

Electives: Students are required to earn 22 total credits to graduate, 6.25 of which must be elective credits. Once students fulfill their core requirements in a given department, any additional courses taken within that department count as an elective credit. Additionally, any course in a language, art, technology, computer, music, family and consumer science, etc. are automatically defined as elective courses.

GPA Scale: UHS Grade Point Average (GPA) calculations are based on a 4.0 weighted system. AP and Honors Level courses are weighted by adding quality points based on the final grade. One quality point is added for AP courses and .50 quality point is added for Honors courses. See UHS Student Handbook for Grade Scale distribution.

Lab Fees: Several courses have lab fees, which are noted in the course description. Any student concerned about the cost of lab fees should see their school counselor.

Online Learning: Requires students to take the course asynchronously through the use of the Canvas Learning Management system. Students will be able to connect with their teacher during the assigned period or may use Google Meet to schedule time for questions and extra help. With six days of online learning per cycle, the course will provide flexibility in pace of instruction. Skills in organization of materials, use of technology, and management of time are essential.

Survey: A scheduling term used to distinguish the duration of a course. Survey courses are typically a semester and provide students with compacted versions of the full year course. For example, Art 3D Design I is a full-year course and Art 3D Survey is a semester course. The intent of survey courses is to cover selected topics from a broader field of knowledge as an introduction to the area of study. Students seeking an in-depth exploration of the subject matter should consider year-long courses.

Teacher Recommendations: During the course selection process, students have an opportunity to discuss teacher recommendations with teachers in various departments. Teacher recommendations have been made for courses that are sequential and have course prerequisite requirement(s) and/or departmental grade recommendations. Teacher recommendations are based upon student classroom performance to date and are meant to serve as a guide for students when making course requests for the 2025-2026 school year. A teacher recommends placement in a particular course when the student's current performance indicates that the student has the highest chance to be successful. Teachers give serious consideration to these recommendations and criteria including, but not limited to:

- The student's performance in previous courses.
- The student's attitude toward the work necessary.
- The required skills for the course.
- The student's performance in other "predictors" of success.
- The departmental grade recommendation for final placement in the proposed courses.
- The course prerequisite requirements.

Teacher recommendations provide valuable feedback and students are strongly encouraged to speak with the teacher if the course recommendation or level differs from the student’s intended course request.

ENGLISH DEPARTMENT

Department Chair: Amy Ahart

Students must consult the UCFSD website for information regarding summer reading requirements.
If a student has received reading support in 6th, 7th, or 8th grade, consider taking English First Level.

Course Name **Course Level** **Credit** **# days/cycle** **Term Length** **NCAA Approved*	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
English 9 First Level ENG1001* 1 credit 6/6 days a cycle Year	English 9 First Level includes the study and application of the PA English standards for Reading, Writing, Listening, and Speaking. This course emphasizes scaffolding skills appropriately for students and improving autonomy in learning. Students are challenged to demonstrate skills in a variety of written responses: informational, persuasive, and creative assignments. Students are responsible for practicing skills, completing assignments, participating in class, and learning to research responsibly.	60% in **8th grade English**
English 9 Academic ENG1002* 1 credit 6/6 days a cycle Year	English 9 Academic focuses on a variety of literary genres, while analyzing thematic and literal meanings as well as literary devices. This course emphasizes instruction and practice in oral and written composition and also improvement of language skills. Students are challenged to demonstrate skills in a variety of written responses: informational, persuasive, and creative assignments. Basic grammar skills taught in eighth grade are the expected knowledge base. Additional skills will be taught and reinforced. Students are responsible for retaining skills, completing assignments, participating in class, and learning to use MLA format.	60% in **8th grade English**
English 9 Honors ENG1003* 1 credit 6/6 days a cycle Year	English 9 Honors is a reading, writing, and grammar intensive course designed for the motivated freshman who has demonstrated a firm working knowledge of the grammar skills taught in 8th grade. Areas of study include extensive investigation of literary devices as well as author motivation and historical context. Students are expected to research, to analyze, and to interpret each piece of literature, and to come to class ready to participate in classroom discussions. Students will continue to learn MLA format. Writing expository/informational and persuasive essays is the main focus; students are expected to include literary and research-based evidence in their essay.	90% in **8th grade Honors English or Honors Creative Writing** or 93% in 8th grade **Core English**
English 10 First Level ENG2001* 1 credit 6/6 days a cycle Year	English 10 First Level builds on the language arts skills learned in 9th grade. Instruction is designed to reinforce critical thinking skills and improve students ability to organize, learn, and recall information. The curriculum includes various genres of literature including poetry, short stories and novels. Students will study grammatical concepts and vocabulary, developing writing skills that can be applied to post-graduate endeavors. The PA state standards will be delivered through the examination of various types of literature from around the world. Students will take the Keystone Literature Exam at the conclusion of this course.	60% in **English 9**
English 10 Academic ENG2002* 1 credit 6/6 days a cycle Year	English 10 Academic builds on the foundation established in the 9th grade curriculum, which will explore various genres of literature. The curriculum continues to focus on reading, writing and word study in a variety of structured situations. A working knowledge of grammar skills is required and will be formally reinforced. Students are expected to show increasing ability to think independently and to express themselves in oral presentation and written essays. Reading comprehension and analysis are assessed throughout the school year. PA state standards will be reinforced, and students will take the Keystone Literature exam at the conclusion of this course.	60% in **English 9 Academic** or 90% in **English 9 First Level**
English 10 Honors ENG2003* 1 credit 6/6 days a cycle Year **English 10 Honors Blended** ENG2003B* 1 credit 6/6 days a cycle Year	English 10 Honors builds on the language arts experience of English 9 Honors, with greater breadth and depth. The curriculum continues to focus on reading, writing, and word study in a variety of structured situations. This course is for the motivated student who reads critically, has a firm working knowledge of grammar skills, demonstrates willingness toward independent thinking and creative expression, understands and makes use of the writing process, and demonstrates competent use of research skills, which will be expanded. PA state standards will be reinforced, and students will take the Keystone Literature exam at the conclusion of this course. Blended students should be highly self-motivated, with intense interest in the subject matter. They should have had substantial success with the previous year's English class and be prepared for **significantly more independent work** than the traditional model. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online per cycle, blended learning uniquely provides flexibility in the pleace, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time; on asynchronous days, students typically have a workload commensurate with that of an in-person class, as well as the same homework the in-person class would have. **Skills in organization of materials, use of technology, and management of time are essential.** The three online learning days allow the student and teacher an important opportunity to work collaboratively, enabling greater individualization of instruction for student needs.	80% in **English 9 Honors** or 90% in **English 9 Academic**

English 11 First Level ENG3001* 1 credit 6/6 days a cycle Year	The English 11 First Level course, based on American Literature, builds on the learning and skills developed in ninth and tenth grades. In the study of various forms of literature, students experience the people, places, ideas, and language of America, and practice grammatical concepts, vocabulary, and writing skills. Those studies will be done through an instructional emphasis on the Core Standards, and students' goal is to become proficient on the Keystone test if not yet mastered.	60% in **English 10**
American Literature 11 Academic ENG3062* 1 credit 6/6 days a cycle Year	American Voices: Study of Literature will be founded on literary analysis skills and influential literature from a variety of American voices, such as African, Asian, Female, Hispanic and Native authors. Rhetorical modes of writing will supplement the course and will be taught through various pieces of the American canon. The grammar component will be geared toward transfer of style and conventions into both written and standardized assessments. Students who want a traditional English course with a balance of reading, writing, and speaking skills should feel comfortable enrolling in this course.	60% in **English 10 Academic** or 90% in **English 10 First-Level**
American Composition 11 Academic ENG3072* 1 credit 6/6 days a cycle Year	American Voices: Study of Composition will be organized by rhetorical modes of writing, such as argumentation, exemplification, narration and research. These types of writing will drive the course and will be taught through various pieces of the American canon. The grammar component will be geared toward transfer of style and conventions into both written and standardized assessments. Both students who already enjoy writing and those looking to improve their writing skills should feel comfortable enrolling in this course.	60% in **English 10 Academic** or 90% in **English 10 First Level**
English 11 Honors ENG3003* 1 credit 6/6 days a cycle Year	Honors English 11 is an engaging and intensive course designed for students eager to explore American Literature and culture through a unique historical lens. The class will inspire you to think independently, apply your knowledge of grammar, and enhance your reading comprehension, all while encouraging creative expression at every step. Your skills will develop through a variety of methods, including discussions, group activities, individual assignments, debates, readings, quizzes, essays, projects, and tests. If you've never taken an honors course before, this is your opportunity to dive into a rigorous and rewarding academic experience!	80% in **English 10 Honors** or 90% **English 10 Academic**
AP English Language & Composition ENG3004* 1 credit 6/6 days a cycle Year	AP English Language and Composition is a college-level course that facilitates higher-level reading and writing skills. Students work in a variety of disciplines and rhetorical contexts, studying prescriptive grammar concepts, writing in the four rhetorical modes of discourse, analyzing professional writing models, and producing essays informed by these models. Students practice stylistic techniques that are the result of careful syntactical choices and precise diction. The aim of the course is to develop college-level reading and writing skills adaptable to a variety of occasions and needs. Students are expected to take the AP Examination in May.	85% in **English 10 Honors** or 93% in **English 10 Academic**
English 12 First Level ENG4001* 1 credit 6/6 days a cycle Year	English 12 First Level provides a comprehensive reading and writing study. Projects requiring group work, independent work, and practical application comprise this course, as well as critical thinking skills. The class is designed to prepare both those planning to immediately join the workforce and those intending to go to college.	60% in **English 11**
English 12 Academic ENG4002 1 credit 6/6 days a cycle Year **English 12 Academic Blended** ENG4002B* 1 credit 6/6 days a cycle Year	English 12 Academic will examine the makeup of the human condition, as students wrestle with some of life's biggest questions like, "What is the basis of morality?" and "What drives human behavior?" The course will utilize both visual and written works to examine how storytelling can serve as a n agent of social change and give individuals a voice to be heard. In addition, students will integrate research and public speaking skills, along with rhetorical devices, in projects and presentations that demonstrate personal, social, and civic awareness for the purpose of persuading an audience. Blended students should be highly self-motivated, with an intense interest in the subject matter. They should have had substantial success with the previous year's English class and be prepared for **significantly more independent work** than the traditional model. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online per cycle, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time; on asynchronous days, students typically have a workload commensurate with that of an in-person class, as well as the same homework the in-person class would have. **Skills in organization of materials, use of technology, and management of time are essential.** The three online learning days allow the student and teacher an important opportunity to work collaboratively, enabling greater individualization of instruction for student needs.	60% in **English 11 Academic** or 90% in **English 11 First-Level**
English 12 Honors ENG4003* 1 credit 6/6 days a cycle Year	English 12 Honors is a reading-and-writing intensive course designed for the highly motivated senior willing to assume a rigorous and challenging study of American, British, and World literature. This course will examine works of the imagination--epic poems, novels, short stories, plays, and nonfiction essays. In this course students will, through extensive research and close literary analysis, explore ideas and formulate assertions. Each semester, students will complete essays and creative works. In addition, students will give oral presentations. Honors English 12 gives students a deeper understanding of complex aspects of literature and the English language and its relevance to contemporary issues.	70% in **AP English Lang & Comp** or 80% in **Eng 11 Honors** or 90% in **English 11 Academic**

English 12 Honors Blended ENG4003B* 1 credit 6/6 days a cycle Year	Blended students should be highly self-motivated, with an intense interest in the subject matter. They should have had substantial success with the previous year's English class and be prepared for **significantly more independent work** than the traditional model. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online per cycle, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time; on asynchronous days, students typically have a workload commensurate with that of an in-person class, as well as the same homework the in-person class would have. **Skills in organization of materials, use of technology, and management of time are essential.** The three online learning days allow the student and teacher an important opportunity to work collaboratively, enabling greater individualization of instruction for student needs.	
AP English Literature & Composition ENG4004* 1 credit 6/6 days a cycle Year **AP English Literature & Composition Blended** ENG4004B* 1 credit 6/6 days a cycle Year	AP English Literature and Composition provides a diverse and rigorous study of works of literary merit across various genres and time periods. Through this course, students will learn the skills of literary analysis and critical writing, extending their awareness and appreciation of language and structure. Seminar style discussion, literary analysis, critical writing, oral presentations, and deep reading are core to the course. Students will also complete the requisite senior research paper during the year. Students gain a working knowledge of literary terminology, scholarly criticism, advanced vocabulary, and mature writing skills. The course is open to students who are willing to engage in the scholarship, reading, conversing, and writing the class entails. Students have the option to take the AP English Literature and Composition Examination in May. AP English Literature Blended students should be highly self-motivated, with an intense interest in the subject matter. They should have enjoyed success with the previous year's English class and be prepared for more independent work than the traditional model. Blended learning combines traditional and online instruction to develop personalized learning. With **three days in the classroom** and **three days asynchronous per cycle**, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time; on asynchronous days, students typically have a workload commensurate with that of an in-person class, as well as the same homework the in-person class would have. Skills in organization of materials, use of technology, and management of time are essential. The three asynchronous learning days allow the student and teacher an important opportunity to work collaboratively, enabling greater individualization of instruction for student needs.	80% in **AP Lang. & Comp** or 85% **English 11 Honors** or 93% in **English 11 Academic**
Creative Writing ENG2012* .5 credit 6/6 days a cycle Semester 10th,11th,12th	Elective Course: This standard-based writing course is designed to improve the student's writing ability. Through a variety of writing assignments including short stories, poetry, and/or creative nonfiction, students will learn to express their ideas with greater clarity. Writing is shared with the class and peer editing is emphasized. Class discussion is geared to sharpen listening skills and critical thinking. Writing includes journals, narratives, editorials, short stories, and a children's story.	
Public Speaking ENG2022* .5 credit 6/6 days a cycle Semester 10th,11th,12th	Elective Course: Public Speaking focuses on delivery methods such as eye contact, voice, and body language in order to deliver a variety of speeches. When preparing for informative, persuasive, and entertaining speeches, students will practice the skills of organizing, developing, introducing, and concluding ideas. Practice will be focused on public speaking skills that are specific and necessary for a variety of different settings.	

SOCIAL STUDIES DEPARTMENT

Department Chair: Mike Mangan

Social Studies Department Curricular Sequence

9th= Western Civilization	10th= World History	11th= US History	12th= Civics/Government

Course Name **Course Level** **Credit** **# days/cycle** **Term Length** **NCAA Approved*	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Western Civilization **First Level** SS1001 1 credit 6/6 days a cycle Year	Western Civilization focuses on the development of traditions, values and cultures associated with major historical topics. This "Survey of History" course covers Greece, Rome, Middle Ages, Renaissance and Reformation, Absolutism, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Imperialism, and WWI. Each unit utilizes a variety of activities that require thinking skills ranging from recognition, recall, comprehension, and organization of facts and ideas. The pace of this course is specifically designed to meet students' needs.	60% in **8th grade Social Studies**

Western Civilization Academic SS1002* 1 credit 6/6 days a cycle Year	Western Civilization Academic focuses on the development of traditions, values and cultures associated with major historical topics. This "Survey of History" course covers Greece, Rome, Middle Ages, Renaissance and Reformation, Absolutism, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Imperialism, and WWI. Each unit utilizes a variety of activities that require thinking skills ranging from recognition, recall, comprehension, and organization of facts and ideas.	60% in **8th grade Social Studies**
Western Civilization Honors SS1003* 1 credit 6/6 days a cycle Year **Western Civilization Honors Blended** SS1003B* 1 credit 6/6 days a cycle Year	Western Civilization Honors focuses on the development of Western Civilization including the traditions, values and cultures associated with major historical topics. This Survey of History covers: Greece, Rome, Middle Ages, Renaissance and Reformation, Absolutism, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Imperialism, and WWI. Students will be challenged in a variety of ways and will be required to use higher level, critical thinking skills and strategies including, problem solving, synthesis, and evaluation. Superior reading comprehension and strong writing skills are necessary for students' success in this course. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	90% in **Honors Social Studies or** 93% in **Core Social Studies** or 90% in **Geography**
World History First Level SS2001 1 credit 6/6 days a cycle Year	World History's primary emphasis is on the development of non-western cultural regions, and focuses on both chronological periods and broad themes. The course helps students see relationships between the regions of the world during various time periods and understand commonalities in their development over time. The pace of this course is specifically designed to meet students' needs.	60% in **Western Civilization**
World History Academic SS2002* 1 credit 6/6 days a cycle Year **World History Academic Blended** SS2002B* 1 credit 6/6 days a cycle Year	World History's primary emphasis is on the development of non-western cultural regions, and focuses on both chronological periods and broad themes. The course helps students see relationships between the regions of the world during various time periods and understand commonalities in their development over time. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	60% in **Western Civilization**
World History Honors SS2003* 1 credit 6/6 days a cycle Year **World History Honors Blended** SS2003B* 1 credit 6/6 days a cycle Year	World History's primary emphasis is on the development of non-western cultural regions, and focuses on both chronological periods and broad themes. The course helps students see relationships between the regions of the world during various time periods and understand commonalities in their development over time. Students choosing this course level should have strong reading comprehension skills and an interest in social studies. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	80% in **Western Civilization Honors** or 90% in **Western Civilization Academic**
AP World History SS2004* 1 credit 6/6 days a cycle Year	The AP World History course is offered for 10th graders with the exceptional ability, motivation, and willingness to accept the challenge of a college-level social studies course. Superior reading comprehension and analytical skills are essential prerequisite skills required for students considering this level. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. The course is designed to prepare students for the AP World History Exam in May. There is a summer assignment requirement for this course.	85% in **Western Civilization Honors** and **English 9 Honors** or 93% in **Western Civilization Academic and English 9 Academic**

AP World History Blended SS2004B* 1 credit 6/6 days a cycle Year	Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	
U.S. History & Cultures First Level SS3001 1 credit 6/6 days a cycle Year	U.S. History & Cultures First Level surveys U.S. historical and cultural developments beginning with an overview of early American political and cultural conditions from 1607-1919. Emphasis is placed on the role of government, foreign policy, and current connections. In-depth units of study include: The 1920s, the Great Depression, World War II, the Aftermath of World War II, Social Responsibility (1961-69), Civil Rights, the Vietnam War Era, the Era of Social Action (1961-73), the Age of Limits, Modern Issues, and the recent presidencies. The pace of this course is specifically designed to meet students' needs.	60% in **World History**
U.S. History & Cultures Academic SS3002* 1 credit 6/6 days a cycle Year	U.S. History & Cultures Academic surveys U.S. historical and cultural developments beginning with an overview of early American political and cultural conditions from 1607-1919. Emphasis is placed on the role of government, foreign policy, and current connections. In-depth units of study include: The 1920s, the Great Depression, World War II, the Aftermath of World War II, Social Responsibility (1961-69), Civil Rights, the Vietnam War Era, the Era of Social Action (1961-73), the Age of Limits, Modern Issues, and the recent presidencies.	60% in **World History**
U.S. History & Cultures Honors SS3003* 1 credit 6/6 days a cycle Year **U.S. History & Cultures Honors Blended** SS3003B 1 credit 6/6 days a cycle Year	U.S. History & Cultures Honors surveys historical and cultural developments beginning with an overview of early American political and cultural conditions from 1607-1919. Emphasis is placed on the role of government, foreign policy, and current connections. In-depth units of study include: The 1920s, the Great Depression, World War II, the Aftermath of World War II, Social Responsibility (1961-69), Civil Rights, the Vietnam War Era, the Era of Social Action (1961-73), the Age of Limits, Modern Issues, and the recent presidencies. Students will use a variety of thinking skills in their examinations. Students choosing this higher level should have an interest in social studies and be prepared to challenge themselves in higher level thinking. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	75% **AP World History** or 80% in **World History Honors** or 90% in **World History Academic**
AP US History SS3004* 1 credit 6/6 days a cycle Year	The AP United States History course provides the opportunity for highly motivated students with a learning experience equivalent to that obtained in most college introductory United States History courses. AP US History is a concepts course based on the seven course themes of geography and the environment, migration and settlement, work, exchange and technology, culture and society, American and national identity, politics and power, and America in the world. Historical thinking skills stressed throughout the course are argumentation, use of relevant evidence, causation, continuity and change over time, periodization, compare and contrast, contextualization, interpretation, and synthesis. Students are expected to use research skills daily, to read and comprehend a college level text daily, and write above grade level essays for each of nine units of content. Extensive amounts of higher level reading are required during this course. The goal of AP United States History is to help students organize and comprehend factual materials and then be able to establish the context, importance, and significance of specialized interpretive problems. This course emphasizes college level reading and writing, therefore it is strongly advised that students prepare for this course by taking 10th grade Honors English and 10th grade Honors Cultural Studies, or AP World History. Students who take the AP United States History course are expected to take the Advanced Placement examination in May.	80% in **AP World History** or 85% in **World History Honors** and **English 10 Honors** or 93% in **World History Academic** **and English 10 Academic**
Civics & Econ: 21st Century First Level SS4001 1 credit 6/6 days a cycle Year	Citizenship in the 21st Century First Level is a course designed to provide students with the knowledge, skills, and values they need to be more engaged citizens in the local, state and national communities. The course is tailored to engage seniors and show how government and economics is applicable to their lives, including good decision-making. The course includes a final project that will allow students to demonstrate their role in the community, both political and economic, applying the principles and ideas from the course. Students will be engaging with their local communities in order to work toward these goals. The pace of this course is specifically designed to meet students' needs.	60% in **10th or 11th Grade Social Studies**

Civics & Econ: 21st Century Academic SS4002* 1 credit 6/6 days a cycle Year **Civics & Econ: 21st Century Academic Blended** SS4002B* 1 credit 6/6 days a cycle Year	Citizenship in the 21st Century Academic is a course designed to provide students with the knowledge, skills, and values they need to be more engaged citizens in the local, state and national communities. The course is tailored to engage seniors and show how government and economics is applicable to their lives, including good decision-making. The course includes a final project that will allow students to demonstrate their role in the community, both political and economic, applying the principles and ideas from the course. Students will be engaging with their local communities in order to work toward these goals. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	60% in **U.S. History & Cultures First Level or World History First Level**
AP Comparative Government & Politics SS4004* 1 credit 6/6 days a cycle Year	AP Comparative Government & Politics is the equivalent of an introductory level college course in political science and is conducted as a seminar involving student presentations, lectures, discussions, and debates. A variety of readings supplement the text and analytical writing skills, applicable to any college-level history or social science courses will be emphasized. During the first marking period, the focus is on the United States government and the intellectual framework of comparative politics, including vocabulary, theoretical models and concepts of political organization, processes and policies. The remaining part of the course concentrates on comparisons of concrete systems of government, including Great Britain, Russia-USSR, China, Mexico, Iran, Nigeria, and the European Union. Controversial domestic and foreign economic and political policies will be discussed and debated. Students enrolled in this course are encouraged to take the AP Comparative Government & Politics examination administered in May.	80% in **AP United States History** or 85% in **US History and Culture Honors** or 93% in **US History and Culture Academic**
AP Economics SS4014* 1 credit 6/6 days a cycle Year	AP Economics is the equivalent of an entry level college course in microeconomics and macroeconomics. One semester is devoted to an introduction to basic economic concepts and reasoning and microeconomic topics, which include the structure and function of markets, the theory of the firm, product market models, the factor market, the role of government in the economy, and international trade. The other semester focuses on macroeconomics, the study of economic systems, including measuring economic performance, aggregate supply and aggregate demand, monetary policy, monetary and fiscal stabilization policies, schools of macroeconomic thought, and a reexamination of international trade. Emphasis is placed on the graphing and the application of economic principles and theories to analyze international, national, and local events and trends. Students can expect a course that is rigorous, including extensive reading and independent analytical thinking. Students have frequent opportunities to generate solutions to real and hypothetical economic problems, and to employ written and oral discourse supported by graphs to illustrate the logic of their conclusions. A summer assignment is required for all students who enroll in this class and due the first day of class. Students enrolled in this course are encouraged to take the Advanced Placement Micro and Macro examinations administered in May.	80% in **AP United States History** or 85% in **US History and Culture Honors** or 93% in **US History and Culture Academic**
AP US Government SS4024* 1 credit 6/6 days a cycle Year	AP US Government is the equivalent of an entry level college course in political science. It is designed to encourage students to develop critical perspectives on American politics and government. Students will develop knowledge of the structure of American government and institutions, interest in public issues, and understand the groups, beliefs, and ideas that influence public policy decision making. It involves the study of general concepts used to interpret American politics and the analysis of specific case studies. Emphasis is placed on discussion and a critical review of a myriad of issues. Students are expected to have strong reading comprehension skills and organizational skills. Students are expected to read college-level texts and supplemental research, and apply these findings to current governmental policies. Areas of study include the structure of American government, public opinion and political participation, the influence of interest groups on policy, political parties and campaigns, presidential elections, and the structure and powers of the three branches of government. Students are also expected to fulfill political activism hours as well. Students enrolled in this course are encouraged to take the Advanced Placement U.S. Government examination administered in May. A summer assignment will require you to watch political shows and read news articles to review current events. An informational handout detailing specific instructions will be presented at a meeting in June prior to the summer break.	80% in **AP United States History** or 85% in **US History and Culture Honors** or 93% in **US History and Culture Academic**
AP Psychology SS2014* 1 credit 6/6 days a cycle Year 10th,11th,12th	AP Psychology offers qualified students an elective course that is equivalent to an introductory college course in psychology. The course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including the ethics and methods psychologists use in the practice of their science. It is highly recommended that a student completes advanced coursework in another social studies class (Honors or AP) prior to taking this course. This would provide the student with the necessary experience in rigor, motivation, and discipline needed to complete course assignments and increase their likelihood for success in the course. An interest in the discipline is necessary for thoughtful examination and class discussion.	80% in last year's **AP Social Studies** or 85% in last year's **Honors Social Studies** or 93% in last year's **Academic Social Studies**

SCIENCE DEPARTMENT

Department Chair: Doug Vallette

Course Name **Course Level** **Credit** **# days/cycle** **Term Length** **NCAA Approved*	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Introduction to Chemistry and Physics Academic SC1012* 1 credit 6/6 days a cycle Year 9th and 10th	Introduction to Chemistry and Physics is an Academic level laboratory course designed for incoming freshmen who have not yet completed Algebra I. This class is designed for students who plan on continuing their education after they graduate high school. In this course the fundamental concepts of both chemistry and physics will be presented through demonstrations, laboratory experiments, classroom discussions, and cooperative learning activities. An appropriately placed student should expect an average of 2-3 hours of homework per week in the form of projects, test preparation, laboratory reports, and concept practice.	Recommended for **9th grade** students co-enrolled in Algebra 1 Academic, or students wanting a stronger foundation in physical sciences before taking biology. This course is also recommended for **10th or 11th grade** students who took SC1002 (Biology) but who would like a stronger foundation in physical science before Chemistry, or who took SC2001 (Biology 1st Level) but would like to qualify to take SC2002 (Chemistry I Academic), or an academic elective in Grade 12.
Global Science First Level SC1001* 1 credit 6/6 days a cycle Year	Global Science First Level teaches principles of matter and energy, as well as a basic understanding of ecology and the environment. This course will help build the skills necessary for a seamless transition into Biology First Level in 10th grade. This course will complement an Algebra IA/B First Level course or Algebra I Academic course, providing appropriate reinforcement of these concepts as needed. There is not an end of year Keystone exam in this course. Students who take this class will take the required Keystone exam after completing biology in 10th grade. Students can expect 1-2 hours of homework per week.	We recommend that students enrolled in **Algebra IA First Level or Algebra IB First Level** enroll in Global Science.
Biology I Academic SC1002* 1 credit 6/6 days a cycle Year **Biology I Academic Blended** SC1002B 1 credit 6/6 days a cycle year	Biology I Academic is a laboratory-oriented course designed for students who are continuing their education beyond high school. Class activities are based on laboratory experiences, inquiry, and analytical thinking. Integration of previous coursework in science and math is expected, and effective written communication is emphasized in the form of formal lab reports. The textbook integrates on-line activities into every unit. These enhance the overall learning experience. An appropriately placed student should expect 2-5 hours of homework over the period of a week, depending on the topic. [Note: Students enrolling in Algebra IA or IB First Level should request Global Science First Level.] ****Concurrent enrollment in Algebra I Academic or higher is required.*** Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	**Concurrent enrollment in Algebra I Academic or higher** and 70% in 8th grade science or 80% in **Global Science**
Biology I Honors SC1003* 1 credit 6/6 days a cycle Year **Biology I Honors Blended** SC1003B* 1 credit 6/6 days a cycle Year	Biology I Honors is designed to be an interactive experiential treatment of basic biological principles and concepts. The course relies heavily on an inquiry- based foundation in its instruction. Students should expect to be challenged mentally on a regular basis. Assessment includes the application of knowledge to new situations. This course is intended to prepare highly motivated students for their future coursework in science, including a second year of biology and/or other advanced level science courses. The course employs a molecular approach to exploring the various prevailing themes of life science. Emphasis is placed on higher level thinking skills, laboratory investigations and student enrichment activities. Open-ended assignments and written communication are emphasized through formal laboratory reports. Students are expected to take an active part in classroom and lab discussions and regularly contribute to the enhancement of the course. An appropriately placed student should expect 3-6 hours of homework/independent study over the period of a week, depending on the current topic. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	93% in 8th grade **Core Science** or 85% in 8th grade **Honors Core Science**

Biology I First Level SC2001 1 credit 6/6 days a cycle Year	Biology I First Level presents biological concepts in an easy-to-read text and lab book. Topics and labs are applicable to everyday situations. Student activities are designed to enhance motivation and reinforce concepts. An appropriately-placed student should expect 1 - 2 hours of homework over the period of a week.	60% in **Global Science**
Chemistry I Academic SC2002* 1 credit 6/6 days a cycle Year	Chemistry I Academic is a laboratory course designed for students who are continuing their education beyond high school. The fundamental concepts of chemistry are presented through demonstrations, laboratory experiments, classroom discussions, and cooperative learning activities. Emphasis is placed on the descriptive study of matter and its changes. Units include, matter, periodic table, nomenclature, chemical reactions, the mole, stoichiometry, energy, bonding, gasses, and solutions. Students will learn to integrate their algebra understanding and their scientific thinking in this course. An appropriately placed student should expect an average of three hours of homework per week in the form of projects, test preparation, laboratory reports, and concept practice.	Math Prereq: 90% in **Algebra I B First Level** or 80% in **Algebra I Academic** or 60% in **Algebra I Accelerated** or concurrently enrolled in **Algebra II Academic** **AND** Science Prereq: 80% in either **Biology First Level or Introduction to Chemistry & Physics** or 70% in **Biology I Academic** or 60% in **Biology I Honors**
Chemistry I Honors SC2003* 1 credit 6/6 days a cycle Year	Chemistry I Honors is designed as an inquiry approach to chemistry. Fundamental concepts are discovered through the use of problem solving and open-ended questioning in the laboratory, and in class discussion. Emphasis is placed on quantitative relationships and the careful collection, recording and interpretation of data. This course is recommended to students interested in taking AP Chemistry. Disciplined work habits are a necessity to succeed in this accelerated math-based chemistry course. An appropriately placed student should expect an average of four hours of work per week in the form of projects, test preparation, lab reports, and homework.	Math Prereq:: 90% in **Algebra I Accelerated** or 85% in **Algebra 1 Honors** **AND** Science Prereq: 90% in **Biology I Academic** or 80% in **Biology I Honors**
Physics I Academic SC3002* 1 credit 6/6 days a cycle Year' **Physics I Academic Blended** SC3002B 1 credit 6/6 days a cycle Year	Physics I Academic is a laboratory course designed for students who are continuing their education beyond high school. Due to the nature of this course, students who will be concurrently enrolled in Trigonometry & Analysis or beyond will be more appropriately placed in Honors Physics rather than Academic Physics. An appropriately-placed student should expect 2 hours of homework over the period of a week. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	Math Prereq: 70% in **Algebra I Academic** or 60% in **Algebra I Accelerated** or Honors **AND** Science Prereq: 70% in **Chemistry Academic** or 60% in **Chemistry I Honors**
Physics I Honors SC3003* 1 credit 6/6 days a cycle Year	Physics I Honors serves to develop skills in quantitative problem solving and laboratory methods. The course concentrates on mechanics, but also explores waves, thermodynamics, optics and sound, electricity, magnetism, and modern physics. Trigonometry and algebra skills are integrated together with scientific thinking, giving the student a stronger basis in both science and mathematics. An appropriately-placed student should expect 3 hours of homework over the period of a week. **** Current enrollment or completion of Trigonometry and Analysis Accelerated or higher is required.***	Math Prereq: **Current enrollment or completion of Trigonometry and Analysis Accelerated AND** Science Prereq: 90% in **Chemistry** or 80% in **Honors Chemistry**
AP Physics C: Mechanics SC3004* 1 credit 6/6 days a cycle Plus 2/6 days a cycle for labs Year	AP Physics C: Mechanics is designed for the highly-motivated student considering a major in physics, engineering or other physical science and who wishes to possibly receive a college credit for work completed in high school. This first-year course in physics includes the content of the AP Physics C-Mechanics exam. Topics include the study of motion and force, work and energy, rotational dynamics, gravity, and oscillations. Students should be able to apply the concepts they are learning in calculus to the new topics they are learning in this course. This course does not cover all topics assessed on the SAT-II Physics Subject test. An appropriately placed student can expect 2-4 hours of work per week. ****Current enrollment or completion of Calculus Accelerated or higher is required.***	Math Prereq: **Current enrollment or completion of Calculus Accelerated or highe**r **AND** Science Prereq: 83% in **Honors Chemistry** or **Honors Physics**
AP Physics C: Electricity & Magnetism SC4004* 1 credit 6/6 days a cycle Plus 2/6 days a cycle for labs Year	AP Physics C: Electricity & Magnetism is a second year course in physics, designed for the highly motivated student considering engineering, physics, or other physical sciences. The content of this course builds on concepts of honors physics or AP Physics C Mechanics. Topics include electrostatic forces and fields, magnetism and electromagnetic induction, the theory behind electrical components, analysis of DC and AC circuits, and electromagnetic waves as a model for light. This course does not cover all topics assessed on the SAT-II Physics Subject test. Current enrollment in Calculus Accelerated or higher is required. An appropriately placed student can expect 2 to 4 hours of homework a week, including work on the online Webassign platform. **** Current enrollment or completion of Calculus Accelerated or higher is required.***	Math Prereq: **Current enrollment in Calculus Accelerated or higher** **AND** Science Prereq: 90% in **Physics I Honors** or 70% in **AP Physics I**

Anatomy and Physiology Honors SC3013* 1 credit 6/6 days a cycle Year 11th & 12th	Anatomy and Physiology Honors is an elective course designed for students interested in continuing their study of biological sciences. The course covers major body systems, including the integumentary, cardiovascular, digestive, skeletal, and muscular systems. Students will apply appropriate anatomical and scientific terminology to describe the structure and function of the tissues, organs, and organ systems through various laboratory activities, including examining prepared slides and comparative anatomy studies of a sheep heart and mink. Students will spend a significant amount of time in class conducting experiments, presenting results, and developing a deeper understanding. They can expect 2-3 hours of additional work outside of class each week.	80% in **Biology Honors** or 90% **Biology Academic** AND 80% in **Chemistry Honors** or 90% in **Chemistry Academic**
AP Biology SC3014* 1 credit 6/6 days a cycle Plus 2/6 days a cycle for labs Year	AP Biology is designed for students who wish to prepare for the Advanced Placement (AP) test in Biology. Course content is consistent with the syllabus for AP Biology prepared by the College Board. The background for the course is provided by the text, Biology (Campbell and Reece, c. 2011, ed. 9). Approximately 28 chapters are covered during the school year, and students are expected to read approximately six chapters during the preceding summer. Time in class is devoted to experimental work (including the 13 required laboratory experiences described in the College Board AP syllabus), recitation, and lecture. Students are expected to: exhibit a high degree of self-motivation; be capable of integrating coursework in math, chemistry and physics; and demonstrate effective oral and written communication skills. Students electing this course are expected to take the AP Biology test, and typically spend between .5 and .75 hr/night preparing for class.	90% in **Biology I Academic** or 80% in **Biology I Honors AND** 85% in **Chemistry Academic** or 80% in **Chemistry I Honors**
Environmental Science First Level SC3021* 1 credit 6/6 days a cycle Year 11th, 12th	Environmental Science First Level presents concepts and issues in environmental science in an easy-to-read and accessible format. Classroom activities are designed to enhance motivation and connect students to local and global issues in diverse topics such as sustainability, pollution, renewable energy, wildlife conservation, agriculture, and ecology. Students will gain a deeper and fuller understanding of how their personal choices impact the environment around them. Students will conduct investigations in the laboratory as well as the outdoors, and should expect to complete 1-2 hours of homework each week.	Completion of **Biology 1st Level**
Environmental Science Academic SC3022* 1 credit 6/6 days a cycle Year 11th, 12th **Environmental Science Academic Online** SC3022O* 1 credit 6/6 days a cycle Year 11th, 12th	Environmental Science Academic is based on the premise that man is a steward of his environment. This elective course allows students to think critically about issues pertaining to the use of natural resources, conservation, and sustainability, as well as their own personal impact on the environment. The topics of study include: earth systems, ecology, populations, sources of energy, pollution, agriculture, and wildlife management. Projects and presentations are common and allow students to plan out their homework on timelines. Online learning requires students to take the course asynchronously through the use of the Canvas Learning Management system. Students will be able to connect with the teacher during the assigned period or may use Google Meet to schedule time for questions and extra help. With six days of online learning per cycle, the course will provide flexibility in pace of instruction. Skills in organization of materials, use of technology, and management of time are essential.	
AP Environmental Science SC3024* 1 credit 6/6 days a cycle Plus 2/6 days a cycle for labs Year 11th, 12th	The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. As a college-level preparatory course, intensive reading and preparation outside of class is expected. Students who take this course are expected to take the AP exam. An appropriately placed student can expect approximately 4 hours of homework/week.	Math Prereq: 70% in **Algebra II (Accelerated or Honors**) or 80% in **Algebra II Academic** OR 90% **Honors Geometry** or 93% in **Geometry Accelerated AND** Science Prereq: 80% **Chemistry I Honors** or 90% in **Chemistry Academic**
AP Chemistry II SC3034* 1 credit 6/6 days a cycle Plus 2/6 days a cycle for labs Year	AP Chemistry II is a second year chemistry course which will build on Chemistry I Honors, and study electrochemistry, bonding, thermodynamics, kinetics, equilibrium, acid and base chemistry. Students will be asked to review Chemistry I Honors with a summer assignment in order to prepare for a test at the beginning of the school year. Major exams are given every two to three weeks. Labs are more complex than in Chemistry I Honors and take a significant amount of time to write up. Disciplined work habits are a necessity to succeed in this college level chemistry course. An appropriately placed student should expect an average of five hours of work per week in the form of projects, test preparation, lab reports, and homework. All students are encouraged to take the Advanced Placement Exam in May.	85% in **Chemistry I Honors**

Science Research Honors Blended SC3043B 1 credit 6/6 11th, 12th	This blended course is intended for students who are interested in pursuing independent research, or are already involved with research. This course will provide students with the opportunity to conduct their own experiments, collect results, improve research skills, perform proper literature reviews, read and analyze data, conduct peer reviews, and present results. The blended learning environment will allow students time to conduct independent research, an opportunity to make their own discoveries, and contribute to the greater scientific community.	Recommended for 12th graders who have successfully completed **Biology and Chemistry with an 85% or higher.** This course is also appropriate for 11th graders who have successfully completed **Honors Biology and Chemistry with an 85% or higher.**
Forensic Science Academic SC3042* 1 credit 6/6 days a cycle Year 11th, 12th **Forensic Science Academic Blended SC3042B** 1 credit 6/6 11th, 12th	Forensic Science Academic offers students an opportunity to see real-world applications of the theoretical principles developed in their more traditional science courses. This course integrates traditionally segregated disciplines (biology, chemistry, physics, math, language arts, social studies) in order to solve crimes based on evidence. Topics covered include: branches of forensic science, types of evidence, how to process a crime scene, fingerprint collection, serology/blood evidence, DNA analysis, trace evidence, toxicology, anthropology, and pathology/cause of death. Students enrolled in this course can expect frequent laboratory based assignments as well as extensive case studies in forensic science. An appropriately placed student can expect 1-4 hours of homework per week in the form of project completion, case study analysis, laboratory completion, conceptual practice and test preparation. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	**60% in Chemistry <u>OR 60% in Intro to Chemistry and Physics</u>** ***OR* 80% in Integrated Science**
Astronomy & Oceanography Academic SC3032* 1 credit 6/6 days a cycle Year 11th. 12th	Astronomy & Oceanography Academic will consist of a semester review of each topic. The questions that you have had about space and the oceans will be answered during this class. In Astronomy your understanding of your place in the Universe will be realized. A tour of topics that will unravel the mysteries of this fascinating science are brought to light in this first semester. You will look to the heavens and begin to connect the stars with a new foundation of understanding, no need to use an app! After that we will delve into the ocean realm. The physical properties and characteristics of the ocean will be explored and the diversity of marine life will be revealed in an understandable manner. This class is a lab science and many labs will be incorporated to increase the enjoyment and retention of new information. Each semester will include a student presentation.	60% in **Algebra IB First Level** or higher

SCIENCE DEPARTMENT FLOWCHART

	9th Grade	10th Grade	11th Grade	12th Grade
First Level	Global Science	Biology 1st Level	Environmental Sci. 1st Level	Academic Elective
Academic	Intro to Chem. & Physics	Biology Academic	Chemistry Academic	Academic Elective
Academic	Biology Academic	Chemistry Academic	Physics Academic	Academic Elective
Honors	Biology Honors	Chemistry Honors	Physics Honors	AP course or other Elective

Other sequences are possible. Please work with your school counselor

Science Department Electives	
Environmental Science	AP Biology
Intro to Forensic Science	AP Chemistry
Intro to Forensic Science Blended	AP Environmental Science
Astronomy & OceanographyI	AP Physics C: Mechanics
Anatomy and Physiology Honors	AP Physics C: Electricity & Magnetism
Science Research Honors Blended	

MATH DEPARTMENT

Department Chair: Kevin Long

All students must complete three credits of mathematics for graduation. Most students complete one credit of math each year for four years. Students begin with Algebra I (the foundation for all other courses) and progress through geometry and Algebra II. At that point students make course choices depending on their future goals. In order to meet the needs of all students, the math department offers courses that vary in pace and depth of content. There are two academic levels, accelerated and academic, to allow students to be successful through pre-calculus topics. First level courses ensure that students are prepared for state assessments. Course descriptions include prerequisites for each course. These prerequisites help to ensure success in future courses. It is possible to change levels if students meet minimum requirements. A mapping of possible course sequences is provided at the end of the course descriptions for mathematics.

Note: Since Algebra I is the foundation necessary for success in all other math courses, middle school students who earn less than an 83% in Algebra I may repeat the course for credit since they did not already earn high school credit. Current high school students who repeat the course, do not earn credit again, nor will the new grade be factored into the GPA. No other math course may be repeated for credit. Students may repeat another math course but credit will not be received.

Course Name **Course Level** **Credit** **# days/cycle** **Term Length** **NCAA Approved*	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Algebra I A First Level MA1001 1 credit 6/6 days a cycle Year	Algebra I A First Level is for students who would benefit from a year of skill development while studying pre-algebra and algebra topics. Students will review pre-algebra topics such as basic operations of whole numbers, decimals and fractions, ratios and proportions, and the coordinate plane. Algebra I topics include simplifying expressions, solving equations and inequalities, and graphing and writing equations of lines. An appropriately placed student should expect at least two hours of homework over the period of a week.	72% or below in 8th grade **Intro to Algebra**
Algebra I Academic MA1002* 1 credit 6/6 days a cycle Year	Algebra I Academic is a college preparatory course that offers an introduction to higher mathematics. Topics include: number systems, algebraic expressions, equations, polynomials, rational expressions, factoring, and quadratics. An appropriately placed student should expect two to three hours of homework over the period of a week.	73 - 89% in 8th grade **Intro to Algebra**
Algebra I Accelerated MA1012* 1 credit 6/6 days a cycle Year	Algebra I Accelerated is a college preparatory course that offers an introduction to higher mathematics. Topics include: number systems, algebraic expressions, equations, polynomials, rational expressions, factoring, and quadratics. An appropriately placed student can manage a faster pace at the academic level and expect three to four hours of homework over the period of a week.	90% or above in 8th grade **Intro to Algebra**
Algebra I B First Level MA2001 1 credit 6/6 days a cycle Year	Algebra I B First Level offers students the opportunity to spend a full year continuing the study of algebra after Algebra IA First Level. While less rigorous than other algebra courses, this course will allow the student to work toward meeting the standards set by the state. An appropriately placed student should expect at least two hours of homework over the period of a week.	60% in **Algebra IA First Level**
Geometry Academic MA2002* 1 credit 6/6 days a cycle Year	Geometry Academic topics include but are not limited to logic, proofs, properties of triangles, polygons, congruence, similarity, right triangles, parallel and perpendicular lines, circles, area and volumes. An appropriately placed student should expect at least two and a half hours of homework over the period of a week.	60% in **Algebra I Academic, Accelerated, or Honors**. 93% in **Algebra IB First Level**
Geometry Accelerated MA2012* 1 credit 6/6 days a cycle Year	Geometry Accelerated topics include but are not limited to logic, proofs, properties of triangles, polygons, congruence, similarity, right triangles, parallel and perpendicular lines, circles, area and volumes. The rigor of the material covered and the pace of the course increases at the accelerated level. An appropriately placed student should expect at least three hours of homework over the period of a week.	73% in **Algebra I Accelerated or Honors** or 93% in **Algebra I Academic**
Geometry Honors MA2003* 1 credit 6/6 days a cycle Year **Geometry Honors Blended** MA2003B* 1 credit 6/6 days a cycle Year	Geometry Honors includes but is not limited to logic, proofs, properties of triangles, polygons, congruence, similarity, right triangles, parallel and perpendicular lines, circles, area and volumes. This course is taught at the most rigorous level and fastest pace. An appropriately placed student should expect at least four hours of homework per week. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	93% in **Algebra I Accelerated or** 90% in **Algebra I Honors**

Geometry First Level MA3001 1 credit 6/6 days a cycle Year	Geometry First Level offers students the opportunity to spend the majority of the year studying Geometry concepts including reasoning, parallel and perpendicular lines, triangles, polygons, perimeter, area, volume, similarities, circles, coordinate geometry and probability. There will be time set aside in this course for students to prepare for the state-wide assessment tests given during the junior year. This course, while less rigorous than the other Geometry courses, will allow the student to work towards meeting the standards set by the state. An appropriately placed student should expect at least two hours of homework per week.	60% in **Algebra IB First Level**
Algebra II Academic MA3002* 1 credit 6/6 days a cycle Year	Algebra II Academic is a course for students who are going to continue in college preparatory mathematics. The course alone does not count as a prerequisite for Advanced Math Honors (see prerequisite for Advanced Math Honors if considering it). The content will include algebraic equations, inequalities, functions, systems of equations, rational expressions, complex numbers, and conic sections. An appropriately placed student should expect two hours of homework over the period of a week.	60% in **Algebra I Academic**, **Accelerated or Honors** or 93% in **Algebra IB First Level and 60% in Geometry Academic**, Accelerated
Algebra II Accelerated MA3012* 1 credit 6/6 days a cycle Year **Algebra II Accelerated Blended** MA3012B* 1 Credit 6/6 days a cycle Year	Algebra II Accelerated is designed to revisit the linear and quadratic families of functions introduced in Algebra I. We will then investigate more complicated families or functions such as linear, quadratic, exponential, logarithmic, radical, and rational functions. Heavy emphasis is placed on connecting algebraic equations to their graphs in the coordinate plane and students will learn to represent them in multiple ways such as verbal descriptions, equations, tables and graphs. Students will also use these functions to model real-world behavior and to make predictions based on limited information. While a graphing calculator is recommended, a scientific calculator will suffice for class work and evaluations. An appropriately placed student should expect four hours of homework over the period of a week. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively. **COURSE PREREQUISITE:** <u>Students who took Algebra I Academic are required to complete a self-study of additional Algebra concepts and take a summary exam before being permitted to register for this course before the start of the next school year.</u> Students should see their current math teacher for an outline of topics for self-study. Students must make arrangements to take the exam during the summer by July 30th through the main office. Students who score 85% or higher on the summary exam and meet departmental approval will be enrolled in Algebra II Accelerated contingent upon course availability.	73% in **Algebra I Accelerated** or Honors **AND** 73% in **Geometry Accelerated** or 60% in **Geometry Honors**
Algebra II Honors MA3003* 1 credit 6/6 days a cycle Year **Algebra II Honors Blended** MA3003B* 1 Credit 6/6 days a cycle Year	This is an honors level course that moves at a rapid pace and with great depth in preparation for Honors Advanced Math and eventually AP Calculus. An appropriately placed student is motivated, can process high level mathematical concepts quickly without the need for additional repetition and explanation, can work independently and is committed to completing additional practice when necessary to fully understand the concepts. Course content will include linear, quadratic, rational, irrational, exponential, logarithmic, and trigonometric functions along with quadratic relations. A scientific calculator is needed for this course. Graphing calculators are not permitted on most tests. A classroom set of graphing calculators is available for certain topics during the year. An appropriately placed student should expect about four hours of homework per week. certain topics during the year. An appropriately placed student should expect about four hours of homework per week. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	93% in **Algebra I Accelerated** or 90% in **Algebra I Honors and** 83% in **Geometry Accelerated** or **Honors**
Algebra III & Trigonometry Academic MA4002* 1 credit 6/6 days a cycle Year	Algebra III & Trigonometry Academic provides a fourth year of study in college preparatory mathematics while reinforcing Algebra and Geometry skills throughout the year. Trigonometry is studied in the first semester focusing on its application rather than its theory. Students will solve problems involving triangles, work with equations and expressions that include trigonometric ratios, apply trig concepts to the X-Y coordinate plane and graph trigonometric functions. The second semester topics are: solving and graphing equations of degree two or higher, solving exponential and logarithmic equations, coordinate geometry, permutations and combinations, probability and conic shapes and their equations.	73% in **Algebra II Academic** or 60% in **Algebra Accelerated**

Trigonometry & Analysis Accelerated MA4012* 1 credit 6/6 days a cycle Year **Trigonometry & Analysis Accelerated Blended** MA4012B* 1 credit 6/6 days a cycle Year	Trigonometry & Analysis Accelerated is designed to prepare students for a course in Calculus. We build the concept of measuring angles in radians so that we can introduce the trigonometric ratios on a unit circle. Then we progress to the six trig functions, trigonometric equations, right triangle trig and common trig identities. During the second semester, we work with exponents, logarithms and linear, quadratic and polynomial functions. A graphing calculator is strongly recommended for this course. An appropriately placed student should expect between three and five hours of homework over the period of a week. The amount of time required may vary depending on individual students' readiness to integrate concepts. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	83% in **Algebra II Accelerated** or 60% in **Algebra II Honors**
Statistics Academic MA4022* 1 credit 6/6 days a cycle Year	Statistics Academic is an introductory course in data analysis. The course is recommended for juniors or seniors who are interested in learning the background content in statistics prior to taking a college level course, or the student who wants to gain analytical skills that can be used directly in the workplace. The course will focus on gathering, displaying, and interpreting data with a focus on the application. A graphing calculator is required for this course. An appropriately placed student should expect one to two hours of homework each week.	60% or better in **Geometry First Level** or 60% or better in **Algebra 2 Academic, Accelerated, Honors**
Statistics Accelerated MA4032* 1 credit 6/6 days a cycle Year	Statistics Accelerated is designed to provide the students with an introduction to the concepts of statistics. Descriptive and inferential statistics involving the mean of normal distributions are examined in detail. Analysis of variance, regression, and correlation will be studied. This course will stress the practical application of probability and statistics to various disciplines. This course is recommended to seniors who will be taking an introductory course in statistics in engineering, science, business, pre-med, journalism, political science or liberal arts in college. A graphing calculator is required for this course. An appropriately placed student should expect three to four hours of homework over the period of a week.	93% in **Algebra II Academic** or 73% in **Algebra II Accelerated** or 60% in **Algebra II Honors**
Advanced Math Honors MA4023* 1 credit 6/6 days a cycle Year	Advanced Math Honors moves at a rapid pace and with great depth in preparation for AP Calculus. An appropriately placed student is motivated, can process high level mathematical concepts quickly without the need for additional repetition and explanation, can work independently and is committed to completing additional practice when necessary to fully understand the concepts. Students are expected to fully understand the concepts taught in Algebra II Honors, including but not limited to exponential, logarithmic and trigonometric functions. The content is challenging and will include polynomial, rational, exponential, logarithmic, and trigonometric functions, parametric and polar equations, systems, matrices, sequences, and analytical geometry. Each student is required to provide a TI-83/TI-84. An appropriately placed student should expect around four hours of homework over the period of a week. **COURSE PREREQUISITE:** Students who meet the 93% recommendation in Algebra II Accelerated are also required to complete a self-study of trigonometry concepts and take a summary exam before being permitted to register for this course before the start of the next school year. Students should see their current math teacher for an outline of topics for self-study. Students must make arrangements to take the exam during the summer by July 30th through the main office. Students who meet the grade recommendation AND score an 85% or higher on the summary exam and meet departmental approval will be enrolled in HAM contingent upon course availability.	83% in **Algebra II Honors or** 93% in both **Algebra II Accelerated and Geometry Accelerated** and receive departmental approval, which includes a review exam.* See course description for more information.
Topics in Calc & Statistics Accelerated MA5002* 1 credit 6/6 days a cycle, Year	Topics in Calc & Statistics Accelerated is an alternative to a full year of calculus or statistics. Students will learn the fundamentals of probability and statistics. In addition, students will learn the introductory topics of calculus, which include but are not limited to limits and derivatives. Further, if time allows, students will also investigate series and sequences. An appropriately placed student should expect at least four hours of homework over the period of a week.	73% in **Trigonometry & Analysis** or 60% in **Advanced Math Honors**
Calculus Accelerated MA5012* 1 credit 6/6 days a cycle Year	Calculus Accelerated will explore analytic geometry, limits, differential calculus, integration, application of the derivatives and the application of the definite integral. Concepts are developed from three perspectives: numerical approximations, graphing and algebra. There is a continued emphasis on correct notation so that students can transition smoothly into a college calculus program. There will be a heavy emphasis on how graphs can inform understanding of a function's behavior. Students will be expected to generate graphs and draw conclusions with and without the aid of a graphing calculator. A graphing calculator is strongly recommended in this course. An appropriately placed student should expect between four and six hours of homework over the period of a week. The amount of time required will vary depending on the individual student's readiness to integrate concepts.	83% in **Trigonometry & Analysis** or 73% in **Advanced Math Honors**

AP Calculus AB MA5004* 1 credit 6/6 days a cycle, Year	AP Calculus AB covers both differential and integral calculus. This is equivalent to a college level course. Students need to have the ability to work independently and must meet daily class requirements. Students who enroll in this course are expected to take the AP test. An appropriately placed student should expect between five and seven hours of homework over the period of a week. **COURSE PREREQUISITE:** Students who meet the 93% recommendation in Trigonometry & Analysis are also required to complete a self-study of pre-calculus concepts and take a summary exam before being permitted to register for this course before the start of the next school year. Students should see their current math teacher for an outline of topics for self-study. Students must make arrangements to take the exam during the summer by July 30th through the main office. Students who meet the grade recommendation AND score an 85% or higher on the summary exam and meet departmental approval will be enrolled in AP Calculus AB contingent upon course availability.	93% in **Trigonometry & Analysis** or 83% in **Advanced Math Honors**
AP Calculus BC MA6004* 1 credit 6/6 days a cycle Year	This course is designed to expose students to topics covered in a second semester college-level Calculus course. The course begins with a review of AP Calculus AB topics in order to strengthen knowledge of those concepts. We then move into topics that are new including Sequences and Series, Polar Coordinates and Equations, Parametric Equations, and Vector Valued Functions. Our work is geared to prepare students to take the Advanced Placement Calculus BC exam administered in May. Students will be required to work independently and in groups. Homework is assigned for each section. **Students determine how much and which type of problems to pursue.** An appropriately placed student should expect at least five hours of homework over the period of a week.	83% in **AP Calculus AB**
AP Statistics MA5014* 1 credit 6/6 days a cycle Year- 10th,11th,12th **AP Statistics Blended** MA5014B* 1 credit 6/6 days a cycle Year- 10th,11th,12th	AP Statistics is equivalent to an introductory college level Statistics Course. Topics are divided into four major themes: exploratory analysis, planning and conducting a study with data, probability, and statistical inference. A TI-83/TI-84 graphing calculator is needed for this course. An appropriately placed student should expect three to five hours of homework over the period of a week. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	93% in **Algebra II Accelerated** or 83% in **Algebra II Honors**

MATH DEPARTMENT FLOWCHART

Students must earn three math credits for graduation

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Geometry Honors	Algebra II Honors	Advanced Math Honors	AP Calculus AB	• AP Calculus BC • AP Statistics
Students may move up or down a level depending on achievement level in a course. Prerequisites are listed next to the course descriptions.				
Geometry	Algebra II Accelerated	Trigonometry & Analysis Accelerated	• AP Statistics • Calculus Accelerated • Statistics Accelerated • Topics in Calculus & Statistics Accelerated	• AP Statistics • Calculus Accelerated • Statistics Accelerated • Topics in Calculus & Statistics Accelerated
Students may move up or down a level depending on achievement level in a course. Prerequisites are listed next to the course descriptions.				
Honors Algebra I or Algebra I Traditional	Geometry Honors	Algebra II Honors	Advanced Math Honors	• AP Calculus AB • AP Statistics • Calculus Accelerated
	Geometry Accelerated	Algebra II Accelerated	Trigonometry & Analysis Accelerated	• AP Statistics • Calculus Accelerated • Statistics Accelerated • Topics in Calculus & Statistics Accelerated
Students may move up or down a level depending on achievement level in a course. Prerequisites are listed next to the course descriptions.				
Intro to Algebra	Algebra I Accelerated	Geometry Accelerated	Algebra II Accelerated	• AP Statistics • Trigonometry & Analysis Accelerated • Statistics Accelerated
	Algebra I Academic	Geometry Academic	Algebra II Academic	• Algebra III & Trigonometry Academic • Statistics Academic
	Algebra I A First Level	Algebra I B First Level	Geometry First Level	• Statistics Academic

HEALTH & PE DEPARTMENT

Department Chair: Joe Herman

Students are required to take Health/PE in 9th grade.

Course Name **Course Level** **Credit** **# days/cycle** **Term Length** **NCAA Approved*	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Wellness I HPE1002 .25 credit 3/6 days a cycle Semester	This course explores the concept of health as it relates to the topics of wellness, mental health, substance abuse, relationships and human sexuality. Special emphasis is placed on self-assessment of wellness and application of knowledge toward personal goal setting and decision-making. Evaluation includes quizzes, projects, and classwork.	
Team Building & Leadership 9 HPE1012 .25 credit 3/6 days a cycle Semester	This course is designed to promote a sense of community while giving students the opportunity to work and accomplish objectives as a team. Students will be encouraged to work together to complete cooperative and problem-solving initiatives. Students will be given the opportunity to assume various leadership roles throughout the course to help develop the skills necessary to succeed in group settings. The Health and Skill related Components of Fitness will be reinforced through various physical activities. Students will be instructed on the proper use of all equipment and appropriate etiquette in the UHS Fitness Center. Students will also have the opportunity to learn spotting techniques while utilizing different low ropes elements. In addition, students will participate in a variety of games and activities that will promote personal fitness. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, Canvas assignments, quizzes and/or projects.	
Lifelong Fitness 10 HPE2022 .25 credit 3/6 days a cycle Semester	Personal fitness is the focus of this course based on a design that promotes a healthy lifestyle through physical activity. Students will be instructed on the fundamentals of resistance training as well as ways in which to improve and or maintain cardio-respiratory fitness. In addition, students will participate in a variety of individual and team games and activities in order to demonstrate the correlation between the health and skill related components of fitness, and the game or activity. A student's grade will be based on daily preparedness and participation, research assignments, in-class activities and written tests/quizzes.	
Wellness II HPE2002 .25 credit 3/6 days a cycle Semester	This course focuses on overall personal wellness. Topics of discussion focus on contemporary issues in nutrition, exercise, stress management, lifetime diseases, theories of addiction and mindfulness. Also, students will learn and apply the concepts of First Aid, CPR, and AED. Upon completion, students have an opportunity to receive their HeartSaver certification through the American Heart Association.	**Wellness I**
Sports Science HPE2012 .5 credit 6/6 days a cycle Semester	Sport Science is the study of how the human body works during exercise and how sport and physical activity can promote health from the cellular level to the whole body perspectives. This is a great course for students interested in studying human anatomy and physiology. In this course, the students will use a kinesthetic (hands-on) approach to learn the anatomical structures, physiological concepts, application of S.T.E.M. principles, and to cultivate an interest in the various fields of medicine and fitness.	**Wellness I**
Sports Science Blended HPE2012B .5 credit 6/6 days a cycle Semester	Sport Science is the study of how the human body works during exercise and how sport and physical activity can promote health from the cellular level to the whole body perspectives. This is a great course for students interested in studying human anatomy and physiology. In this course, the students will use a kinesthetic (hands-on) approach to learn the anatomical structures, physiological concepts, application of S.T.E.M. principles, and to cultivate an interest in the various fields of medicine and fitness. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	

Introduction to Yoga HPE3022 .25 credit 3/6 days a cycle Semester	The focus of the course will be for students to learn the basics of Hatha Yoga so they may create a fitness and wellness routine tailored specifically to their individual needs (physically, mentally, and emotionally). Students will also learn how and when to modify their practice based on individual needs (injury, illness, etc.). Beginning breathwork and meditation practices will be covered throughout the semester. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include quizzes and/or projects.	
Yoga 2 HPE3052 .25 credit 3/6 days a cycle Semester	This course is for students who have successfully completed Introduction to Yoga. The focus of this course will be for students to move into an intermediate experience in: Yoga poses, breathwork, and history and philosophy. Students will: continue to study Yoga's effects on various body systems, create an intermediate level personal practice, and participate in a district-wide service project. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, online assignments, quizzes and/or projects.	**Intro. to Yoga**
Personal Fitness HPE3032 .25 credit 3/6 days a cycle Semester	The course is designed for students who prefer an individualized approach to fitness. It is perfect for motivated students who would like to make improvements in cardiorespiratory fitness, overall strength and flexibility. This course will start with a review of the health and skill related components of fitness before moving on to a personal health and fitness assessment. Upon completion of the individualized assessment, students will create a personal fitness and wellness plan that will be implemented throughout the remainder of the course. Students will be given the opportunity to choose to work as an individual or as part of a group. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, Canvas assignments, quizzes and/or projects.	
Team Games HPE3042 .25 credit 3/6 days a cycle Semester	The course promotes lifelong participation in physical activities through use of various sports and games. The course will be divided into the three main categories of invasion/strategy games, non-traditional games and recreational/traditional games. Students should be prepared to participate in full class, group activities as well as smaller team games. If you love coming to the gym to play and being active with a group of people, this class is for you. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, Canvas assignments, quizzes and/or projects.	
Drivers Education Classroom Fall HPE1022 Spring HPE1032 .25 credit 3/6 days a cycle Semester	This is an elective course typically offered in the Fall and Spring during the school day. There is no cost for this 30 hour drivers education classroom instruction course. This course is designed to provide students with relevant, up to date information regarding driving laws and the driving experience. The curriculum will follow the Pennsylvania Department of Education Enhanced Driver's Education Guide. There will be four main units covered in this course with two units being covered per marking period. Upon completion of each unit, students will be required to complete a written assessment. This class is graded on a Pass/Fail basis.	
Developing Effective Leadership HPE3062 .25 credit 3/6 days a cycle Semester	Junior and Seniors…take a risk and join Mr. Herman on the journey of working together to identify and enhance our inner strengths of being great teammates and leaders. The guiding principles used in this course are: *1 - Being a great teammate is as important as being a leader.* *2 - Anyone can lead.* *3 - Leadership can simply be defined as: helping a person, group of people and/or situation be…BETTER.* Students will have a variety of opportunities to develop a better understanding of skills associated with teamwork and leadership. We will use a combination of physical, mental, intellectual and reflective activities to develop trust within the team and confidence within ourselves. This course requires all students to complete a small group book study and a culminating "Keystone Community Leadership Project" (can be completed as an individual or in a group). Other activities may include, but are not limited to problem solving initiatives, low ropes challenge elements, games and physical activity. In addition, this course will encourage ownership of successes/failures and promote transfer of learning into our daily lives. Daily class participation is mandatory and a significant percentage of the overall grade.	

WORLD LANGUAGE DEPARTMENT

Department Chair: Cindy Pisauro

Course Name **Course Level** **Credit** **# days/cycle** **Term Length** **NCAA Approved*	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
French I Academic WLF1002* 1 credit 6/6 days a cycle Year	French I Academic is designed for true beginners and/or students who have not yet gained novice level proficiency expected of a Level I student. Students entering the High School who received a 70% or higher in French IB are expected to enroll in the appropriate Level II course. Level I is an introduction to the four basic language skills of reading, writing, speaking, and listening across the three communicative modes: interpretive, interpersonal, and presentational. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	No prior French I class
French II Academic WLF2002* 1 credit 6/6 days a cycle Year	French II Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level I. By the end of Level II, students will attain intermediate-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **French I**
French II Honors WLF2003* 1 credit 6/6 days a cycle Year	French II Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level I. By the end of Level II, students will be approaching intermediate-mid proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	92% in **French I** Because language skills are cumulative, families should consider the student's performance on the midterm and final exams, as well as performance during 4th marking period when selecting an honors language course.
French III Academic WLF3002* 1 credit 6/6 days a cycle Year	French III Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level II. By the end of Level III, students will attain intermediate-mid proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **French II**
French III Honors WLF3003* 1 credit 6/6 days a cycle Year	French III Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level II. By the end of Level III, students will be approaching intermediate-high proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	80% in **French II Honors** or 92% in **French II Academic**
French IV Academic WLF4002* 1 credit 6/6 days a cycle Year	French IV Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level III. By the end of Level IV, students will attain intermediate-high proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **French III Academic**
French IV Honors WLF4003* 1 credit 6/6 days a cycle Year	French IV Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level III. French IV Honors is a pre-AP course designed to prepare students to be successful on the AP French exam. By the end of Level IV, students will be approaching advanced-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	80% in **French III Honors** or 95% in **French III Academic** This is the recommended level for the AP track.
French V Academic WLF5002* 1 credit 6/6 days a cycle Year	French V Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level IV. By the end of Level V, students will demonstrate advanced-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **French IV Academic** or **Honors**

AP French WLF5004* 1 credit 6/6 days a cycle	AP French Language provides the opportunity for qualified students to take a 300 college level course, and it offers possible college credit and possible advanced placement in cooperating colleges for those who pass the standardized test. Emphasizing the use of language for active communication, this course seeks to develop language skills (reading, writing, listening and speaking) across the three modes of communication: interpretive, interpersonal, and presentational. Students will perform in the advanced proficiency range.	83% in **French IV Honors** or 95% in **French IV Academic**
German I Academic WLG1002* 1 credit 6/6 days a cycle Year	German I Academic is designed for true beginners and/or students who have not yet gained beginner level proficiency expected of a Level I student. Students entering the High School who received an A, B, or C in German IB are expected to enroll in the appropriate Level II course. Level I is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically; grammar patterns are practiced in functional situations related to unit themes. Students will begin to discover similarities and differences between the culture of the target language and their own. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.	No prior German I class
German II Academic WLG2002* 1 credit 6/6 days a cycle Year	German II Academic continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.	70% in **German I**
German II Honors WLG2003* 1 credit 6/6 days a cycle Year **German II Honors Blended** WLG2003B 1 credit 6/6 days a cycle Year	German II Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level I. By the end of Level II, students will be approaching intermediate-mid proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	92% in **German I** Because language skills are cumulative, families should consider the student's performance on the midterm and final exams, as well as performance during 4th marking period when selecting an honors language course.
German III Academic WLG3002* 1 credit 6/6 days a cycle Year	German III Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level II. By the end of Level III, students will attain intermediate-mid proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **German II Academic**
German III Honors WLG3003* 1 credit 6/6 days a cycle Year	German III Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level II. By the end of Level III, students will be approaching intermediate-high proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	80% in **German II Honors** or 92% in **German II Academic**
German IV Academic WLG4002* 1 credit 6/6 days a cycle Year	German IV Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level III. By the end of Level IV, students will attain intermediate-high proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **German III Academic**

German IV Honors WLG4003* 1 credit 6/6 days a cycle Year **German IV Honors Blended** WLG4003B* 1 credit 6/6 days a cycle Year	German IV Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level III. French IV Honors is a pre-AP course designed to prepare students to be successful on the AP French exam. By the end of Level IV, students will be approaching advanced-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	80% in **German III Honors** or 95% in **German III Academic** This is the recommended level for the AP track.
German V Academic WLG5002* 1 credit 6/6 days a cycle Year	German V Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level IV. By the end of Level V, students will demonstrate advanced-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **German IV Academic** or **Honors**
AP German WLG5004* 1 credit 6/6 days a cycle Year	AP German Language provides the opportunity for qualified students to take a 300 college level course, and it offers possible college credit and possible advanced placement in cooperating colleges for those who pass the standardized test. Emphasizing the use of language for active communication, this course seeks to develop language skills (reading, writing, listening and speaking) across the three modes of communication: interpretive, interpersonal, and presentational. Students will perform in the advanced proficiency range.	83% in **German IV Honors** or 95% in **German IV Academic**
Spanish I Academic WLS1002* 1 credit 6/6 days a cycle Year	Spanish I Academic is designed for true beginners and/or students who have not yet gained novice level proficiency expected of a Level I student. Students entering the High School who received a 70% or higher in Spanish IB are expected to enroll in the appropriate Level II course. Level I is an introduction to the four basic language skills of reading, writing, speaking, and listening across the three communicative modes: interpretive, interpersonal, and presentational. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	No prior Spanish I class
Spanish II Academic WLS2002* 1 credit 6/6 days a cycle Year	Spanish II Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level I. By the end of Level II, students will attain intermediate-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **Spanish I Academic**
Spanish II Honors WLS2003* 1 credit 6/6 days a cycle Year **Spanish II Honors Blended** WLS2003B* 1 credit 6/6 days a cycle Year	Spanish II Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level I. By the end of Level II, students will be approaching intermediate-mid proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	92% in **Spanish I** Because language skills are cumulative, families should consider the student's performance on the midterm and final exams, as well as performance during 4th marking period when selecting an honors language course.

Spanish III Academic WLS3002* 1 credit 6/6 days a cycle Year **Spanish III Academic Blended** WLS3002B* 1 Credit 6/6 days per cycle Year	Spanish III Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level II. By the end of Level III, students will attain intermediate-mid proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	70% in **Spanish II Academic** 85% in **Spanish II Academic**
Spanish III Honors WLS3003* 1 credit 6/6 days a cycle Year **Spanish III Honors Blended** WLS3003B* 1 credit 6/6 days per cycle Year	Spanish III Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level II. By the end of Level III, students will be approaching intermediate-high proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	80% in **Spanish II Honors** or 92% in **Spanish II Academic**
Spanish IV Academic WLS4002* 1 credit 6/6 days a cycle Year	Spanish IV Academic continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level III. By the end of Level IV, students will attain intermediate-high proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	70% in **Spanish III Academic**
Spanish IV Honors WLS4003* 1 credit 6/6 days a cycle Year	Spanish IV Honors continues to expand on the fundamental skills of listening, speaking, reading and writing across the three communicative modes: (interpretive, interpersonal, and presentational) acquired in Level III. French IV Honors is a pre-AP course designed to prepare students to be successful on the AP French exam. By the end of Level IV, students will be approaching advanced-low proficiency as defined by ACTFL. Students should actively and consistently review previously learned concepts independently in order to improve fluency.	80% in **Spanish III Honors** or 95% in **Spanish III Academic** This is the recommended level for AP track.
Spanish V Academic Blended WLS5002B* 1 credit 6/6 days a cycle Year	Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	85% in **Spanish IV Academic** or Honors
AP Spanish WLS5004* 1 credit 6/6 days a cycle Year	AP Spanish Language provides the opportunity for qualified students to take a 300 college level course, and it offers possible college credit and possible advanced placement in cooperating colleges for those who pass the standardized test. Emphasizing the use of language for active communication, this course seeks to develop language skills (reading, writing, listening and speaking) across the three modes of communication: interpretive, interpersonal, and presentational. Students will perform in the advanced proficiency range.	83% in **Spanish IV Honors** or 95% in **Spanish IV Academic**

ART DEPARTMENT

Department Chair: Faith Dilworth

Course Name **Course Level** **Credit** **# days/cycle** **Term Length**	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s)* *course/level in bold*
Art I: Introduction to Drawing ART1002 1 credit 6/6 days a cycle Year	Introductory prerequisite class for Art II teaching the fundamentals of volumetric shading, composition, and 2-D design. Emphasis on drawing from sight. Class will focus on drawing natural, architectural and portrait subjects. A variety of 2-D materials will be explored including graphite, charcoal, and mixed media. Projects are to be completed on a regular basis. Students will receive a letter grade each marking period. (Lab Fee)	
Art II: Introduction to Color ART2002 1 credit 6/6 days a cycle Year	Two-dimensional skills class emphasizing the technical mastery of a variety of color media. Elements of design and composition will continue to be incorporated into the visual program at this level. A variety of materials will be explored including dry pastels, colored pencil, acrylic paint,-watercolor and oil paint. Students will refer to personally-selected subject matter without sacrificing aesthetic and creative considerations. Observational drawing will be included. Students will work with guided independence during art production. Students will receive a letter grade each marking period. (Lab Fee)	**Art I:Introduction to Drawing**
Art III: **Advanced Methods Honors** ART3003 1 credit 6/6 days a cycle Year	Media exploration in this advanced class will encourage personal discovery and a more individualized development of personal style and subject choices. Art I and II skills will culminate in more complex artworks in scale, color, depth and technical expertise. Media will include dry pastels, Prismacolors,acrylic, water color, and oil paints. The consideration of art as statement, personal expression, or as illustration and graphic marketing will be taught. Student work with guided independence during production. Students will receive a letter grade each quarter. (Lab Fee)	**Art II: Introduction to Color**
Art IV: Portfolio Honors ART4003 1 credit 6/6 days a cycle Year	This course will offer art students an individualized apprenticeship for cumulative portfolio refinement. Continued emphasis will be placed upon personal development and assessment. Competence will be evaluated after periodic student-teacher conferences while exploring mixed media techniques, advanced oil painting and other mono- and polychromatic media. Outside-of-class work will be necessary. Portfolio preparation may be options to include into course work. Personal goals will be identified and developed. Students will receive a letter grade each marking period. (Lab Fee)	**Art III: Advanced Methods**
Art 3-D Design I ART1012 1 credit 6/6 days a cycle Year	In this year-long credit course, students will experience 3-D sculpture areas which may include but are not limited to. Mixed media, metals and jewelry, handbuilt clay, stone/plaster carving. After workshop style introductory lessons, students work with guided independence within each art area. The course requires multiple completed projects in each media area. Students will receive a letter grade each marking period. (Lab Fee)	
Art 3-D Design II ART2012 1 credit 6/6 days a cycle Year	This year-long course builds aesthetically and developmentally upon techniques and processes learned in 3-D Design I. Workshop style introductory lessons will be presented, and students will demonstrate and research techniques and processes to expand into higher level applications and larger works. Emphasis will be placed on personal expression through the presentation of 3-Dimensional media, which includes but is not limited to hand built and wheel thrown clay, metals, and mixed media. The course requires multiple completed projects in each media area. Students will receive a letter grade each marking period. (Lab Fee)	**3-D Design I**
Art 3-D III **Sculpture & Design Honors** ART3013 1 credit 6/6 days a cycle Year	This year-long course builds aesthetically and developmentally upon techniques and processes learned in 3-D Design II. Workshop-style introductory lessons will be presented and students will demonstrate and research techniques and processes to expand into high level applications, more complicated design and larger, more permanent works Emphasis will be placed on personal expression through the presentation of advanced sculptural mediums, which include but are not limited to, advanced handbuilt and wheel thrown clay and advanced glazing techniques, metal sculpture, precious metals, art glass, stone/plaster carving and fibers. More in depth inquiry into each media area will be required, as compared to previous courses. The course requires multiple completed projects in each media area. Students will receive a letter grade each marking period. (Lab Fee)	**3-D Design II**

AP Art History ART2004 1 credit 6/6 days a cycle Year 10th,11th,12th	Art History is an elective year-long AP class that analyzes art, architecture and artifacts from around the world. The class is primarily lecture based and requires students to take notes, be able to connect ideas and memorize information. A background in Social Studies and proficiency in essay writing is essential. The class covers art from prehistory all the way up to contemporary art and covers a combined 250~~m~~ pieces. Tests are given every other week and presentations are also used for evaluation. Art ability is not required. This is not a studio class.	93% in last year's **Academic English** or 83% in last year's **English Honors** AND 90% in last year's **Social Studies Academic** or 85% in last year's **Social Studies Honors**
Art 2-D Survey ART1022 .5 credit 6/6 days a cycle Semester	This semester-long course provides students of all levels experience with the elements of two-dimensional artwork and the use of popular 2-D art media. Materials to be utilized may include but are not limited to: paper, printmaking, collage, illustration and pen & ink. After introductory lessons, students work individually in the specified area. Projects are required and evaluated on a regular basis. Students will receive a letter grade each marking period. (Lab Fee)	
Art 3-D Survey ART1032 .5 credit 6/6 days a cycle Semester	This semester-long course provides students of all levels experience with the elements of three--dimensional artwork and the use of popular 3-D art media. Materials to be utilized may include but are not limited to hand-built clay, paper relief, plaster, wire, foam, and mixed media sculpture. After introductory lessons, students work individually in the specific area. Projects are required and evaluated on a regular basis. Students will receive a letter grade each marking period. (Lab Fee).	

BUSINESS APPLICATIONS

Department Chair: Joe Kilpatrick

Course Name **Course Level** **Credit** **# days/cycle** **Term Length**	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
College & Career Readiness BUS1212 .5 credit 6/6 days a cycle Semester **College & Career Readiness Online** BUS1222 .5 credit Online Semester	This course is a .5 semester elective and is the semester school based option. This course will introduce students to a Windows environment that will enable students to work with and manage computer files and software applications. Technology topics include: Microsoft Word, Microsoft Excel and Google Apps. Career Readiness topics will also be introduced. Career Readiness topics include Resumes, Cover Letters, Job Application Forms, Interviews and follow-up letters. An appropriately-placed student should expect a minimal amount (less than one hour per week) of assigned homework. Software: Microsoft Office 2016 and Google Applications. **College & Career Readiness Online** is a .5 semester elective and is the online option with the same curriculum listed above.	
Entrepreneurship BUS1052 .5 credit 6/6 days a cycle Semester	In this course students will develop a business plan for a small business and work in groups to develop or market a product or service. Through class discussions, group activities, textbook-workbook activities and case studies the course will explore small business and related marketing concepts. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned work. A final project is included in this course.	
Personal Finance BUS1112 .5 credit 6/6 days a cycle Semester **Personal Finance Blended** BUS1112B .5 credit 6/6 days a cycle Semester	This is an introductory course offered as a semester long elective to the 9th-12th grades. Introduction to Personal Finance will introduce to the students effective ways of handling their finances. Topics will include: Gross Pay, Deductions, and Net Pay, Budgeting and Record Keeping, Checking Accounts and other Banking Services, Saving for Your Future, Investing in Your Future, Credit in America, and Insurance. EverFi Financial Literacy will be used as a supplemental learning tool in this course. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned work. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential.	

Adobe Photoshop BUS1082 .5 credit 6/6 days a cycle Semester	Photoshop is the professional/standard software used for image manipulation and editing. In this semester course, students will learn how to use and apply the numerous tools to create powerful images. Students will have an opportunity to learn how to work with layers, use masks, and create unique images to give them an artistic look, as well as to distort and create unusual effects. Students will learn how to create dazzling text, apply text to photos, and add special effects to images to create dramatic results. Students will learn how to touch up old photos, and convert color photos to black and white. Recommended for students who want to pursue a career in Graphic Design, Art, Web Development or work at home! No homework assigned. Software: Adobe Photoshop and Photo Booth	
Programming Principles with Python BUS1102 .5 credit 6/6 days a cycle Semester	Using Python as a primary tool, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be a student's first course in computer science. The goal of the course will be to deepen core computer science concepts while looking through the lens of Python programming language. Python is one of the most used program languages and continues growing in popularity. **** Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors is required.***	**Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors**
Accounting I BUS2002 .5 credit 6/6 days a cycle Semester **Accounting I Blended** BUS2002B .5 credit 6/6 days a cycle Semester **Accounting I Online** BUS2002O .5 credit 6/6 days a cycle Semester	This semester course will enable students to learn Accounting concepts that are focused on Sole-Proprietorship and service-oriented businesses. This course will teach students the eight-step accounting cycle and how it can be applied to everyday life. Topics will include but are not limited to the accounting equation, T-accounts, posting to a general ledger, cash control systems, worksheets, balance sheets, and income statements. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned homework. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively. Online learning requires students to take the course asynchronously through the use of the Canvas Learning Management system. Students will be able to connect with the teacher during the assigned period or may use Google Meet to schedule time for questions and extra help. With six days of online learning per cycle, the course will provide flexibility in pace of instruction. Skills in organization of materials, use of technology, and management of time are essential.	
Accounting II BUS3012 .5 credit 6/6 days a cycle Semester **Accounting II Blended** BUS3012B .5 credit 6/6 days a cycle Semester	The Accounting II Course presents a complete accounting cycle for merchandising business organized as a corporation. The primary differences between merchandising business and a service business are that a merchandising business purchases merchandise for resale, charges sales tax on sales of merchandise, and includes a cost of merchandise sold section of the income statement. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned homework. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	**Accounting I**
Business Personal Law BUS2012 .5 credit 6/6 days a cycle Semester	This course will focus on both the substance and the process of our legal system and reflect many social and ethical issues. Practical contemporary legal issues such as sexual harassment, age discrimination, and employment contracts and protections will be addressed. In addition, the course has great practical value, providing background for professional exploration and illuminating the problems of private life, such as marriage, property rental and consumer protection. The Internet will also be used as a supplement to the course. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned work.	

Criminal Justice BUS2022 .5 credit 6/6 days a cycle Semester **Criminal Justice Blended** BUS2022B .5 credit 6/6 days cycle Semester	This course introduces students to legal terminology and practices, ethical and criminal issues, how and why laws are passed, juvenile justice, forensics, trials, sentencing, our penal system, the death penalty, and law enforcement. Classroom instruction will be reinforced through the use of case studies, current events, field trip experience, guest speakers, current periodicals, the Internet, and in-house projects. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned work. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	
Intro to Computer Programming Using C++ BUS2032 .5 credit 6/6 days a cycle Semester	This course will provide a foundation for further studies in computer science by introducing the high-level programming language C++ as a problem-solving tool. Program design, coding, debugging, testing, documentation, and proper programming style is the focus of the course. Topics include an introduction to control structures, looping, text files, and functions. A disciplined approach to problem solving methods and algorithm development will also be emphasized. Classroom instruction will be reinforced through case studies, periodicals, and in-house projects. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned homework. Software: Microsoft Visual C++. Recommended course sequence: AP Computer Science Principles, Intro to Programming Using C++, AP Computer Science A (Java). ***Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors is required.***	**Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors**
Sports & Entertainment Marketing BUS2042 .5 credit 6/6 days a cycle Semester **Sports & Entertainment Marketing Blended** BUS2042B .5 credit 6/6 days a cycle Semester **Sports & Entertainment Marketing Online** BUS2042O .5 credit 6/6 days a cycle Semester	Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in learning the foundations for the numerous careers in the sports and entertainment industry. Instructional areas will include: an orientation to sports and entertainment industry, economics, event execution, career opportunities, decision making, event marketing, advertising and promotion and legal aspects/contracts. Classroom instruction will be reinforced through the use of case studies, field trip experience, current periodicals, the Internet, software, and in-house projects. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned work. Wikis and blogs will be used as a supplement to the course. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively. Online learning requires students to take the course asynchronously through the use of the Canvas Learning Management system. Students will be able to connect with the teacher during the assigned period or may use Google Meet to schedule time for questions and extra help. With six days of online learning per cycle, the course will provide flexibility in pace of instruction. Skills in organization of materials, use of technology, and management of time are essential.	
AP Computer Science A BUS2004 1 credit 6/6 days a cycle Year 10th,11th,12th	This year-long course will provide a foundation for further studies in computer science by introducing the high-level JAVA programming language. This course is based on the premise that students will be able to pass the AP Java Exam given at the end of the year. Topics covered include: object-oriented programming, iteratives, conditionals, strings, arrays, searching, sorting, and data manipulation. Students will be able to produce original programs that will perform calculations, manipulate data, and display graphics. An appropriately placed student should expect approximately 3 hours a week of assigned homework. Software: Java Development Kit, J Grasp. Karel J Robot, Java Methods student disk (all free downloads). Recommended course sequence: AP Computer Science Principles, Intro to Programming Using C++, AP Computer Science A (Java).	83% in **Algebra II Honors** or 93% **Algebra II Accelerated**

AP Computer Science A Blended BUS2004B 1 credit 6/6 days a cycle Year 10th, 11th, 12th	Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	
AP Computer Science Principles BUS2014 1 credit 6/6 days a cycle Year 10th,11th,12th **AP Computer Science Principles Blended** BUS2014B 1 credit 6/6 days a cycle Year 10th,11th,12th	AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, Cybersecurity, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Recommended course sequence: AP Computer Science Principles, Intro to Programming Using C++, AP Computer Science A (Java). Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	85% or higher in **Algebra I Honors, Algebra I Accelerated,** or **Algebra I Academic**

FAMILY CONSUMER SCIENCES

Department Chair: Robin Daly

Course Name **Course Level** **Credit** **# days/cycle** **Term Length**	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Foods I FCS1002 .5 credit 6/6 days a cycle Semester	DID SOMEONE SAY FOOD? This introductory food preparation course is designed to provide students with basic food preparation skills, cooking principles and techniques that they can apply to their daily lives.Through classroom demonstrations, various learning strategies, and hands-on laboratory experiences, the students will become proficient in the use of standard cooking utensils and equipment, recipe terms, recipe completion skills, ingredient identification, ingredient purpose, and substitutions. Students will also learn how food plays a role in overall health and nutrition by understanding healthy options that support a radiant level of health and wellness including aspects of plant-based, natural foods cooking. Units of study will include kitchen and food safety, recipe measurements and development, vegetables and fruits, introductory baking, quick breads, yeast breads, herbs and spices, pasta, grains, cereals, proteins, and dairy. Students will also gain strength in decision-making skills, time management, organization and cooperation with group work. A variety of fun challenges will accelerate the use of cooperative learning groups in the classroom that will give students the opportunity to demonstrate teamwork, leadership roles, decision-making strategies, time management, and conflict resolution skills. The application of these learned family and consumer science skills will assist our students in all aspects of their daily lives and careers. (Lab Fee)	
Foods II FCS1022 .5 credit 6/6 days a cycle Semester	What do Iron Chef and Cupcake Wars have in common when we talk about Foods II? They are just some of the ways you'll be challenged in this class! Do you love to get creative in the kitchen? Do you think you can rise to the occasion and get a complete meal done in 30 minutes that is not only tasty BUT looks appealing, and with the energy of Rachel Ray? Do you think you can do this all on a college student budget? This class will not only elevate your culinary skills, but your palate and wallet, as well, in a fun, high energy environment. "This use of cooperative learning groups in the classroom will give students the opportunity to demonstrate teamwork, leadership roles, decision-making strategies, time management, and conflict resolution skills. The application of these learned family and consumer science skills will assist our students in all aspects of their daily lives and careers." (Lab Fee)	

Child Development FCS1022 .5 credit 6/6 days a cycle Semester	Do you like being around children? Are you thinking of coaching or teaching one day? Are you thinking about a career that involves working with children? If you answered yes to any of these questions, then this course is for you. The semester course will identify the skills necessary for effective and rewarding relationships with children. You will understand the benefits of learning about children, and gain knowledge in child growth and the interrelationship of all areas of development. Students will study the growth of a child from conception to school age, emphasizing the needs of the child and responsibilities of the caregiver. Students will also explore the following topics: parenthood as a choice, responsibilities of parenting, child care options, building positive parent/child relationships, theories of child development, variations in family styles and structures, and crisis situations in families (abuse, alcohol, divorce). Guest speakers, field trips, group work, projects, observations, and a student-created play day are all part of this course. (Lab Fee)	
Housing & Interior Design FCS1032 .5 credit 6/6 days a cycle Semester	This course will include a study of interior design, decorating & architecture. Students will plan and design living spaces and consider furnishings and decorating appropriate for the space, budget, and lifestyle. Students will plan living areas using the principles and elements of design. Individual projects will include a variety of hands-on experiences. Students will showcase their semester work in a portfolio including scale drawings, floor covering, window treatment, furniture arrangement, and accessories for a starter home and future Dream Home. (Lab Fee)	
Regional & Global Cuisine FCS2002 .5 credit 6/6 days a cycle Semester	Do you want to broaden your horizons and challenge your culinary skills? What do scones, enchiladas, eclairs and egg rolls have in common? They're all popular foods that originated in countries outside the U.S. This class is your passport to exploring the foods and cultures of countries around the world. Food customs, traditions, special cooking techniques and meal patterns of foreign countries, ethnic groups, and regions of the United States will be covered. You will discover the origins of many foods as we prepare recipes representing regional American and International cuisines. It will broaden a person's knowledge and understanding of nutrition, along with basic meal planning and food preparation skills. Be prepared to taste new foods that you may not have even heard but may become your new favorites. (Lab Fee)	

MUSIC DEPARTMENT

Department Chair: Jason Throne

Course Name **Course Level** **Credit** **# days/cycle** **Term Length**	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Concert Band MU1002 .50 credit 3/6 days a cycle Year	The band program at Unionville has a high level of expectation regarding the preparation, rehearsal, home practice and performances. It is expected that members will be prepared for class as well as the performance. This course also requires attendance at performances outside of the school day. The expectation is that all members will attend the concerts and be prepared for those events. Any woodwind, brass or percussion player may sign up for this class.	
Orchestra MU1012 .50 credit 3/6 days a cycle Year	The goal of the Unionville orchestra is to grow as an ensemble, as musicians, and as individuals. The ensemble performs a varied repertoire of music. Classes consist of structured rehearsals focusing on technique, tone and musicality alongside social and historical musical contexts. Each year the ensemble performs at the winter concert, spring concert, and the commencement ceremony. Every other year we also perform at the String Extravaganza, a district-wide celebration of the strings program. Students are granted opportunities to play in small ensembles, perform in the community, study etudes and solo repertoire, learn music history and theory, and engage in musical discourse with faculty and peers. Performance at after school concerts, as well as personal practice and preparation, are requirements for this course.	
Symphonic Band Honors MU1023 .50 credit 3/6 days a cycle Year	The band program at Unionville has a high level of expectation regarding the preparation, rehearsal, home practice and performances. It is expected that members will be prepared for class as well as the performance. This course also required attendance at performances outside of the school day. The expectation is that all members will attend the concerts and be prepared for those events. Any woodwind, brass or percussion player may audition for this upper level ensemble. Placement in this class is by audition and teacher recommendation only.	**Audition/Teacher rec required**
Jazz Band MU1032 .50 credit	The Jazz program at Unionville has a high level of expectation regarding the preparation, rehearsal, home practice and performances. It is expected that members will be prepared for class as well as the performance. Members will	**Audition/Teacher rec required**

3/6 days a cycle Year	explore big band jazz literature, improvisation and jazz history. This course also requires attendance at performances outside of the school day. In addition to our regular concerts, we will attend multiple jazz festivals as well as host our own festival, Jazz Along the Brandywine. The expectation is that all members will attend the festivals and concerts and be prepared for those events. Placement in this class is by audition and teacher recommendation only.	
Concert Choir MU1042 .50 credit 3/6 days a cycle Year	In this ensemble, major emphasis is on vocal development, music reading skills, ear training, and the study of varied choral literature. Students will perform in concerts, solo and ensemble activities, musicals, and other special events. Concert Choir is open to students in all grades.	
Concert Choir Semester MU2042 .25 3/6 days a cycle Semester	In this ensemble, major emphasis is on vocal development, music reading skills, ear training, and the study of varied choral literature. Students will perform in concerts, solo and ensemble activities, musicals, and other special events. Concert Choir is open to students in all grades. This semester course is available for students who can only fit in one semester of the ensemble and can be offered both Fall and Spring semester. The expectation is that all students take the full year **Concert Choir** MU1042.	This semester course DOES NOT meet the requirement to enroll in MU1053
Chorale Honors MU1053 .50 credit 3/6 days a cycle Year	In the chorale, major emphasis is placed on continued vocal development, continuation of music reading skills, ear training and the study of more complex choral literature. Students participate in frequent appearances and concerts both on campus and off campus. Students will perform in concerts, music festivals, assemblies, musicals, and other special events. Solo and small ensemble activities are encouraged in this advanced choir. Placement in this class is by audition and teacher recommendation only.	**Audition/Teacher rec required. Must also enroll in MU1042 to participate. Full year of Concert Choir is expected.**
Combined Chorale/Symphonic Band Honors MU1103 1 credit 6/6 days per cycle Year	Symphonic Band and Chorale	**Audition/Teacher rec required**
Fundamentals of Music MU1062 .25 credit 3/6 days a cycle Semester	This course is helpful to students planning careers or avocations in the music field or related industries. Students will spend class time pursuing their own musical interests. Whether it is on an instrument, voice, composition or other musical interests, students will have the choice of where they would like to focus their musical talents. Students will work individually to achieve their musical goals which will be set by the student and instructor. Experience on a music instrument is desirable.	
Guitar I MU1072 .25 credit 3/6 days a cycle Semester	This course provides students with the skills to analyze and compose music. Guitar 1 students will learn to play the classical guitar, to read music notation and guitar tablature, and to obtain a rudimentary to advanced understanding of various guitar-playing styles. Those styles include blues, rock, folk and classical. Students will be expected to play scales, chords, and notes with correct rhythms while playing alone (solo playing) or with others (ensemble playing). The course is designed to be appropriate for the beginning player with little to no background in music and/or guitar or the advanced player who can assist with the class and benefit from the review the course will give. Lessons are provided online and there is a fee of $10 to access the lessons.	
Guitar II MU2072 .25 credit 3/6 days a cycle Semester	Classes continue the process of creating a functional guitarist by introducing more complex concepts such as triplets, sixteenth note rhythms and different major/minor scales and their accompanying chords. We start developing the ability to play in position, which takes us up the neck to the high register of the guitar. By the end of the second semester, students will have the ability to figure out most music they will be asked to play. Classes will study the guitar as a solo instrument in addition to advanced technique to include movable scale and chord fingerings as well as jazz harmony. In this course, they will be combining all of the concepts of the previous guitar class to complete their training. Classical technique (right hand finger-picking) will be studied so that multi-voiced pieces involving complex counterpoint may be played allowing for more interesting solo guitar work.	60% in **Guitar I**
Music Technology I MU1092 .25 credit 3/6 days a cycle Semester	This course will allow students to explore music technology applications and techniques, utilizing MIDI workstations, synthesizers, and computer interfaces. Students will learn in a hands-on environment, developing skills with sequencing, notation, and other music software. A major music lab project will be required.	

Music Technology II MU2092 .25 credit 3/6 days a cycle Semester	This course will allow students to explore music technology applications and techniques, utilizing MIDI workstations, synthesizers, and computer interfaces. Students will learn in a hands-on environment, developing skills with sequencing, notation, and other music software. A major music lab project will be required. This is a second level course that will utilize advanced techniques and concepts to add on to the skills learned in the first level of this course.	**Music Technology I**
Music Theory I MU1082 .25 credit 3/6 days a cycle Semester	This course provides students with the skills to analyze and compose music. The main focus of this class will be to advance our music students abilities in note reading, scale construction, interval study, chord building, melody writing, ear training, creative composition writing, and sight reading.This class is intended for students who can read music and want to enhance their own musicality and is the prerequisite for Music Theory II.	
Music Theory II MU2082 .25 credit 3/6 days a cycle Semester	This course is designed for students with a serious interest in music and is especially recommended for those considering a career in music. Topics to be studied include scales, intervals, key signatures, chords, rhythmic notation, counterpoint, four-voice realization of figured bass symbols, sight-singing, and melodic dictation. There will be periodic quizzes, part-writing assignments, and listening assignments. Students who have completed this course will have a thorough understanding of the elements of music, as well as improved listening skills. Music Theory I must be successfully completed in order to take this course. This course is a prerequisite for a future AP Music Theory course.	
AP Music Theory MU3004 1 credit 6/6 days a cycle Year 10th,11th,12th	This course is designed for students who wish to prepare for the Advanced Placement (AP) test in Music Theory. Course content is consistent with the syllabus for AP Music Theory prepared by the College Board. It is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies. This rigorous course expands on the skills learned in the Music Theory I and II courses. Musical composition, sequencing and use of MIDI digital formats are some of the many applications employed to further student understanding of music theory. Students must have completed the Music Theory 1 & 2 courses. Advanced students may make arrangements with the teacher to test out of the Theory 1 & 2 course and earn a score of a 90% or above to qualify for this course.	**Completion of Music Theory I and II**

TECHNOLOGY & ENGINEERING DEPARTMENT

Department Chair: Mike Berkeihiser

Course Name **Course Level** **Credit** **# days/cycle** **Term Length**	**COURSE DESCRIPTIONS**	**Depts. Grade Recommendation & Course Prerequisite Requirement(s)** *Minimum course prerequisite requirement(s) course/level in bold*
Air & Water Transportation TE1082 .5 credit 6/6 days a cycle Semester	In this hands-on, action oriented course, you will gain a more in-depth understanding of the construction and operation of airplanes and boats. Students will build and launch model rockets and airplanes. Students will design, construct and race boat hulls. Students will learn to safely use tools, machinery, and lab equipment. (Lab Fee)	
Construction & Home Renovation TE1092 .5 credit 6/6 days a cycle Semester	In this hands-on action-oriented course, you will learn and practice the basics of building construction. You will learn how to frame walls, shingle roofs, hang drywall, wire switches and receptacles, install windows, lay numerous types of flooring, operate a variety of tools and equipment safely, read drawings and blueprints, and much more. This course will provide any student with skills and knowledge that will pay off forever, regardless of career choice. (Lab Fee).	
Land Transportation TE1112 .5 credit 6/6 days a cycle Semester	In this hands-on, action oriented course, you will gain a more in-depth understanding of mechanical systems, engine repair, and aerodynamics. Areas of lab work will include: disassembly and assembly of an internal combustion engine; designing, building and racing a CO2 powered dragster car; constructing and riding a hovercraft; and metal fabrication and welding. (Lab Fee)	
Architectural/CAD Drafting I TE1002 .5 credit 6/6 days a cycle Semester	This course will provide you with the opportunity to design, draw, and model the home of your dreams. You will use the same 2D and 3D CAD software used in Universities and major companies. If you plan to major in architecture in college, you can use this class to build your portfolio. You will understand computer-aided drawing and design, building techniques, economics, furnishings, traffic flow, use of space, balance, rhythm, and more. You'll have access to 3D printers, laser cutters, CNC routers and much more. (Lab fee).	

Architectural/CAD Drafting II TE2002 .5 credit 6/6 days a cycle Semester	In this hands-on computer-based course, you will gain a much more in-depth understanding of architectural CAD. If you plan to major in architecture in college, you can use this class to build your portfolio. You will use a number of different software packages to create 2- dimensional and 3- dimensional architectural drawings on the computer. You will use the same software and physical modeling techniques used in colleges, universities, and professional design firms. (Lab fee).	**Architectural / CAD Design and Drafting I**
Electronics I TE1012 .5 credit 6/6 days a cycle Semester	This action-oriented student centered course is designed for students interested in electronics and engineering. You will have the opportunity to solder and build a variety of projects that can be taken home, and learn about circuits and their components through experimentation. You will also gain an introductory experience with Raspberry Pi microcomputers and computer numerically controlled equipment. (Lab Fee)	
Electronics II TE2012 .5 credit 6/6 days a cycle Semester	This lab oriented course is the advanced study of electronics. You will build more involved projects and experiment with more complicated circuitry, providing a more in depth understanding of current practices and techniques in the electronics field. (Lab Fee)	**Electronics I**
Engineering I Survey TE1032 .5 credit 6/6 days a cycle Semester	STEM (science, technology, ENGINEERING, and math) careers are among the fastest growing in the world today. They provide qualified graduates with countless opportunities. Take some time while you are in high school to discover the engineering field and prepare yourself for college classes. You have an opportunity at UHS that many schools cannot offer. Engineering I Survey is the study and application of Electrical, Aerospace, Robotic, Manufacturing, and Design Engineering. You will use the engineering design process to solve engineering problems. You will communicate your solutions using state-of-the-art 2D and 3D CAD software, the same software packages used in colleges and in business. You will also learn to model your designs using multiple 3D printers, a laser cutter, and a huge computer numerically controlled (CNC) router. These models can be tested and evaluated using our computer-driven wind tunnel. This is very much a hands-on student driven class where students have freedom to create and build their own designs. (Lab fee).	
Engineering II Survey TE2032 .5 credit 6/6 days a cycle Semester	This course is an extension of Engineering I Survey. The content in the second course is deeper and students have much more freedom to choose the direction they would like to go. They can choose the engineering discipline they would like to focus on. Students will learn to build and program VEX Robots. The capstone activity is the design, manufacture, and sale of a product. Students will break into teams of design, marketing, finance, sales, production, safety, and quality. Student teams function like a business to design a product, take on shareholders, conduct market research, safely produce their high quality products using state of the art manufacturing techniques, sell their products, and pay stockholders. (Lab fee).	60% in **Engineering Survey I**
Engineering/CAD Drafting I TE1022 .5 credit 6/6 days a cycle Semester	This action-oriented student-centered course will provide you with an introduction to computer-aided drafting (CAD), 2D and 3D on-screen computer modeling, technological design and problem solving, and computer numerically controlled (CNC) machining. Students will learn to use our 3D printers, laser cutter, and huge CNC router for class projects. We call it a student centered course because you will spend the bulk of your time working on drawings, models, CAD drawings, and CNC projects. While this course would be beneficial to anyone, it is extremely valuable for anyone planning a career in engineering or other technical fields. (Lab fee).	
Engineering/CAD Drafting II TE2022 .5 credit 6/6 days a cycle Semester	This is a computer-based advanced drafting course where you will create CAD drawings, 2D and 3D computer models, and 3-D solid models. You will also have the opportunity to bring your computer models to life through the use of 3D printers, a laser cutter, and a huge CNC router for class projects. Students will also solve complex engineering problems. They will draw their solutions and model them using CNC equipment. (Lab fee).	**Engineering / CAD Design and Drafting I**
Graphic Communications I TE1042 .5 credit 6/6 days a cycle Semester	This course will provide an examination of graphic design, photography, and visual communications methods. A variety of graphic and media processes will be examined. Areas of study will include but not be limited to: desktop publishing, package and graphic design, screen process printing, multi-color and process color printing, digital photography, image conversion and manipulation. Students will be expected to produce a variety of items using software and hardware applications. You will use industry-related software (Adobe Creative Suite) to gain creative experience in creating designs such as logos, posters, packaging, publications, decals, and screen printed designs. The design process will be used extensively and students will be evaluated upon their ability to apply their knowledge to produce quality products. (Lab Fee)	

Graphic Communications II TE2042 .5 credit 6/6 days a cycle Semester	In this course, you will build upon your knowledge of design and fine-tune your ability to use typography, layout, and color theory to create eye-catching designs. You will use industry-related software (Adobe Creative Suite) to gain creative experience in creating designs such as logos, posters, packaging, publications, decals, and screen printed designs. Students will also work with outside clients to produce visual products. These projects will be advanced in both scope and design. Advanced techniques using Adobe Creative Suite will be explored in order to meet the needs of these clients. (Lab Fee)	**Graphic Communications I**
Photography I TE1052 .5 credit 6/6 days a cycle Semester.	This is an activity-oriented course designed for all students who are interested in exploring photography as a hobby or possible career choice. You will learn about digital photography through hands-on activities and projects. They will have an opportunity to explore different types of camera and photography equipment, including professional drones. Basic photographic principles including composition, exposure, processing, printing and presentation methods will be explored. You will have an introduction to the use of industry-related software (Adobe Creative Suite) to manipulate photographs that you create. (Lab Fee)	
Photography II TE2052 .5 credit 6/6 days a cycle Semester	This activity-oriented course offers the student who has completed Photography I the opportunity to further refine skills in photography. You will have opportunities to improve camera handling, build intermediate photography skills, and photo presentation skills. Projects will include the portrait, architectural, nature, and other types of photographs and preparing photographs for display. Students will also have the opportunity to utilize drones to explore aerial photography, The use of industry-related software (Adobe Creative Suite) to manipulate images will be emphasized. (Lab Fee)	**Photography I**
Photography III TE3052 .5 credit 6/6 days a cycle Semester	This activity-oriented course offers the student who has completed Photography II the opportunity to further refine skills in photography. You will have opportunities to explore more advanced photographic skills and become more comfortable with professional level equipment. The students will have the opportunity to explore event and location photography as well as the opportunity to further utilize drones for aerial photography, The use of industry-related software (Adobe Creative Suite) to manipulate images will be emphasized. (Lab Fee)	**Photography II**
Photography IV TE4052 .5 credit 6/6 days a cycle Semester	These semester courses will challenge students to use all of their previous course knowledge to further develop their skills and understanding of photography. Students will be required to develop an independent contract exploring an aspect of photography that they would like to further explore. Work outside of class will be required to complete (Lab Fee)	**Photography III**
TV/Video Production I TE1062 .5 credit 6/6 days a cycle Semester	In this hands-on course, students will make their own video productions. Students will have the opportunity to learn how to operate video cameras, sound equipment and various editing and other tools to produce a variety of video assignments based on personal, school, and community interests. There will be both group and individual projects. This class utilizes a fully equipped TV Studio and editing facility. No previous experience is necessary. (Lab Fee)	
TV/Video Production II TE2062 .5 credit 6/6 days a cycle Semester	In this course students will continue to study the subject of video production. Much of the course will be spent learning how to utilize non-linear editing systems and additional camera techniques including lighting and special effects. Students will use different audio equipment, specifically external microphones, and study their importance in video productions. Students will work in teams using digital video equipment to complete a variety of video production assignments. Each student will be expected to produce several professional level edited projects for a student video portfolio.	**TV / Video Production I**
TV/Video Production III TE3062 .5 credit 6/6 days a cycle Semester	These semester courses will challenge students to use all of their previous course knowledge to produce video packages. Students will operate the audio and video mixers and other equipment used in the studio broadcast and control rooms. The class will be expected to work as part of a team to write and produce packages that will be featured on our school morning show and on the school TV network. Some time will also be spent on chroma key work, lighting techniques and creation of computer animated graphics. Students will be encouraged to produce segments for entry in various contests and scholarship opportunities.	**TV / Video Production II**
TV/Video Production IV TE4062 .5 credit 6/6 days a cycle Semester	These semester courses will challenge students to use all of their previous course knowledge to produce video packages. Students will operate the audio and video mixers and other equipment used in the studio broadcast and control rooms. The class will be expected to work as part of a team to write and produce packages that will be featured on our school morning show and on the school TV network. Some time will also be spent on chroma key work, lighting techniques and creation of computer animated graphics. Students will be encouraged to produce segments for entry in various contests and scholarship opportunities.	**TV / Video Production III**

Wood & Metal Technology I TE1072 .5 credit 6/6 days a cycle Semester	**Ignite your passion for creating!!!** Work with your hands and develop a lifelong skill. Learn the basics of woodworking and create projects that are meaningful. Students will use all of the equipment in our fully outfitted woodworking lab (shop) with safety as our top priority. This is a great opportunity for all students, regardless of their future career aspirations. Students will develop skills in this class that will be useful throughout life in their careers and as future homeowners. (Lab Fee)	
Wood & Metal Technology II TE2072 .5 credit 6/6 days a cycle Semester	This is a course in advanced level woodworking where students will have the opportunity to build a wide variety of furniture pieces and other items. Students will build upon what they learned in the previous course class and apply their knowledge to more advanced projects. (Lab Fee)	**Wood and Metal Technology I**
Wood & Metal Technology III TE3072 .5 credit 6/6 days a cycle Semester	Advanced courses designed to utilize current and innovative manufacturing techniques. Students will work independently to design and make a custom piece of furniture. Students will incorporate the use of CNC machinery in the design. (Lab fee).	**Wood and Metal Technology II**
Wood & Metal Technology IV TE4072 .5 credit 6/6 days a cycle Semester	Advanced courses designed to utilize current and innovative manufacturing techniques. Students will work independently to design and make a custom piece of furniture. Students will incorporate the use of CNC machinery in the design. (Lab fee).	**Wood and Metal Technology III**

TECHNOLOGY & ENGINEERING DEPARTMENT

Yearlong Honors Engineering Electives

The following section describes the Project Lead the Way (PLTW) dual-enrollment honors engineering pathway. Students will earn honors credit at UHS and can also earn 3 college credits per course through Rochester Institute of Technology (RIT). The first course in the sequence is Intro to Engineering Design Honors. Students need not take all five classes, but should consider starting early in case they choose to do so.

*Students will have the option to apply for and receive 3 college credits (for a fee) per PLTW honors engineering class through Rochester Institute of Technology (RIT). At the end of each class, students take the Project Lead the Way End of Course Assessment (EOC). Their score on this test determines the letter grade of college credit they receive. After students get their EOC score in June, they simply fill out the RIT Undergraduate Registration Form for PLTW and mail a check. Students will receive an RIT transcript with three credits they can transfer to the university they ultimately attend (**Please note that transfer credit is at the discretion of the university**).*

Technology and Engineering Department PLTW Honors Engineering Sequence

9th Grade	10th Grade	11th Grade	12th Grade
• Introduction to Engineering Design • Introduction to Engineering Design Blended	• Principles of Engineering	• Computer Integrated Manufacturing • Civil Engineering and Architecture Blended	• Engineering Development and Design Blended

Intro to Engineering Design Honors TE1003 1 credit 6/6 days a cycle Year	This honors level year long course utilizes Autodesk Fusion 3D solid modeling design software to help students design solutions to proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will learn to create animated 3D assembly models in Inventor and print them on our 3D printers. Students can earn 3 college credits for taking this class through the Project Lead The Way program. (Lab fee). ***Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors is required.***	**Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors**
Intro to Engineering Design Honors Blended TE1003B 1 credit 6/6 days a cycle Year	Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	

Principles of Engineering Honors TE2003 1 credit 6/6 days a cycle Year	Through design problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, energy sources, machine control, fluid power, the strength of structures and materials, and automation. Students program robots in Robot C to solve engineering design problems. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students can earn 3 college credits for taking this class through the Project Lead The Way program. (Lab fee).	73% in **Introduction to Engineering Design Honors**
Computer Integrated Manufacturing Honors TE3003 1 credit 6/6 days a cycle Year	CIM is the study of manufacturing planning, integration, and implementation of automation. CIM explores manufacturing history, processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that manufacturers have adopted to improve safety, quality, and efficiency. Students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. Students can earn 3 college credits for taking this class through the Project Lead The Way program. (Lab fee).	73% or better in **Principles of Engineering Honors**
Civil Engineering and Architecture Honors Blended TE3013B 1 Credit 6/6 days a cycle Year	Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.Students can earn 3 college credits for taking this class through the Project Lead The Way program. (Lab fee) Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	73% or better in **Principles of Engineering Honors or an A in Architectural CAD I**
Engineering Design & Development Honors Blended TE4003B 1 credit 6/6 days a cycle Year	Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Blended learning combines traditional and online instruction to develop personalized learning. With three days in the classroom and three days online, blended learning uniquely provides flexibility in the place, pace, and path of instruction. The course is matched with a traditional course in level of rigor and investment of time. Skills in organization of materials, use of technology, and management of time are essential. The three day online learning days allow the student and teacher an important opportunity to work collaboratively.	73% or better in **Computer Integrated Manufacturing Honors or Civil Engineering and Architecture Honors**

GIFTED SUPPORT

Department Chair: Sue Matz

Course Name Course Level Credit # days/cycle Term Length	COURSE DESCRIPTIONS	Depts. Grade Recommendation & Course Prerequisite Requirement(s) *Minimum course prerequisite requirement(s) course/level in bold*
Higher Order Thinking Skills GS1002 .25 credit 3/6 per cycle Semester	The HOTS seminar is an experiential class that uses small and large group discussion to teach communication, cooperation, and critical thinking skills. Students are exposed to topics designed to help them discover their strengths and weaknesses as thinkers and as learners. The seminar is graded on a Pass/Fail basis. Limited homework is required to successfully complete the course.	This course is open to and best suited for high-achieving 9th grade students.

SPECIAL EDUCATION

Department Chairs: Stephanie Brown & Megan Hilbolt

Course Name	COURSE DESCRIPTIONS	
Pathways Support	This program is designed to provide support to students who have emotional needs, identified through an assessment and evaluation process, who require additional support to be successful in the school environment. Services are maintained to meet the individual needs of these students. Students may receive support in the Pathways classroom or in the general education classes. Ongoing parent contact, diagnostic evaluations, and skill development through the delivery of curriculum are an integral part of the program.	
Learning Support	This course is designed to provide specific support based on a student's individualized needs, identified through an assessment and evaluation process. Students may receive strategy instruction or opportunities for guided practice related to a student's IEP goals. Support may also be provided in general education classes where the special education teacher or paraprofessional is a consultant, co-planner or co-teacher alongside the general education teacher.	
Strategies for Life	This course is designed to provide support for students who are identified with Autism through an assessment and evaluation process. Students in this program also require additional support to be successful in the school environment. Qualifying students will see strategy instruction, ongoing skill development, and opportunities for guided practice related to their individual IEP goals. Social skills instruction and executive functioning skills are an integral part of this program.	
Life Skills Support	This program is designed to educate and provide support for students who qualify for Life Skills Instruction through an assessment and evaluation process. Students in this program require direct instruction in research-based alternative curricula in English, Math, and Functional Skills/Practical Living. Instruction in this program is aligned with PASA Essential Elements for Grade 9-12 (English & Math). Students enrolled in these courses receive instruction that is appropriate for their individual needs. Instruction in Practical Living is in alignment with the PA Standards for Career and Work.	

DUAL ENROLLMENT

https://www.wcupa.edu/_admin/dualEnrollment/

Dual enrollment courses are offered to UHS seniors only. Minimum of 3.0 GPA to apply for dual enrollment.

Courses	Course Descriptions	Prerequisite
	Dual Enrollment opportunities through West Chester University have traditionally been offered to members of the senior class. We will communicate the WCU course offerings to our current juniors later in the spring when West Chester provides them to us. *Details about course offerings will be shared with students when West Chester University releases their Fall 2025 schedule.	

CAREER & TECHNICAL EDUCATION

Octorara & TCHS

Octorara

The Octorara Homeland Security and Protective Services Academy (OHSPSA) is an approved PA Department of Education Career and Technical Education Program of Study available to students in grades 10, 11, and 12 for every Chester County school. The Academy is a part-time school of choice specializing in careers for pre-hospital emergency medical care, emergency medical technician (EMT), firefighting, emergency management, law enforcement, corrections, and military services. For more information about OHSPSA, go to www.octorara.k12.pa.us.

Courses	Course Descriptions	Prerequisite
Homeland Security Octorara 891 Year 10th,11th,12th	This program of study prepares individuals to apply technical knowledge and skills required to perform entry level duties as a firefighter, emergency medical and first aid responder, security, corrections, as well as various other occupations which encompass the broad spectrum of public safety. The program stresses techniques, methods, and procedures associated with emergency responses. Upon completion, students have the ability to earn up to 50 college credits, 76 state and national job-related certifications which are required for entry level positions. The Academy is a half day program located at the Chester County Emergency Services Training Center in Coatesville.	By application only.

Technical College High School: TCHS

The Chester County Intermediate Unit operates career and technical education programs for high school students at the Chester County Technical College High School (TCHS) in three locations: Brandywine Campus, Pennock's Bridge Campus and Pickering Campus. The Chester County Technical College High School (TCHS) is a part-time, public high school of choice specializing in career and technical education for students in grades 9-12. TCHS offers students an opportunity to prepare for their futures. Whether that means going on to higher education, securing a job after high school or some combination of the two, TCHS' student-centered approach crafts an educational experience as unique as each of its students. For more information about Chester County Technical College High School programs or to apply online visit www.technicalcollegehighschool.org. The career and technical education (CTE) programs offered at TCHS are aligned to the Pennsylvania State Standards, focused on national industry standards and are tuition-free for students. CTE programs lead seamlessly to postsecondary education through the Pennsylvania Department of Education's (PDE) SOAR Programs of Study. The mission of SOAR is to prepare **S**tudents (who are) **O**ccupationally and **A**cademically **R**eady for college and careers in an increasingly diverse, high- performing workforce. Graduates of approved SOAR programs who meet academic and technical criteria qualify for several FREE technical credits at over forty-three participating colleges across Pennsylvania. For more information about SOAR and the complete list of participating colleges and postsecondary programs visit: www.cciu.org/collegecredit.

Courses	Course Descriptions	Prerequisite
Allied Health Science Technology TCHS T100A 2 periods 6/6 a cycle Year	The Allied Health program is a highly regarded option for those considering a career in the medical profession. Top seniors who enroll in this 7.5 hour per week college prep program split their time behind a desk in the classroom and on their feet in local health care facilities. Students have three pathways to choose from: **Hospital, EMT or Sports Medicine** track. The hospital track is for those students who are primarily interested in getting a comprehensive overview of the medical field in a hospital setting. Students will complete clinical rotations across a wide variety of hospital departments. The EMT track is for those students who are primarily interested in pursuing a career in the emergency medical field or building a foundation of knowledge with the goal of acquiring a future medical degree. Students will complete hands-on clinical rotations in the field with their local fire or EMS company. The program is based out of Good Fellowship Ambulance and EMS Training Institute in West Chester, PA. The sports medicine track is for those students who are interested in pursuing a career in the physical medicine and rehabilitation field. Students may complete clinical rotations in high school athletic training rooms and community rehabilitation facilities. Students interested in becoming an athletic trainer, physical therapist, nutritionist/dietician or a sports medicine physician will benefit from instruction by a TCHS educator with industry experience. Students will have the opportunity to earn professional certificates and college credits in all three pathways. For more information, please schedule a time to speak with your school counselor.	By application only. Students must possess a driver's license, reliable means of transportation and proper clearances.
Animal Science TCHS T101A Year	Animal Science prepares students to provide for the welfare of animals in the pet companion industry, veterinary science and biomedical fields. Graduates of the program are prepared for post- secondary education and entry-level employment. Upon graduation, interesting and rewarding career paths can be followed which combine a love for animals with an interest in the life sciences. Program concentrations include animal anatomy and physiology, animal cruelty issues, animal hygiene, genetics, husbandry, nutrition, preventative care and medicine, reproduction, and surgical assisting. Due to the emphasis on science and math, students considering this program should possess a strong academic foundation.	By application only
Automotive Collision Technology TCHS T102A Year	Automotive Collision Technology is for students who have a keen interest in motor vehicles and an eye for color, shape and creativity. Graduates of the program are prepared to pursue professional credentialing, entry-level employment, and post-secondary education. Automotive Collision technology instruction is provided in the following areas: detailing and estimating, glass and hardware repair and replacement, metal finishing and body fillings, non-structural damage repair, outer body panel repair, painting and refinishing, welding and cutting. Program learning activities parallel the industry-recognized I-CAR curriculum.	By application only
Automotive Service Technology TCHS T103P Year	The Automotive Service Technology program is certified by the National Automotive Technicians Education Foundation (NATEF) and prepares students for post-secondary education and entry-level employment in the rapidly changing automotive service industry. Students are introduced to the ever-changing advancements that occur in the automotive industry such as hybrid vehicle design and maintenance. Instruction is provided in the following areas: automotive electrical and electronics systems, brake repair and installation, drivetrain and engine performance, heating and cooling systems, suspension and steering systems. The program also emphasizes customer relations and instructs students in the use of proper etiquette in a service economy.	By application only.

Commercial Art and Design Media TCHS @ Oxford HS **T147A** **Year**	This program will take place at Oxford High School, but if offered through TCHS. Commercial Art and Design Media is a program in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. It includes instruction in concept design, layout, paste-up, and techniques including drawing, and computer graphics. The Commercial Art & Design Media program is based upon industry standards, preparing creative students for admission to post-secondary art schools and entry-level employment in the graphic communications industry. Upon completion of the program, students have a completed portfolio of their work to present to prospective employers and college admissions officers. **Most students who participate in this program will have to take Social Studies, PE, and Health online through Brandywine Virtual Academy. Due to the timing of the program and transportation, students typically have to complete these courses independently outside of their school day. Please see your school counselor for more information.**	By application only.
Carpentry TCHS T105A Year	The Carpentry program develops students' skills for a career in the residential, commercial and home improvement construction industry. Students enrolled in the program learn safety practices, job estimating, and materials selection practices. They also learn the basics of rough carpentry, including the layout of walls, rafters, stairs and floors. Finish carpentry is also studied, including blueprint reading and drafting, cutting and joining construction materials, door, window and trim installation. Students have the opportunity to learn cabinet and furniture construction, including the use of laminates. A major focus is the construction of the joints required in fine cabinetry and furniture construction. Students study blueprint reading, construction methods and estimating, materials selection, and the safe use of hand and power tools. Students are responsible for the completion of hands- on carpentry and cabinetmaking projects from start to finish.	By application only.
Computer Info Systems Programming TCHS T107A Year	In the Computer Information Systems program, there is an emphasis on operating systems, applications programming languages, and networking equipment through hands-on training. After successful completion of the course, students are prepared for post-secondary education and entry-level positions in the computer support and operations, networking, and software development fields. There are four primary tracks addressed in the Computer Information Systems program, as follows: Networking Hardware, Networking Software, A+ Training, and Application/Web Development. In addition, all students are exposed to network security concepts. Our Security+ training course teaches the latest testing objectives and is designed to assist users in implementing and maintaining communication security, cryptography, access control, infrastructure security and authentication.	By application only.
Construction Trades TCHS T148A Year	The Construction Trades program provides instruction in a number of construction trades and is focused on the building and installation of all systems in a physical structure. Classroom and lab experiences involve the basics of several building trades including carpentry, interior finishes, masonry, plumbing, and electricity. As a student in Building Construction Operations, you will also learn to use various hand tools and power tools. This program takes place at Oxford High School.	By application only.
Cosmetology TCHS T108A Year	The Cosmetology program prepares students for state licensing in the field of cosmetology. Students can qualify to become a licensed cosmetologist or to obtain a specialized license in other areas, such as: nail technician, esthetician or natural hair braider. Program theory and hands-on skill instruction is provided in the following areas: facials, hairstyling, cutting, coloring, permanent waving and relaxing, straightening, infection control, principles and practice, manicures and pedicures, and professional awareness.	By application only.
Criminal Justice & Police Sciences TCHS T109A Year	The Criminal Justice and Police Sciences program prepares students for both post-secondary education and entry-level employment in the protective services field. Students in the program are graded based on mastery of traditional classroom theory and performance of hands-on skills, including: performing police and security tactics, investigating crime scenes, and investigation report writing. Students receive instruction in the following areas: basic fire science, crime scene investigation, criminal investigation, criminal law, civil law, and court procedures, electronic security systems, forensic science, investigative photography, police and security tactics, and self-defense.	By application only.
Culinary Arts TCHS T110A Year	The Culinary Arts program teaches students the necessary skills to be successful in the creative and rewarding food service industry. Graduates of the program may choose to continue their education with advanced standing in college and other post-secondary programs, or they may seek employment in entry-level culinary positions. The instructional program includes classroom theory and hands-on skill development in the following areas: baking, catering, customer service, food preparation, food service management, short order and high-volume cooking. Graduates of the program are certified under an American Culinary Federation approved program.	By application only.
Early Childhood Care & Education TCHS T111A Year	The Early Childhood Care and Education program aligns its curriculum with the Pennsylvania Department of Education Bureau of Career & Technical Education Child Development Associate (CDA)-Ready curriculum. All components of our Early Childhood Care and Education program prepare students to earn the CDA national certification. To become CDA ready, students complete 120 hours of formal training through multiple modalities, such as: active accredited training, project-based learning, research and field observations, and web-based distance education. Students gain experience as they rotate through various in-house preschool programs. Students create portfolios and professional development records that document their training and 480 hours of experience working with children in a preschool environment. Agreements with various colleges can provide students with between six and 15 undergraduate credits in early childhood education after completing the program.	By application only.

Electromechanical Engineering Tech T149A Year	Students who are excited about exploring, creating and designing solutions to everyday problems would be an excellent fit for this program. Students will gain experience and knowledge about electrical systems, mechanical systems and computer systems, which are vital to engineering, manufacturing and automation. This program prepares students to combine engineering principles with hands-on experience to prepare them for both college and related careers.	By application only
Engine Technology TCHS T114A Year	The Engine Technology program prepares students with the skills to troubleshoot and repair residential, commercial, and recreational outdoor power equipment and small engines. The program is aligned with the industry-recognized Equipment Engine Training Council (EETC) certification program, and includes engine repair and rebuilding, performance upgrades and the repair of various systems. The systems covered in the program include fuel, electronic, lubrication, cooling and braking systems. Maintenance procedures are a key component of the program as they relate to welding, fabrication and machining. The use of computer technology in a customer service- and teamwork-based learning environment, is a major focus of the program. Career advancement in this field is largely dependent upon post-secondary education and successful work experience.	By application only.
Health Career Pathways TCHS T116A Year	Students explore the many exciting career pathways available in the health and medical occupations fields. They study vital signs, adult and pediatric patient assessment, ambulatory devices, and direct patient care. Direct clinical observation experience in a health care setting may be arranged to prepare students for a variety of careers in the healthcare industry. The Health Career Pathways program combines instruction in anatomy and physiology, growth and development, health careers, medical abbreviations, medical ethics, medical terminology, and nutrition. An emphasis is placed on communication and leadership skills, computer literacy and medical math. Many graduates of this program choose to continue their education to pursue careers in nursing, sports medicine, physical therapy and radiology.	By application only.
HVAC & Refrigeration Technology TCHS T119A Year	The HVAC/Refrigeration Technology program provides students with the opportunity to install, maintain, and troubleshoot a wide range of heating, ventilation, air-conditioning, and refrigeration systems. Students in the program develop the skills needed to assemble and install tubing and piping systems, motors, compressors, control devices, valves and thermostats. Blueprints and schematics for related equipment and systems are also studied. In addition, basic electrical and control circuit concepts are taught and applied. Classroom presentations are reinforced by hands-on projects that enhance the learning experience. Graduates of the program may choose to continue their education in a post-secondary technical program, pursue an apprenticeship, or gain entry-level employment in the HVAC/ refrigeration field.	By application only.
Teacher Leadership Academy TCHS T122A and T122P Year	The Teacher Leadership Academy is a program for high school seniors interested in pursuing a career in the field of education. In addition to earning 2 high school credits, students have the opportunity to enroll in a dual enrollment program with Delaware County Community College (DCCC), where they can earn 9 college credits. The college courses are EDU 110 - Introduction to Teaching, EDU 215 -Theory and Field Experience in Elementary Education, and ENG 100 - English Composition. The course consists of 7.5 hours/week divided between classroom instruction and internships with certified, tenured teachers at all grade levels, resulting in approximately 180 hours of instruction and 90 hours of internship experience. Student internships consist of Elementary, Secondary Education and Special Education placements.	By application only. Students must possess a driver's license, reliable means of transportation and proper clearances.
Welding & Metal Fabrication TCHS @ Octorara HS T146A Year	This program will take place at Octorara High School but is offered through TCHS. Students in this program will be prepared for a variety of metalworking occupations as they gain hands-on experience with both welding and metal shaping equipment. This program will teach students how to fabricate new items and repair existing metal items. Students will be instructed using industry standard machines, such as: lathes, mills, grinders, drills, saws, and welders that will allow students to form, shape, mold, cut, twist, and work upon metal. This program prepares students for industry careers or college. **Most students who participate in the Welding program have to take Social Studies, PE, and Health online through Brandywine Virtual Academy. Due to the timing of the program and transportation, students typically have to complete these courses independently outside of their school day. Please see your school counselor for more information.**	By application only.
Veterinary Science TCHS T800A Year	The Veterinary Science program prepares students for successful employment in the field of veterinary medicine in entry-level positions at private veterinary practices, animal hospitals, biomedical research facilities, pharmaceutical companies, diagnostic laboratories and the military. Students interact with animals in and out of the classroom, job shadow and attend clinics with local veterinarians. The Veterinary Science program is designed to prepare students for post-secondary education with an emphasis on the sciences. Students must possess a strong academic foundation and have at least a 3.0 GPA. Students in this program have the opportunity to pursue college credits while enrolled at TCHS.	By application only.

COURSE NUMBERS & COURSE NAMES BY DEPARTMENT

Course #	Course Name	Credit	Days/Cycle	Term	Dept
ENGLISH					
ENG1001*	English 9 First Level	1	6/6	Year	ENG
ENG1002*	English 9 Academic	1	6/6	Year	ENG
ENG1003*	English 9 Honors	1	6/6	Year	ENG
ENG2001*	English 10 First Level	1	6/6	Year	ENG
ENG2002*	English 10 Academic	1	6/6	Year	ENG
ENG2003*	English 10 Honors	1	6/6	Year	ENG
ENG2003B*	English 10 Honors Blended	1	6/6	Year	ENG
ENG2012*	Creative Writing	0.5	6/6	Semester	ENG
ENG2022*	Public Speaking	0.5	6/6	Semester	ENG
ENG3001*	English 11 First Level	1	6/6	Year	ENG
ENG3003*	English 11 Honors	1	6/6	Year	ENG
ENG3004*	AP English Language & Composition	1	6/6	Year	ENG
ENG3062*	American Literature 11 Academic	1	6/6	Year	ENG
ENG3072*	American Composition 11 Academic	1	6/6	Year	ENG
ENG4001*	English 12 First Level	1	6/6	Year	ENG
ENG4002	English 12 Academic	1	6/6	Year	ENG
ENG4002B	English 12 Academic Blended	1	6/6	Year	ENG
ENG4003*	English 12 Honors	1	6/6	Year	ENG
ENG4003B*	English 12 Honors Blended	1	6/6	Year	ENG
ENG4004*	AP English Literature & Composition	1	6/6	Year	ENG
ENG4004B*	AP English Literature & Composition Blended	1	6/6	Year	ENG
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
SOCIAL STUDIES					
SS1001	Western Civilization First Level	1	6/6	Year	SS
SS1002*	Western Civilization Academic	1	6/6	Year	SS
SS1003*	Western Civilization Honors	1	6/6	Year	SS
SS1003B*	Western Civilization Honors Blended	1	6/6	Year	SS
SS2001	World History First Level	1	6/6	Year	SS
SS2002*	World History Academic	1	6/6	Year	SS
SS2002B*	World History Academic Blended	1	6/6	Year	SS
SS2003*	World History Honors	1	6/6	Year	SS
SS2003B*	World History Honors Blended	1	6/6	Year	SS
SS2004*	AP World History	1	6/6	Year	SS
SS2014*	AP Psychology	1	6/6	Year	SS
SS3001	U.S. History & Cultures First Level	1	6/6	Year	SS
SS3002*	U.S. History & Cultures Academic	1	6/6	Year	SS
SS3003*	U.S. History & Cultures Honors	1	6/6	Year	SS
SS3003B	U.S. History & Cultures Honors Blended	1	6/6	Year	SS
SS3004*	AP US History	1	6/6	Year	SS
SS4001	Civics & Econ: 21st Century First Level	1	6/6	Year	SS
SS4002*	Civics & Econ: 21st Century Academic	1	6/6	Year	SS
SS4002B*	Civics & Econ: 21st Century AC Blended	1	6/6	Year	SS
SS4004*	AP Comparative Government & Politics	1	6/6	Year	SS
SS4014*	AP Economics	1	6/6	Year	SS
SS4024*	AP US Government	1	6/6	Year	SS
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
MATH					
MA1001	Algebra I A First Level	1	6/6	Year	MA
MA1002*	Algebra I Academic	1	6/6	Year	MA
MA1012*	Algebra I Accelerated	1	6/6	Year	MA
MA2001	Algebra I B First Level	1	6/6	Year	MA
MA2002*	Geometry Academic	1	6/6	Year	MA
MA2003*	Geometry Honors	1	6/6	Year	MA
MA2003B*	Geometry Honors Blended	1	6/6	Year	MA
MA2012*	Geometry Accelerated	1	6/6	Year	MA

MA3001	Geometry First Level	1	6/6	Year	MA
MA3002*	Algebra II Academic	1	6/6	Year	MA
MA3003*	Algebra II Honors	1	6/6	Year	MA
MA3003B*	Algebra II Honors Blended	1	6/6	Year	MA
MA3012*	Algebra II Accelerated	1	6/6	Year	MA
MA3012B*	Algebra II Accelerated Blended	1	6/6	Year	MA
MA4002*	Algebra III and Trigonometry Academic	1	6/6	Year	MA
MA4012*	Trigonometry & Analysis Accelerated	1	6/6	Year	MA
MA4012B*	Trigonometry & Analysis Accelerated Blended	1	6/6	Year	MA
MA4022*	Statistics Academic	1	6/6	Year	MA
MA4023*	Advanced Math Honors	1	6/6	Year	MA
MA4032*	Statistics Accelerated	1	6/6	Year	MA
MA5002*	Topics in Calc & Statistics Accelerated	1	6/6	Year	MA
MA5004*	AP Calculus AB	1	6/6	Year	MA
MA5012*	Calculus Accelerated	1	6/6	Year	MA
MA5014*	AP Statistics	1	6/6	Year	MA
MA5014B*	AP Statistics Blended	1	6/6	Year	MA
MA6004*	AP Calculus BC	1	6/6	Year	MA
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
SCIENCE					
SC1001*	Global Science First Level	1	6/6	Year	SC
SC1012*	Intro to Chemistry and Physics Academic	1	6/6	Year	SC
SC1002*	Biology I Academic	1	6/6	Year	SC
SC1002B*	Biology I Academic Blended	1	6/6	Year	SC
SC1003*	Biology I Honors	1	6/6	Year	SC
SC1003B*	Biology I Honors Blended	1	6/6	Year	SC
SC2001	Biology I First Level	1	6/6	Year	SC
SC2002*	Chemistry I Academic	1	6/6	Year	SC
SC2003*	Chemistry I Honors	1	6/6	Year	SC
SC3002*	Physics I Academic	1	6/6	Year	SC
SC3002B	Physics 1 Academic Blended	1	6/6	Year	SC
SC3003*	Physics I Honors	1	6/6	Year	SC
SC3004*	AP Physics C: Mechanics	1	6/6 and 2/6	Year	SC
SC3013*	Anatomy and Physiology Honors	1	6/6	Year	SC
SC3014*	AP Biology	1	6/6 and 2/6	Year	SC
SC3021*	Environmental Science First Level	1	6/6	Year	SC
SC3022*	Environmental Science Academic	1	6/6	Year	SC
SC30220*	Environmental Science Academic Online	1	6/6	Year	SC
SC3024*	AP Environmental Science	1	6/6 and 2/6	Year	SC
SC3032*	Astronomy & Oceanography Academic	1	6/6	Year	SC
SC3034*	AP Chemistry II	1	6/6 and 2/6	Year	SC
SC3042*	Forensic Science Academic	1	6/6	Year	SC
SC3042B	Forensic Science Academic Blended	1	6/6	Year	SC
SC3043B	Science Research Honors Blended	1	6/6	Year	SC
SC4004*	AP Physics C: Electricity & Magnetism	1	6/6 and 2/6	Year	SC
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
HEALTH/PE					
HPE1002	Wellness I	0.25	3/6	Semester	HPE
HPE1012	Team Building & Leadership 9	0.25	3/6	Semester	HPE
HPE1022	Drivers Education - Fall	0.25	3/6	Semester	HPE
HPE1032	Drivers Education - Spring	0.25	3/6	Semester	HPE
HPE1122	Full Year Adaptive PE	0.5	3/6	Year	HPE
HPE2002	Wellness II	0.25	3/6	Semester	HPE
HPE2012	Sports Science	0.5	6/6	Semester	HPE
HPE2012B	Sports Science Blended	0.5	3/6	Semester	HPE
HPE2022	Lifelong Fitness 10	0.25	3/6	Semester	HPE
HPE3022	Introduction to Yoga	0.25	3/6	Semester	HPE

HPE3052	Yoga 2	0.25	3/6	Semester	HPE
HPE3032	Personal Fitness	0.25	3/6	Semester	HPE
HPE3042	Team Games	0.25	3/6	Semester	HPE
HPE3062	Developing Effective Leadership	0.25	3/6	Semester	HPE
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
BUSINESS APPLICATIONS					
BUS1052	Entrepreneurship	0.5	6/6	Semester	BUS
BUS1082	Adobe Photoshop	0.5	6/6	Semester	BUS
BUS1102	Programming Principles with Python	0.5	6/6	Semester	BUS
BUS1112	Personal Finance	0.5	6/6	Semester	BUS
BUS1112B	Personal Finance Blended	0.5	6/6	Semester	BUS
BUS1212	College and Career Readiness	0.5	6/6	Semester	BUS
BUS1222	College and Career Readiness Online	0.5	6/6	Semester	BUS
BUS1232	College and Career Readiness Survey	0.25	3/6	Semester	BUS
BUS2002	Accounting I	0.5	6/6	Semester	BUS
BUS2002B	Accounting I Blended	0.5	6/6	Semester	BUS
BUS20020	Accounting I Online	0.5	6/6	Semester	BUS
BUS2004	AP Computer Science A	1	6/6	Year	BUS
BUS2004B	AP Computer Science A Blended	1	6/6	Year	BUS
BUS2012	Business Personal Law	0.5	6/6	Semester	BUS
BUS2014	AP Computer Science Principles	1	6/6	Year	BUS
BUS2014B	AP Computer Science Principles Blended	1	6/6	Year	BUS
BUS2022	Criminal Justice	0.5	6/6	Semester	BUS
BUS2022B	Criminal Justice Blended	0.5	6/6	Semester	BUS
BUS2032	Intro to Computer Programming Using C++	0.5	6/6	Semester	BUS
BUS2042	Sports & Entertainment Marketing	0.5	6/6	Semester	BUS
BUS2042B	Sports & Entertainment Marketing Blended	0.5	6/6	Semester	BUS
BUS20420	Sports & Entertainment Marketing Online	0.5	6/6	Semester	BUS
BUS3012	Accounting II	0.5	6/6	Semester	BUS
BUS3012B	Accounting II Blended	0.5	6/6	Semester	BUS
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
ART					
ART1002	Art I: Introduction to Drawing	1	6/6	Year	ART
ART1012	Art 3-D Design I	1	6/6	Year	ART
ART1022	Art 2-D Survey	0.5	6/6	Semester	ART
ART1032	Art 3-D Survey	0.5	6/6	Semester	ART
ART2002	Art II: Introduction to Color	1	6/6	Year	ART
ART2004	AP Art History	1	6/6	Year	ART
ART2012	Art 3-D Design II	1	6/6	Year	ART
ART3003	Art III: Advanced Methods Honors	1	6/6	Year	ART
ART3013	Art 3-D III Sculpture & Design Honors	1	6/6	Year	ART
ART4003	Art IV: Portfolio Honors	1	6/6	Year	ART
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
MUSIC					
MU1002	Concert Band	0.5	3/6	Year	MU
MU1012	Orchestra	0.5	3/6	Year	MU
MU1023	Symphonic Band Honors	0.5	3/6	Year	MU
MU1032	Jazz Band	0.5	3/6	Year	MU
MU1042	Concert Choir	0.5	3/6	Year	MU
MU2042	Concert Choir- semester option	.25	3/6	Semester	MU
MU1053	Chorale Honors	0.5	3/6	Year	MU
MU1062	Fundamentals of Music	0.25	3/6	Semester	MU
MU1072	Guitar I	0.25	3/6	Semester	MU
MU2072	Guitar II	0.25	3/6	Semester	MU
MU1082	Music Theory I	0.25	3/6	Semester	MU
MU2082	Music Theory II	0.25	3/6	Semester	MU
MU1103	Combined Chorale/Symphonic Band Honors	1	6/6	Year	MU

MU1122	Combined Orchestra & Con. Band or Con. Choir	0.5	3/6	Year	MU
MU1092	Music Technology I	0.25	3/6	Semester	MU
MU2092	Music Technology II	0.25	3/6	Semester	MU
MU3004	AP Music Theory	1	6/6	Year	MU
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
TECHNOLOGY & ENGINEERING					
TE1002	Architectural/CAD Drafting I	0.5	6/6	Semester	TE
TE1003	Intro to Engineering Design Honors	1	6/6	Year	TE
TE1003B	Intro to Engineering Design Honors Blended	1	6/6	Year	TE
TE1012	Electronics I	0.5	6/6	Semester	TE
TE1022	Engineering/CAD Drafting I	0.5	6/6	Semester	TE
TE1032	Engineering I Survey	0.5	6/6	Semester	TE
TE1042	Graphic Communications I	0.5	6/6	Semester	TE
TE1052	Photography I	0.5	6/6	Semester	TE
TE1062	TV/Video Production I	0.5	6/6	Semester	TE
TE1072	Wood & Metal Technology I	0.5	6/6	Semester	TE
TE1082	Air & Water Transportation	0.5	6/6	Semester	TE
TE1092	Construction & Home Renovation	0.5	6/6	Semester	TE
TE1112	Land Transportation	0.5	6/6	Semester	TE
TE2002	Architectural/CAD Drafting II	0.5	6/6	Semester	TE
TE2003	Principles of Engineering Honors	1	6/6	Year	TE
TE2012	Electronics II	0.5	6/6	Semester	TE
TE2022	Engineering/CAD Drafting II	0.5	6/6	Semester	TE
TE2032	Engineering II Survey	0.5	6/6	Semester	TE
TE2042	Graphic Communications II	0.5	6/6	Semester	TE
TE2052	Photography II	0.5	6/6	Semester	TE
TE2062	TV/Video Production II	0.5	6/6	Semester	TE
TE2072	Wood & Metal Technology II	0.5	6/6	Semester	TE
TE3003	Computer Integrated Manufacturing Honors	1	6/6	Year	TE
TE3013B	Civil Engineering & Architecture Honors Blended	1	6/6	Year	TE
TE3052	Photography III	0.5	6/6	Semester	TE
TE3062	TV/Video Production III	0.5	6/6	Semester	TE
TE3072	Wood & Metal Technology III	0.5	6/6	Semester	TE
TE4003B	Engineering Design & Dev Honors Blended	1	6/6	Year	TE
TE4052	Photography IV	0.5	6/6	Semester	TE
TE4062	TV/Video Production IV	0.5	6/6	Semester	TE
TE4072	Wood & Metal Technology IV	0.5	6/6	Semester	TE
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
WORLD LANGUAGE					
WLF1002*	French I Academic	1	6/6	Year	WL
WLF2002*	French II Academic	1	6/6	Year	WL
WLF2003*	French II Honors	1	6/6	Year	WL
WLF3002*	French III Academic	1	6/6	Year	WL
WLF3003*	French III Honors	1	6/6	Year	WL
WLF4002*	French IV Academic	1	6/6	Year	WL
WLF4003*	French IV Honors	1	6/6	Year	WL
WLF5002*	French V Academic	1	6/6	Year	WL
WLF5004*	AP French	1	6/6	Year	WL
WLG1002*	German I Academic	1	6/6	Year	WL
WLG2002*	German II Academic	1	6/6	Year	WL
WLG2003*	German II Honors	1	6/6	Year	WL
WLG2003B*	German II Honors Blended	1	6/6	Year	WL
WLG3002*	German III Academic	1	6/6	Year	WL
WLG3003*	German III Honors	1	6/6	Year	WL
WLG4002*	German IV Academic	1	6/6	Year	WL
WLG4003*	German IV Honors	1	6/6	Year	WL
WLG4003B*	German IV Honors Blended	1	6/6	Year	WL
WLG5002*	German V Academic	1	6/6	Year	WL

WLG5004*	AP German	1	6/6	Year	WL
WLS1002*	Spanish I Academic	1	6/6	Year	WL
WLS2002*	Spanish II Academic	1	6/6	Year	WL
WLS2003*	Spanish II Honors	1	6/6	Year	WL
WLS2003B*	Spanish II Honors Blended	1	6/6	Year	WL
WLS3002*	Spanish III Academic	1	6/6	Year	WL
WLS3002B*	Spanish III Academic Blended	1	6/6	Year	WL
WLS3003*	Spanish III Honors	1	6/6	Year	WL
WLS3003B*	Spanish III Honors Blended	1	6/6	Year	WL
WLS4002*	Spanish IV Academic	1	6/6	Year	WL
WLS4003*	Spanish IV Honors	1	6/6	Year	WL
WLS5002B*	Spanish V Academic Blended	1	6/6	Year	WL
WLS5004*	AP Spanish	1	6/6	Year	WL
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
FAMILY CONSUMER SCIENCES					
FCS1002	Foods I	0.5	6/6	Semester	FCS
FCS1012	Foods II	0.5	6/6	Semester	FCS
FCS1022	Child Development	0.5	6/6	Semester	FCS
FCS1032	Housing & Interior Design	0.5	6/6	Semester	FCS
FCS2002	Regional & Global Cuisine	0.5	6/6	Semester	FCS
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
TCHS					
T100A	Allied Health Science Technology TCHS	2	6/6	Year	TCHS
T101A	Animal Science TCHS	2	6/6	Year	TCHS
T102A	Automotive Collision Technology TCHS	2	6/6	Year	TCHS
T103P	Automotive Service Technology TCHS	2	6/6	Year	TCHS
T105A	Carpentry TCHS	2	6/6	Year	TCHS
T147A	Commercial Art and Design Media TCHS	2	6/6	Year	TCHS
T107A	Computer Info Systems Programming TCHS	2	6/6	Year	TCHS
T148A	Construction Trades TCHS	2	6/6	Year	TCHS
T108A	Cosmetology TCHS	2	6/6	Year	TCHS
T109A	Criminal Justice & Police Sciences TCHS	2	6/6	Year	TCHS
T110A	Culinary Arts TCHS	2	6/6	Year	TCHS
T111A	Early Childhood Care & Education TCHS	2	6/6	Year	TCHS
T114A	Engine Technology TCHS	2	6/6	Year	TCHS
T116A	Health Career Pathways TCHS	2	6/6	Year	TCHS
T0891	Homeland Security Octorara	2	6/6	Year	TCHS
T119A	HVAC & Refrigeration Technology TCHS	2	6/6	Year	TCHS
T122A	Teacher Leadership Academy TCHS	2	6/6	Year	TCHS
T122P	Teacher Leadership Academy TCHS	2	6/6	Year	TCHS
T800A	Veterinary Science TCHS	2	6/6	Year	TCHS
T146A	Welding & Metal Fabrication TCHS	2	6/6	Year	TCHS
T149A	Electromechanical Engineering Tech	2	6/6	Year	TCHS
Course #	**Course Name**	**Credit**	**Days/Cycle**	**Term**	**Dept**
SUPPORT					
LS	Learning Support	TBD	TBD	TBD	
PS	Pathways	TBD	TBD	TBD	
AT1002	Higher Order Thinking Skills	0.25	3/6	Semester	AT

**NCAA Approved*

Blended and Online courses are included in the students schedule in the same way traditional courses are scheduled.

WEEKLY TIME COMMITMENT CHART

Use this tool to plan a manageable schedule that accounts for the time required to meet your academic and personal goals.

Students should review the course level descriptions and note the anticipated homework time for each course. These estimates will vary by student and course, and are meant as a guide for appropriately placed students. Students who narrowly meet the departmental grade recommendation for a course should expect to spend more time than indicated for the course level. Students are most successful when they plan a realistic schedule that allows for a sufficient challenge while maintaining balance. Students who choose courses for which they do not have the time to devote are under considerable amount of stress, and their academic performance and personal well-being can be compromised. Make informed decisions now as to whether or not you realistically have the time to dedicate to the courses which you have selected.

Courses Desired	Daily Homework/Study Time	Hours /week
	Total hours needed for Homework & Study Time	
Extra-Curricular Activities: List the time spent in athletics, performing arts, volunteer work, employment, and any clubs or organizations, include travel time to/from all activities.		Hours/ week
	Total hours for Extra-Curricular Activities	
Personal Time: Include work, watching TV, computer/TV time, sleep, socializing, family time, etc.)		Hours/ week
Sleep	8.25hr/day	60
In School	7hr/day	35
Add all shaded boxes together	Total of Committed Hours	
	Total number of hours in a week	168
	minus - Total number of Committed Hours	minus -
		Available Time =

March 30- April 7 ADD/DROP Course Requests

June 12- June 20 Request Course Level Changes

Click here to download and print a copy of the Weekly Time Commitment Chart

EXAMPLE of FULL YEAR SCHEDULE

PERIOD	Course Request	SEMESTER 1						PERIOD	Course Request	SEMESTER 2					
		A day	B day	C day	D day	E day	F day			A day	B day	C day	D day	E day	F day
1	English	Full Year Course								Full Year Course					
2	Social Studies	Full Year Course								Full Year Course					
3	Math	Full Year Course								Full Year Course					
4	Science	Full Year Course								Full Year Course					
5	World Language	Full Year Course								Full Year Course					
6	Wellness I, SH.Fall3	Wellness	SH. Fall3	Wellness	SH. Fall3	Wellness	SH. Fall3	6	PE 9, SH.Spring3	PE 9	SH. Spring3	PE 9	SH. Spring3	PE 9	SH. Spring3
7	Art 2D Survey	Art 2D	Art 2D	Art 2D	Art 2D	Art 2D	Art 2D	7	Adobe	Adobe	Adobe	Adobe	Adobe	Adobe	Adobe

PERIOD	Course Request	SEMESTER 1						PERIOD	Course Request	SEMESTER 2					
		A day	B day	C day	D day	E day	F day			A day	B day	C day	D day	E day	F day
1								1							
2								2							
3								3							
4								4							
5								5							
6								6							
7								7							

- **Courses that meet 3/6 days a cycle are typically either A,C,E days or B,D,F days. Therefore, courses that are 3/6 days a cycle can be scheduled during the same period because they meet on alternating days.**