

PLYMOUTH WHITEMARSH HIGH SCHOOL

PROGRAM *of* STUDIES 2026-2027

PW Colonial SCHOOL DISTRICT

Pride, Tradition, Excellence

Dear Students and Parents/Guardians,

Plymouth Whitemarsh High School is committed to providing a comprehensive program of studies which prepares all students for college and career opportunities. This 2026-2027 program of studies identifies graduation requirements for the five-block schedule as well as expectations for honors, advanced placement, international baccalaureate, dual enrollment, technical and elective courses. Additionally, within this document you will find current policies and other information that may influence course selection such as prerequisites as you and your child work to identify career pathways. We have asked each student to read this guide carefully with their families.

While we encourage students to identify courses of interest prior to meeting with their counselors, we recommend each student set realistic expectations based on factors such as their scholastic record and academic achievement in current courses, teacher and counselor recommendations, work ethic, and academic and extracurricular workload for the upcoming year. The administration, counselors and professional staff are committed to providing each student guidance and support throughout the course selection process. Should you have any questions or need additional support, do not hesitate to contact us!

I hope you find this planning guide to be a useful resource, and I thank you for your support.

Sincerely,

Jason R. Bacani

Dr. Jason Bacani, Principal
Mr. Maico Azcona, Assistant Principal
Mr. Ralph Bretz, Assistant Principal (Athletics)
Mrs. Heather King, Assistant Principal
Mr. Stephen Price, Assistant Principal
Mr. Dan Balek, Dean of Students

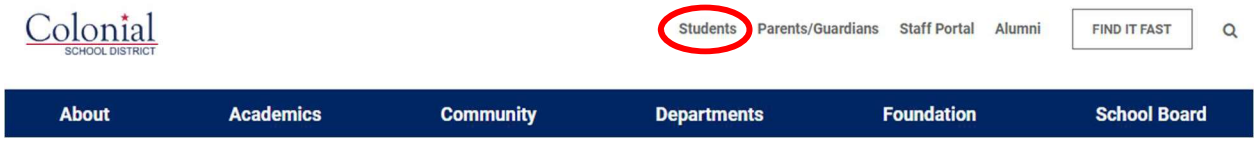
Mr. Jeff Blizzard, Counselor A-C
Mrs. Caitlin Parenti, Counselor D-He
Mr. Chris Jackson, Counselor Hi-Mc
Mrs. Peggy Benn, Counselor Me-R
Mr. M.J. Grourke, Counselor S-Z
Mrs. Beth Lynch, College Counselor
Mrs. Tracy Borkowski, Community Counselor
Mrs. Fawn Cornielle, Community Counselor

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ONLINE! PW'S DIGITAL PRESENCE

Students at Plymouth Whitemarsh High School are utilizing several online portals and accounts that enable them to access grades, register for courses, college, and career information, and more. Students have access to these links via the Colonial School District website.



Each student receives a CSD STUDENT account with a unique USER ID, PASSWORD and GMAIL ACCOUNT. This login provides access to accounts listed below. Students and families are directed to contact csdsupport@colonialsd.org or the PWHS main office for technical support.

CSD PORTALS	DESCRIPTION	ACCOUNT ACCESS
CANVAS	Learning Management System; Teacher Course Pages, Syllabi & Assignments, 339 Career Portfolio during CFM	https://colonialsd.instructure.com
COLONIAL SD	District website	https://colonialsd.org
DESTINY	Research, Online Databases	https://colonial.follettdestiny.com/
GOOGLE SUITE	Student Work, Student Email, Submitting Assignments, 4-year plans	https://drive.google.com https://mail.google.com
SCOIR	College & Career Exploration, College Applications and Recommendations	https://app.scoir.com/signin
POWERSCHOOL	Grades, Course Selection	https://powerschool.colonialsd.org/public

Students must create personal accounts with a personal EMAIL ADDRESS, ID and PASSWORD to access the following accounts below.

PORTAL	DESCRIPTION	ACCOUNT ACCESS
COLLEGEBOARD	Advanced Placement, SAT/PSAT	https://www.collegeboard.org/
EZPAY	Lunch Account, CSD Billing	https://www.ezschoolpay.com/Login.aspx
X (formerly Twitter)	PW Events/News	@PWHS_CSD

ADMINISTRATION & COUNSELING

Dr. Michael Christian, Superintendent of Schools
Dr. Rosemarie Gregitis, Assistant Superintendent
Dr. Jason Bacani, Principal
Maico Azcona, Assistant Principal
RJ Bretz, Activities and Athletics Director
Heather King, Assistant Principal
Stephen Price, Assistant Principal

Jeff Blizzard, Counselor A-C
Caitlin Parenti, Counselor D-He
Christopher Jackson, Counselor Hi-Mc
Peggy Benn, Counselor Me-R
MJ Grourke, Counselor S-Z
Beth Lynch, College Counselor
Fawn Cornielle, Community Counselor A-K
Tracy Borkowski, Community Counselor L-Z
Dr. Meghan Garrett, School Psychologist

Class of 2026

201 E. Germantown Pike
Plymouth Meeting, PA 19462
(PH) 610.825.1500
pw.colonialsd.org

CEEB/ACT CODE: 394040

The Colonial School District serves the diverse communities of Conshohocken, Plymouth, and Whitemarsh Townships with approximately 5,800 students and 700 employees. Plymouth Whitemarsh High School is the sole high school for the district; a four-year, suburban, public high school located just outside of Philadelphia with a reputation for academic excellence and rigorous course offerings focused on college and career readiness for all students.

GENERAL INFORMATION

Class of 2026	413	Enrollment	1662
Total PWHS Faculty	161	% White	72
% Teachers w/ Masters	91	% Black	13
Student-Teacher Ratio	13:1	% Asian/Pacific	6
Schedule	Block-64 Min Periods	% Hispanic	4
Length of Semester	91 days	% Multi-Racial	5

RIGOR, RECOGNITION and EXCELLENCE

Plymouth Whitemarsh High School (PWHS) is among the top high schools in Pennsylvania; The Washington Post and US News & World Report ranks PWHS in top four percent of high schools in PA and top 10 percent in the nation.

PWHS has been recognized as a Top STEM high school by Newsweek. PWHS' STEAM culture challenges students to take rigorous course offerings aligned to their career pathway which build upon a foundation of Science, Technology, Engineering, Art and Math while developing creativity and critical thinking.

PWHS' Anti-Defamation League (ADL) in alignment with the No Place for Hate campaign, challenging students to be effective leaders who focus on social justice issues, specific to the community and school. The process begins annually with anti-bias training for peer leaders, facilitated by ADL training specialists, before student leader outreach and activity block seminars to the student body begin.

PWHS is a certified school for the Advancement Via Individual Determination (AVID) program which is a rigorous college preparatory program designed for students in the "academic middle". AVID students are accelerated into Honors and AP courses while receiving support through an intensive supportive curriculum focused on organization, soft skills, and leadership. Students gain admission to the program through a rigorous recommendation and screening process.

PWHS students consistently earn first place accomplishments in state and national competitions such as TSA and DECA. PWHS is also a TEDx Youth event site.

PWHS recently excelling in the ARTS includes Colonial Players 11 Independence Award nominations and 3 wins in theater, "Best Community for Music" by the National Association of Music Merchants Foundation and students being recognized for achievement in art and design in local and state competitions with over 200 National Art Honor Society inductees since 2007.

CLASS RANK

Class rank is based on weighted GPA and includes all students in the class; includes all PW courses, approved dual enrollment courses, and transfer credits accumulated at qualifying high schools. Decile rank is recorded on a student's transcript. Higher Ed institutions requiring specific class rank for admission or scholarship consideration should forward the request to the College Counseling Department.

ADVANCED PLACEMENT COURSES

PWHS offers 34 Advanced Placement (AP) and 5 Pre-AP Courses, has earned the College Board's Female Diversity Award in AP Comp. Science, AP Honor Roll, AP Access Award, and is one of 15 high schools nationally, piloting a Pre-AP Engineering curriculum accredited by E4USA.

African American Studies	English Language	Pre-AP Music Theory
Art 2D Design	English Literature	Pre-AP Theatre
Art 3D Design	Environmental Science	Pre-AP Visual Arts
Art History	European History	Psychology
Biology	French Language	Physics C: Mechanics
Business Personal Finance	Human Geography	Research
Calculus AB	Latin	Seminar
Calculus BC	Macroeconomics	Spanish Language
Chemistry	Microeconomics	Spanish Literature
Computer Science A	Music Theory	Statistics
Comp Sci. Principles	Precalculus	US Government
Cybersecurity	Pre-AP Calculus BC	US History
Drawing	Pre-AP Engineering	World History

All PWHS students who enroll in AP courses must take the designated College Board Examinations. In May 2025, 429 students took 682 AP Exams. Ninety five percent of students earned a score of 3 or better.

INTERNATIONAL BACCALAUREATE CAREER PROGRAMME

The IB Career-related Programme (IBCP) at PWHS offers academic study and practical hands-on experience through an integrated curriculum, consisting of core IB study, in one of the three career-related pathways: Business, Design Technology or Art & Design. IBCP courses are designated as "IB" on the student transcript. Required courses include **Math Analysis and Approaches SL**, **Social and Cultural Anthropology SL**. **Personal and Professional Skills** (12th grade English core credit), and any career-related required capstone courses which are listed "CP" on the student transcript and holds IB weight.

HONORS COURSES

CMTHS: Allied Health, Teacher Academy **English:** AVID Tutorial, English 1-2-3-4-5, Writing Fellows, Philosophy & Ethics, Theories of Leadership, Intro to Film. **Entrepreneurship-Design-Innovation:** Accounting 2, Architecture 2, Art History, Art Studio 2, Applied Ceramics 2, Art Major, Business Law 2, CADD 2, Career & Financial Management, Computer Science 2, Engineering 1-2, Jewelry & Fine Metals 2, Marketing 2, Mass Media 2-3, Photo 2, Photo Major, Product Design 2, Robotics 2. **Math:** Integrated 2-3-4-5, Calculus, Precalculus, Computational Math. **Music:** Band, Chorus, Orchestra. **Science:** Biology, Chemistry, Microbiology, Physics. **Social Studies:** Economics, Human Geography, US Government, US History, Western Civilization, World History, Gender & Identity. **World Language**: French 3-4-5, Latin 3-4-5, Spanish 3-4-5-6. ***Dual Enrollment courses are designated as "DE" and are Honors weight**.

MINIMUM GRADUATION REQUIREMENTS

All Plymouth Whitemarsh High School students are required to schedule a full course load of 10 credits each year. Apart from AP classes, most courses follow a semester schedule and are granted 1 credit. *Students must also document 10 pieces of evidence toward career exploration and preparation (artifacts, work-based learning, etc.) and take a course in personal financial literacy.

5.0	ENGLISH
5.0	MATHEMATICS
4.0	SCIENCE
4.0	SOCIAL STUDIES
2.0	HEALTH & PHYS ED
3.0	ARTS & HUMANITIES
1.0	PERSONAL FINANCIAL LITERACY*
16.0	ELECTIVES
40.0	

GRADE DISTRIBUTION

Class of 2026
Weighted Decile Ranges

Top 10%	5.116- 4.85
20%	4.833-4.582
30%	4.577-4.344
40%	4.333-3.988
50%	3.977-3.725
60%	3.722-3.413
70%	3.41-3.14
80%	3.138-2.765
90%	2.755-2.25
100%	2.243-0.989

CONTINUING EDUCATION

More than **91%** of Plymouth Whitemarsh High School's Class of 2025 are continuing in a program of higher education (Of these, 80 percent enrolling in four-year schools while 20 percent enrolling in two-year schools). The remaining **9%** of students enrolled in the military, are employed full-time or are considering options through a gap year.

SPECIAL PROGRAMS & CURRICULUM

AVID Tutorial - AVID Tutorial is designed for motivated 11th and 12th grade students interested in working with AVID students to achieve their full potential by facilitating collaborative tutorial groups. Tutors are thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading) and become a master of each stage of the AVID tutorial and inquiry learning process implementing Socratic questioning and collaborative learning techniques through the tutoring process.

Bonus Block (Embedded Activities Period) – In addition to the five academic periods per semester, students are required to participate in an activities period throughout the year that is included within the instructional day. Scheduled by the students themselves on a bi-weekly basis, Bonus Block affords students the ability to seek academic support and/or enrichment while also providing them the opportunity to participate in over 100 clubs and activities exploring (but not limited to) diversity, leadership, philanthropy, interest, and academic competition.

Dual Enrollment – Students can earn college credit for dual enrollment courses taken on-campus and at the college/university. On-campus offerings are Honors level classes unless already designated AP by the College Board and include; H Accounting 2, AVID 12, Computer Science 1, H Computer Science 2, AP Computer Science A, AP Computer Science Principles, H Computational Math, Digibeats, CP Engineering, CP Entrepreneurship, Intro to Film, H Career & Financial Management., AP Latin, H Western Civilization, AP Physics C - Mechanics, AP Psychology, Theories of Leadership, Marketing 1, H Marketing 2, and Pre-AP Engineering.

Integrated Math - PWHS offers an Integrated Math Curriculum where courses encompass vital content in algebra, statistics, geometry, trigonometry, and discrete mathematics. At the completion of their coursework, students will have knowledge equivalent to that of a traditional pre-calculus course.

Writing Fellows - The Writing Fellows Program is designed for highly motivated, independent 12th grade students interested in writing and communication. A Writing Fellow recognizes the importance of voice, expression, and style associated with writing and other forms of communication in all disciplines. This student leadership opportunity prepares candidates to serve as collaborative peer tutors in the PW Writing Center while autonomously developing their own skills in research, composition, speaking, and listening.

GRADING SYSTEM – CALCULATION OF GPA

Letter Grade (%)		Academic	Honors	AP	IB
A	90-100	4.0	5.0	5.5	5.5
B+	87-89	3.33	4.33	4.83	4.83
B	83-86	3.0	4.0	4.5	4.5
B-	80-82	2.67	3.67	4.17	4.17
C+	77-79	2.33	3.33	3.83	3.83
C	73-76	2.0	3.0	3.5	3.5
C-	70-72	1.67	2.67	3.17	3.17
D+	67-69	1.33	1.33	1.33	1.33
D	63-66	1.0	1.0	1.0	1.0
D-	60-62	.67	.67	.67	.67
F	0-59	0	0	0	0
			^Weighted	^Weighted	^Weighted

NATIONAL MERIT SCHOLARSHIP PROGRAM

Class of	Commended	Finalists
2025	9	7
2024	5	2
2023	10	0
2022	3	4
2021	4	2

*National Recognition Program Scholars = 17

SAT/ACT MEAN SCORES

	SAT		ACT
	EBRW	*MATH*	*COMPOSITE*
Class of 2025	597	599	26.4
Class of 2024	604	607	29.7
Class of 2023	595	605	26.8

PROGRAMS OF ACADEMIC RECOGNITION

Focused on academic excellence, Plymouth Whitemarsh High School offers programs and chapters of recognition for high achievement including National Honor Society (NHS), National Business Honor Society (NBHS), National Art Honor Society (NAHS), Global Scholars Program (GSP), AP Capstone Diploma, Seal of Biliteracy, and IB Career Programme Designation.

ACTIVITIES & ATHLETICS

Student involvement is key to the success of a Plymouth Whitemarsh High School student's well-rounded development. Approximately ninety percent of students participate in one or more extracurricular activity. PWHS offers over one hundred clubs for students, many of which are initiated and proposed by the students themselves. Students have access to activities in the following areas;

- Academic and Scholastic
- Art and Music
- Cultural Awareness and Service
- Interest – Student Initiated
- Physical Endeavors
- Student Government and Leadership
- Student Publication

PWHS' competitive athletic program encourages physical activity as well as the opportunity to experience leadership roles, cooperation, and team play. Each year student athletes participate in 27 varsity, 27 junior varsity, and 4 freshman teams. Plymouth Whitemarsh has earned State Championships in Girls Basketball, Boys Basketball, Baseball and Golf.

GENERAL INFORMATION

The Program of Studies is designed to provide you with a description of every course that is offered at Plymouth Whitemarsh High School. We have a strong interest in providing each student with the courses that he or she selects on a first-choice basis. Circumstances such as insufficient enrollment, staffing or limited facilities do occasionally require cancelation of courses or sections of courses. If this situation develops, counselors and administrators will refer to the alternative course selections chosen by your child located in the online course selection portal. When placement is limited, priority is given in the following order: seniors, juniors, sophomores, and freshmen. In the five-block schedule, students are required to schedule 10.0 credits per year.

Although students are recommended and scheduled in levels of courses primarily based on the recommendation of the professional staff, with due consideration to the student's individual needs, instrumental factors also considered when scheduling students for courses are; a student's academic achievement, demonstrated work ethic, identified need for remediation (Keystone Exams), personal and career interests, career pathway, and parent input.

COURSE LEVELS and PREREQUISITES

LEARNING SUPPORT (L): Learning Support classes are based on teacher recommendation/case manager in conjunction with the CARE Team for students with an Individualized Education Plan (IEP). These courses are designed to accommodate various learning needs and learning differences. Highly individualized and differentiated instruction is characteristic of these classes, helping students to achieve success while providing a curriculum aligned with the standard curriculum for the subject.

MODIFIED (M): Modified courses reinforce and build upon prerequisite knowledge. These courses are moderately paced and prepare students to continue their formal education after high school. The classes generally involve smaller class size and increased individualized instruction, along with varied approaches to instruction.

ACADEMIC: Academic level courses are demanding college preparatory courses that require average to above average analytical reading skills. Students can expect regular homework which reinforces concepts developed in class and some material which is challenging at high cognitive levels.

HONORS (H): Honors courses are rigorous courses, which demand a high level of analytical reading ability and often lead to Advanced Placement studies. Students are required to spend a significant amount of time outside of class on course work and may have summer assignments.

Typically, an honors student is one who:

- Learns well through verbal and abstract methods of instruction
- Works well both independently and in groups
- Submits high quality assignments that reflect thought, care, and consistent effort on time
- Critical thinkers who follow directions, eager to ask questions and listen to others
- Accepts and responds to constructive criticism
- Demonstrates perseverance and motivation
- Genuine commitment to academics and is committed to doing necessary academic study
- Demonstrates analysis and the ability to creatively express himself/herself well in writing

ADVANCED PLACEMENT (AP): Plymouth Whitemarsh High School offers 36 courses that prepare students to take the Advanced Placement Examination, which **CAN** result in earning college credit. AP courses are designed to follow a strict syllabus set by the CollegeBoard. All students who enroll in AP courses at PWHS **MUST** take the Advanced Placement exam. Any student who declines to take the AP exam for any reason (in any given course) will have his/her transcript modified to reflect the removal of the Advanced Placement designation ("No Exam") and have his/her grade point average will be recalculated without the AP weight.

Typically, an Advanced Placement student is one who:

- Meets and exceeds HONORS expectations
- Ability to perform independent research and study
- Agrees to take the Advanced Placement exam
- Performs well at a rapid pace
- Understands the course covers college level material.
- Achieves at high levels in prerequisite courses

Note: AP courses, unless otherwise noted in the course catalog, are worth 2.0 credits. In content areas of English and Social Studies, (1.0) credit is applied toward graduation requirements and (1.0) credit is applied to elective requirements. In a given academic calendar year, when a student takes more than one approved AP course, students are required to pay for the first exam; PW pays for any/all subsequent exams (2 or more).

INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME (IBCP): Plymouth Whitemarsh High School is a authorized International Baccalaureate World School, offering the Career-related Programme (IBCP) which is a challenging two-year program for students beginning in junior year. The IBCP is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for PW students who wish to engage in career-related learning in either Design Technology, Business, or Art. Students enrolled in the IBCP agree to take the necessary assessments associated with the certificated program. Students must apply for consideration and visit their counselor for additional details and timeline. Students declining participation in the necessary examinations and/or removal from the program will have his/her transcript modified to reflect the removal of the International Baccalaureate designation ("No Exam") and have his/her grade point average recalculated without the IB weight.

Typically, an International Baccalaureate student is one who:

- Meets and exceeds HONORS expectations
- Understands IBCP courses are intended to be a gateway to a career-related pathway
- Agrees to take the required IB examinations
- Is reflective and principled
- Demonstrates the ability to perform independent research and study
- Open-minded and caring in the global sense

Note: IBCP courses are worth 1.0 credits and carry IB weight. Career-related courses in Design Technology, Business, and Art are Honors weight unless otherwise denoted Capstone (CP). CP courses are also IB weighted.

DUAL ENROLLMENT (DE): Plymouth Whitemarsh High School offers dual enrollment opportunities for students. Dual enrollment courses (also known as concurrent enrollment courses) are college courses taken during high school. Upon successful completion of registered dual enrollment courses (having earned a "C" or better), students do earn both high school and college credit simultaneously. Students' transcripts do reflect the grade earned in the college course. PASS/FAIL IS NOT an option. Dual enrollment courses can be taken at PWHS or through a local participating college/university. Counselor & administration approval is required prior to registration for off campus registration; transportation is not provided by CSD/PWHS.

PWHS offers 20 on-campus courses via partnership with local colleges and/or universities (listed below), including Montgomery County Community College, Gwynedd Mercy University, E4USA, the University of Delaware, and the University of Pittsburgh. **See individual course information within this guide for specific details.**

DE-Computer Science 1
DE-H Computer Science 2
DE-AP Computer Science A
DE-AP Computer Science Principles
DE-H Computational Mathematics
DE-Introduction to Film
DE-Marketing 1
DE-H Marketing 2
DE-H Accounting 2
DE-CP Entrepreneurship
DE-CP Engineering Design
DE-Pre-AP Engineering
DE-H Latin 5
DE-AP Latin
DE-AP Physics C: Mechanics
DE-H Career & Financial Management
DE-H Theories of Leadership
DE-Digibeats Factory
DE-AP Psychology
DE-AVID 12

PREREQUISITES

Many courses require students to satisfy prerequisites; applicable to either content or grade earned. The intention of prerequisites is to ensure that students are adequately prepared for the academic expectations of a particular course. Although there may be exceptions for students waiving prerequisite courses, it should be noted that prerequisites for Honors, Advanced Placement, International Baccalaureate Career-related Programme and Work-based learning courses are non-negotiable.

TEACHER RECOMMENDATIONS

Honors and AP courses require teacher recommendations. In recommending students for honors and AP courses, teachers consider numerous factors in determining if the course level is in the student's best interest. In the event a teacher does not recommend a desired placement, families should contact the teacher and counselor to discuss. If parents choose to override a faculty recommendation, they must submit a completed Parent Override Form to their child's counselor. *Note: Prerequisite foundational courses cannot be overridden.

OVERRIDE PROCESS & CONTRACT

As a parent/guardian, you have the right to select your child's courses of study. However, the teacher who has worked closely with your son/daughter does often make the best recommendation regarding appropriate course placement. It is very important that parents carefully consider the implications of placing their son/daughter in a course for which he/she did not receive a teacher's recommendation. Please refer to the descriptors listed on the previous page regarding Academic, Honors, IBCP, and AP courses. This is extremely important when choosing to override a teacher's recommendation. The Override contract/form can be obtained from the Counseling Office. The parent/guardian signature indicates that he/she agrees to be responsible for their child's success in the course for which he/she was NOT recommended. By signing the form, the parent does understand that:

- Prerequisites for rigorous courses cannot be overridden as they are intentional and foundational.
- Schedule changes will **NOT BE PERMITTED** once the class/semester begins (after add/drop window).
- Overrides will be honored only if class size permits additional placement of students in the class.
- Override forms submitted after the schedule change window has closed will NOT be honored.

COURSE SELECTION AND SCHEDULE CHANGES

Students select courses online each March for the following academic year. Course selection verification is required by the parent and submitted online in PowerSchool and is reviewed by the counselor. Students may change their course selections through the end of the school year, space permitting, by submitting a request to the counselor.

Following notification of schedules being posted in PowerSchool, in August, students may request a schedule change pending seat availability. Schedule change requests must be submitted via email to the student's counselor. Counselors will address verified requests upon their return in late August.

- Requests for specific teachers or blocks will not be honored
- Once the semester begins, schedule changes can be made during the first (3) days only
- Schedule changes are dependent upon availability and must be approved by the counselor

Should a student fail a required course, every attempt will be made to reschedule the course for the following semester or school year. In cases where this is not possible, summer credit recovery may be an option.

COURSE SELECTION TIMELINE

January	> Overview of the process; meeting with counselors; elective presentations (Grade 8) > Teachers discuss course recommendations individually with students for Semester 1 (Grades 8-11) > Online teacher recommendations for Semester 1 submitted in PowerSchool (Grades 9-11)
February	> February Forums for students to investigate courses of interest (Grade 9-11) > Program Planning Night/Admissions Open House at Plymouth Whitemarsh High School (Grades 8-11) > PWHS Counselors lead students in online course selection (Grade 8) > All course selection information posted online and in the Canvas portal for families
March	> Teachers discuss course recommendations individually with students for Semester 2 (Grades 9-11) > Mandatory Bonus Block information regarding online course selection (Grades 10 & 11) > Online teacher recommendations for Semester 2 submitted in PowerSchool (Grades 9-11) > Online course selection for students (Grades 9-11) > "Sophomore Spotlight" Family Meetings begin at PWHS > Post-Secondary Pathway Focus
April-June	> Counselors meet with all students to discuss online course selections (Grades 8-11) > Distribution of student course selections; Parents review their child's course requests > "Sophomore Spotlights": All families of 10th grade students are encouraged to meet with counselors > AP Summer Assignments to be picked up by students enrolled in Advanced Placement courses for Fall
July-September	> New registrations; placement exams scheduled for transfer students > Notification and posting of student schedules in PowerSchool communicated to parents/students > Student schedule changes permitted during the first 3 days of Semester 1

AWARDING CREDIT / TRANSFER CREDIT

Credit for a course will be granted only after the student has satisfactorily completed all its requirements including attendance. Consult the *Family Handbook* for conditions under which credit may be denied.

When a student transfers to Plymouth Whitemarsh High School, the counselor will work with the Administration to determine course credits applicable to the district's graduation requirements. Course names and grades of the transferred courses will be listed in accordance with the sending school and manually added to the student's transcript and included toward class rank (denoted by sending school). PWHS will recognize weighted grades from a sending school for Honors, AP and IB designated courses only. Students who enroll at PW with less than 45 days remaining in a semester will earn less than 1.0 credits OR a grade of Pass/Fail unless incoming courses directly align with PW courses. *Note: credits/grades cannot be assigned without official documentation from the sending school.

COMMENCEMENT AND DIPLOMA POLICIES



To receive a diploma from Plymouth Whitemarsh High School and participate in the commencement ceremony, a student must satisfactorily complete the program and graduation requirements stipulated by the Commonwealth of Pennsylvania State Board of Education Academic Standards and Assessments and the Colonial School District Board of Education (pages 16 & 17). Special circumstances are addressed in CSD Board Policy 217 and CSD Board Policy 217.1. **In no case is a diploma awarded before the student's class graduates.**

ASSESSMENT DATA & KEYSTONE EXAMS

To aid the district in monitoring the achievement of all students, various assessments are administered annually to ascertain tangible data about students' academic skills. Assessment data is one key factor in student course placement. The Keystone Exams, instituted by the PA State Board of Education, are end-of-course assessments designed to assess student proficiency in the subject areas of Algebra, Biology and Literature. Federal accountability requirements state that students must take the Keystone Exams at least one time prior to (or during) the spring of their eleventh-grade year. Student Keystone scores are tabulated for school data in a student's 11th grade year. **Students taking the Keystone Exam in grades 9 and 10 and who score in the proficient range will have their scores banked for their 11th grade year.** To monitor the reading and math achievement of students prior to grade 11, the district administers benchmark exams to students which are used to appropriately identify courses and remedial programs for students.

	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
ALGEBRA I	1200-1438	1439-1499	1500-1545	1546-1800
BIOLOGY	1200-1459	1460-1499	1500-1548	1549-1800
LITERATURE	1200-1443	1444-1499	1500-1583	1584-1800

Student performance on Keystone Exams is scored as Advanced, Proficient, Basic, or Below Basic. Students scoring below the proficient level on any of the Keystone Exams must retake the exam and/or utilize Act 158: Alternate Route guidelines to fulfill graduation requirements. **Act 158 passed on October 24, 2018, amending high school graduation requirements, providing alternate pathways to graduation.*

*Pathways to Graduation as outlined by ACT 158 are documented on the next page.

Plymouth Whitemarsh High School

PATHWAYS TO GRADUATION (ACT 158)

Students must meet statewide graduation requirements in one of five pathways.

Pathway 1: Keystone Proficiency

- Proficient or Advanced in all Keystone Exams; Algebra, Biology, and Literature

Pathway 2: Keystone Composite

- At least 1 Keystone score is Proficient or Advanced and no score is deemed Below Basic
- Composite Keystone score (4,452)

Pathway 3: Career & Technical Education*

1 Piece of Evidence + Passing Grades in all PW Keystone Content Courses

- Industry–based competency certification
- Likelihood of industry-based competency assessment (NOCTI) success
- Readiness for continued engagement in Career and Technical Education (CTE) concentrator program of study

Pathway 4: Alternative Assessment*

1 Piece of Evidence + Passing Grades in all PW Keystone Content Courses

- Attainment of one alternative assessment score or better:
  - ACT (21)
  - ASVAB (31)
  - PSAT/NMSQT (970)
  - SAT (1010)
- Successful completion of dual enrollment course(s) related to any non-proficient Keystone content area (Math, Science, English)
- Acceptance into accredited Institution of Higher Ed (IHE) 4-year program; college level coursework

Pathway 5: Evidence Based*

3 Pieces of Evidence + Passing Grades in all PW Keystone Content Courses

ONE or more of the following

- Successful completion of any dual enrollment accredited course
- Industry Recognized Credentialization (IRC)
- Acceptance into accredited Institution of Higher Ed (IHE) in a trade school, 2-year program, or Technology trade program

AND, no more than **TWO** of the following

- Attainment of Proficient or Advanced on any Keystone Exam
- Successful completion of a service learning project
- Proof of full-time employment or military enlistment
- Completion of an internship/externship
- NCAA Division II academic compliance

Career Ready Portfolio Career & Financial Management (CFM)

8 Pieces of Evidence

- Evidence collected prior to graduation must validate all 4 domains of the CEW standards (2 pieces per domain) and is collected in the PWHS CFM, HCFM, or AP BUSINESS course.

PATHWAYS TO GRADUATION (Chapter 339)

Pennsylvania requires all students to participate in activities and education aligned to Career Education Work (CEW) Standards while compiling evidence in 4 domains prior to graduation: Career Awareness and Exploration, Employability Skills, Growth & Achievement, and Personal Interests & Career Planning.

PSAT / SAT / ACT

The PSAT will not count towards your college admissions applications, but it is the qualifying test for the National Merit Scholarship. Students use the PSAT as practice for the SAT and ACT and an important guidepost on your college admissions journey. The PSAT is offered annually in the fall (during the school day) at PW and run during a Special Events Schedule. Students will register for the PSAT through their guidance counselor. There is no cost to the student. **PSAT Range Score = 320-1520**

The SAT is used by colleges during the admissions process. Colleges that are more selective may require students to take one or more SAT Subject Tests. SAT Subject Tests are one-hour, multiple-choice exams designed to evaluate achievement in five subject areas: English, History, Math, Science or Foreign Languages. These tests are used for placement in college courses. Many colleges recommend or require at least two SAT Subject Tests, regardless of whether you take the ACT or SAT. Please make sure that you have your scores sent to your high school. Visit www.collegeboard.org for online registration, test preparation, and further information. Students are responsible for the cost of the SAT. **SAT Range Score = 400-1600**

Some students may choose to take the ACT. All colleges accept ACT scores for consideration in addition to (or in place of) both SAT and SAT Subject Tests. Visit www.actstudent.org for online registration test preparation, and further information. Students are responsible for the cost of the ACT. **ACT Range Score = 1-36**

CEEB Code Number or PWHS: **394040**
School Code for PWHS: **394040**
SAT Test Center Number for PWHS: **39592**
ACT Test Center Code for PWHS: **205210**

NCAA ELIGIBILITY STANDARDS

The National Collegiate Athletic Association (NCAA) Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. Student-athletes that plan on competing at the Division I or Division II level should consult with their school counselor prior to selecting courses. A list of preapproved NCAA Core courses for Plymouth Whitemarsh High School student-athletes can be found at www.eligibilitycenter.org.



Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

NCAA DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.



EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

DIVISION II

MAKE IT YOURS

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.



ACADEMIC CORE COURSES

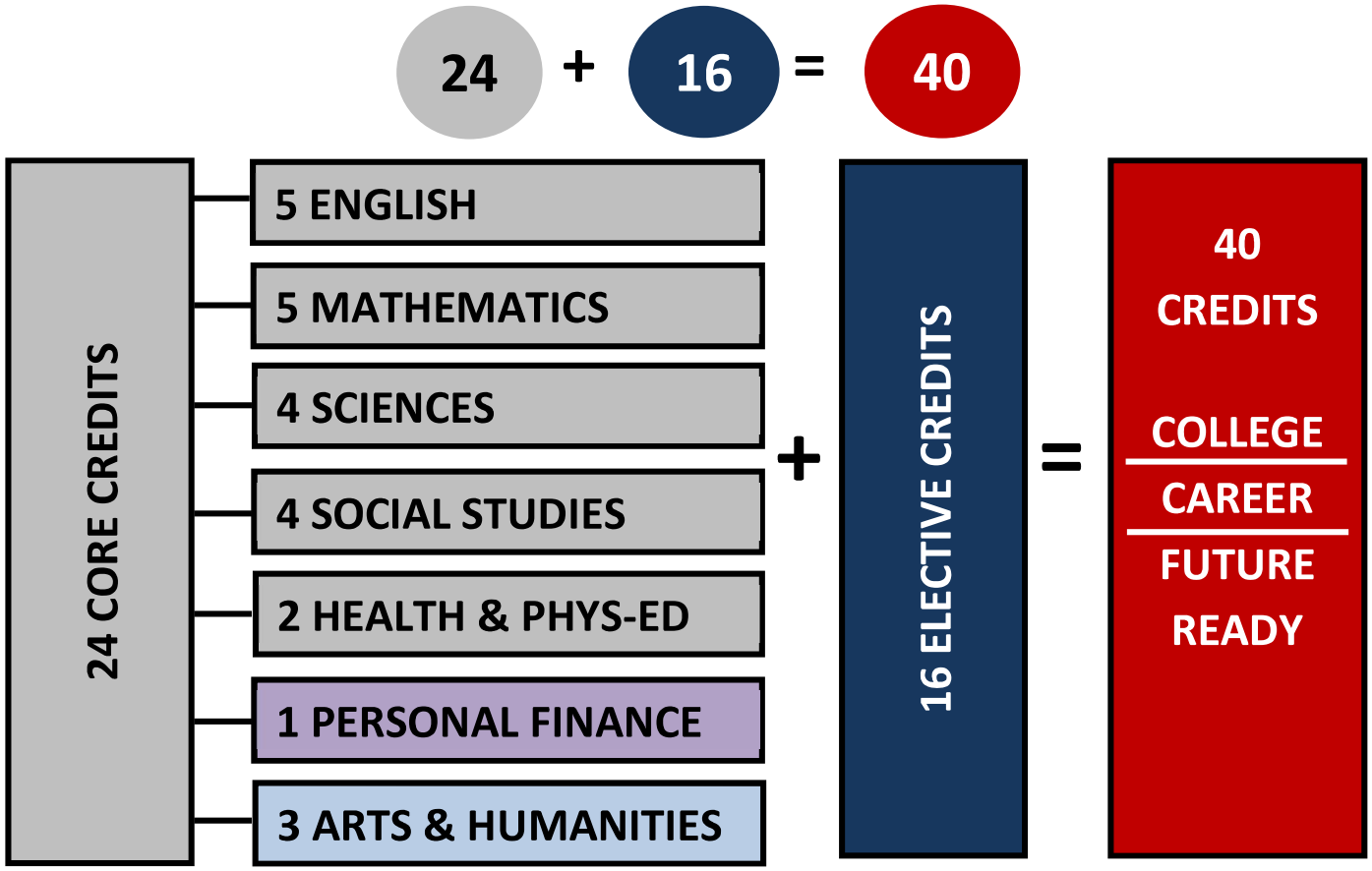
The following matrix will assist you in scheduling core graduation requirements. Students must be scheduled for ten credits per school year. *ADVANCED PLACEMENT courses, PRE-AP ENGINEERING and IB MATH ANALYSIS and APPROACHES SL identified in **BOLD run for one full year and are worth 2 credits.** All other courses are worth 1 credit.*

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ENGLISH	H ENGLISH 1 H ENGLISH 2	H ENGLISH 3	H ENGLISH 4 **AP ENGLISH LANGUAGE**	H ENGLISH 5, H WR. FELLOWS **AP ENGLISH LITERATURE**
	ENGLISH 1 ENGLISH 2	ENGLISH 3	ENGLISH 4	ENGLISH 5 **IB PPS 12**
	ENGLISH 1L ENGLISH 2L	ENGLISH 3L (S1) ENGLISH 3L (S2)	ENGLISH 4L	ENGLISH 5L
MATH	H INT MATH 2	H INT MATH 3 H INT MATH 4	H INT MATH 5 **PRE AP CALC BC**	**AP CALCULUS AB** **AP CALCULUS BC** H CALCULUS
	INT MATH 1 INT MATH 2	INT MATH 3 INT MATH 4	**AP PRECALCULUS** INT MATH 5 PRE-CALCULUS **IB PRECALCULUS**	CALCULUS **IB ANALYSIS & APPROACHES** **AP PRECALCULUS**
	INT MATH 1M INT MATH 2M	INT MATH 3M	INT MATH 4M	INT MATH 5 COLLEGE PREP MATH
	INT MATH 1L INT MATH 2L	INT MATH 3L – S1 INT MATH 3L – S2	CAREER & FINANCIAL MANAGEMENT (CFM)	CAREER & FINANCIAL MANAGEMENT (CFM)
SOCIAL STUDIES	**AP WORLD HISTORY**	**AP HUMAN GEOGRAPHY**	**AP US HISTORY**	**AP GOVERNMENT**
	H WORLD HISTORY	H HUMAN GEOGRAPHY	H US HISTORY	H US GOVERNMENT
	WORLD HISTORY	HUMAN GEOGRAPHY	US HISTORY	US GOVERNMENT
		HUMAN GEOGRAPHY L	US HISTORY L	US GOVERNMENT L
SCIENCE	H BIOLOGY S1/S2	H CHEMISITRY	H PHYSICS	**AP PHYSICS, AP CHEMISTRY** **AP ENVIRONMENTAL**
	BIOLOGY S1/S2	CHEMISTRY	PHYSICS	**AP BIOLOGY**
	APPLIED PHYSICAL PHYSICAL SCIENCE L	APPLIED BIOLOGY (S1) APPLIED BIOLOGY (S2)	CHEM COMMUNITY ASTRONOMY	ENVIRONMENTAL SCIENCE MARINE SCIENCE
WORLD LANGUAGE	H FRENCH 3 FRENCH 2 FRENCH 1A, 1B	H FRENCH 3, H FRENCH 4 FRENCH CIV 3 FRENCH2	H FRENCH CIV 5 H FRENCH 4 FRENCH CIV 4	**AP FRENCH LANGUAGE** H FRENCH 5
	LATIN 2, H LATIN 3	H LATIN 3, H LATIN 4	DE-H LATIN 5	**DE-AP LATIN**
	H SPANISH 3 SPANISH 2 SPANISH 1A, 1B	H SPANISH 3, H SPANISH 4 SPANISH 3 SPANISH 2	H SPANISH 5 SPANISH 4	H SPANISH 6 **AP SPANISH LANGUAGE** **AP SPANISH LITERATURE**
BUSINESS	CAREER & FINANCIAL MANAGEMENT (CFM), H CFM, or **AP BUSINESS w/ PERSONAL FINANCE**			
HEALTH/PE	HEALTH & FITNESS I			
		HEALTH & FITNESS II		
MUSIC (electives*)	BAND/H BAND CHORUS/H CHORUS ORCHESTRA/H ORCH	KEYBOARDS & CHORDS* HISTORY ROCK & ROLL*	**PRE-AP MUSIC THEORY*** DE-DIGIBEATS*	**AP MUSIC THEORY*** BLUES, JAZZ, MODERN LAB* SONGWRITER'S COLLECTIVE*

ELECTIVE AREA COURSES OF STUDY

		LEVEL 1 (INTRO)	← (-) PREREQUISITES (+) →		LEVEL 4 (PATHWAY)
(EDI) ENTREPRENEURSHIP, DESIGN & INNOVATION (EDI IS THE COLLABORATIVE DEPARTMENT OF…)	**VISUAL ARTS & DESIGN**	PHOTOGRAPHY 1 ART STUDIO 1 CERAMICS TECH. JEWELRY/FINE METALS	H PHOTOGRAPHY 2 H ART STUDIO 2 GRAPHIC DESIGN H CERAMICS TECH. 2 H JEWELRY/METALS 2	H PHOTO MAJOR **PRE-AP VISUAL ARTS** H MILESTONE EDITOR H 3D MAJOR	**AP 2D ART & DESIGN** **AP DRAWING** H ART MAJOR **AP 3D ART & DESIGN** **AP ART HISTORY**
	BUSINESS & FINANCE	INTRODUCTION TO BUSINESS	ACCOUNTING 1 DE-MARKETING 1 SPORTS/ENT. MGMT BUSINESS LAW 1 **AP BUSINESS-FINANCE**	DE-H ACCOUNTING 2 DE-H MARKETING 2 H BUSINESS LAW 2	**DE-CP ENTREPRENEURSHIP** INTERNSHIP COMMUNITY BASED WORK PROGRAM SERVICE LEARNING
	COMPUTER SCIENCE	DE-COMP SCIENCE 1 ROBOTICS GAME DESIGN/DEV.	DE-H COMP SCIENCE 2 H ROBOTICS 2 GAMEMAKER PROG **AP CYBERSECURITY**	**DE-AP COMP SCIENCE A** DE-H COMPUTATIONAL MATHEMATICS	**DE-AP CS PRINCIPLES** **CP INNOVATION STUDIO**
	ENGINEERING & DESIGN TECH.	CADD 1 PRODUCT DESIGN 1 H ENGINEERING 1 ARCHITECHTURE 1 ROBOTICS ELECTRONICS	H CADD 2 H PRODUCT DESIGN 2 H ENGINEERING 2 H ARCHITECTURE 2 H ROBOTICS 2	**PRE-AP ENGINEERING**	**CP INNOVATION STUDIO** **DE-CP ENGINEERING DESIGN SUSTAINABILITY**
ENGLISH		WOMEN in LITERATURE INTRO TO THEATRE FILM APPRECIATION MASS MEDIA PROD 1	CREATIVE WRITING **PRE-AP THEATRE** **AP SEMINAR** DE-INTRO TO FILM MONSTERS & MADNESS MASS MEDIA PROD 2	H PHILOSOPHY ETHICS **AP ENGLISH LANG** **AP RESEARCH** HIP-HOP STUDIES **IB PPS 11** H MASS MEDIA PROD 3	H WRITING FELLOWS **AP ENGLISH LITERATURE** DE-H THEORIES LDRSHP **IB PPS 12**
HEALTH/PE & WELLNESS		BODY WORKS 1 LIFETIME FITNESS LIFEGUARDING 7 HABITS*	BODY WORKS 2 ADV. PHYS ED 1 WATER EDUCATION TRAINING (W.E.T.)	ADV. PHYS ED 2 SPORTS MEDICINE	S.P.E.E.D. – STRENGTH, POWER, ENDURANCE, EXERCISE & DEV.
MATH AND SCIENCE		ELECTRONICS ENVIRONMENTAL SCI. MARINE SCIENCE ANAT & PHYSIOLOGY 1	PROB & STATISTICS ASTRONOMY MOD. ASTRONOMY FORENSIC SCIENCE INFECTIOUS DISEASES FOOD CHEMISTRY ANAT. & PHYSIOLOGY 2	PRECALCULUS CALCULUS DE-H COMP. MATH **AP PRECALCULUS** **IB PRECALCULUS** **DE-AP PHYSICS C** **AP ENIVIRONMENTAL** H MICROBIOLOGY	**DE-AP STATISTICS** **AP CALCULUS AB** **AP CALCULUS BC** **IB MATH ANALYSIS** **AP CHEMISTRY** **AP BIOLOGY**
SOCIAL STUDIES		**AP WORLD HISTORY** PSYCHOLOGY BLACK/AFRICAN STUDIES WAR & SPORTS PENNYSLVANIA HISTORY	**AP HUMAN GEO** SOCIOLOGY GENOCIDE STUDIES WOMEN'S STUDIES H GENDER & IDENTITY	**AP US HISTORY** **AP AFRICAN STUDIES** **AP MACROECONOMICS** H ECONOMICS **IB SACA 11** CONFLICTS	**AP US GOVERNMENT** **DE-AP PSYCHOLOGY** **AP MICROECONOMICS** **AP EURO HISTORY** **IB SACA 12** SERVICE LEARNING

How Do Credits and Graduation Requirements Add Up?



Plymouth Whitemarsh High Students, while expected to attempt 10 credits per year (5 each semester), are subject to the following graduation requirements unless determined otherwise by an IEP. All students must;

1. Earn 38/40 possible credits, while meeting all core credits (PWHS-CSD)
   - Exception – Students who attend CMTHS through Grade 12 must earn 37/40 credits.
2. Demonstrate proficiency on all 3 Keystone Exams (or) meet alternate pathway requirements (PA ACT 158) *
3. Demonstrate college and career readiness, including 8 artifacts in 4 domains (PA School Code: Title 22, Chapter 339)
4. Take and pass both US History and US Government – Grade 11/12 (PA ACT 35) **
5. Take a personal finance literacy course (Career & Financial Mgmt. or AP Business) in high school (PA ACT 35) ***
   - Additionally – This course may replace 1 graduation credit in Mathematics (PA ACT 91) ****

* Students must demonstrate proficient or higher performance in literature, algebra, and biology on the Keystone exams or meet the expectations of an alternate pathway as established by Act 158 prior to graduation. Students entering 11th grade who are at risk of not reaching the proficiency level on state assessments may be recommended for Keystone remediation classes in Math and English.

** Students must be administered a local assessment of United States government and civics once in their career (grades 7-12) that includes the nature, purpose, principles, and structure of the United States constitutional democracy.

*** Beginning with the class or 2027, Pennsylvania does require all high schools to provide a course in personal financial literacy worth at least half a credit, that students must take to graduate.

**** A student who successfully completes a course in personal finance (Career & Financial Management) during grades nine through twelve shall be permitted to apply/replace one credit in Mathematics to meet graduation requirements as determined by the public High School.

Student Choice Focused on Developing and Evaluating Career Options



16 FLEXIBLE ELECTIVE CREDITS

Courses chosen by the student based on unique interests and a post-secondary career plan.

+

3 ARTS & HUMANITIES CREDITS

A Pennsylvania State requirement, electives in this area include the disciplines of languages, literature, psychology, history, communication, culture, economics, law, design, visual and performing arts studies.

*PW electives offered in World Language, Music, EDI-Art, English, and Social Studies are applicable to fulfill this credit.

=

19 TOTAL ELECTIVE CREDITS TOWARD GRADUATION

Career and Technical Education courses taken through Central Montco Technical High School are considered Flexible Elective Credits.

Be Recognized for your Academic Achievement

Plymouth Whitemarsh High School offers students a variety of programs that recognize academic achievement striving to empower, inspire growth and open doors to post-secondary opportunities focused on college and career. In today's competitive world, striving for academic excellence is not just about achieving superior grades; it is about becoming a well-rounded and informed critical thinker with global perspective.

- AP Capstone Diploma
- Global Scholar
- National Art Honor Society
- National Business Honor Society
- National Honor Society
- Seal of Biliteracy
- Tri-M Music Honor Society

AP Capstone Diploma *See your counselor or Mr. Adams for details*
Eligible to apply: Students in grade 12 Deadline: October 1 (Fee = $0)
Criteria: AP Exam earned score of 3 or higher in AP Seminar, AP Research AND any/all 4 additional AP Exams by the end of Junior year.

Global Scholar *See your counselor or Mrs. Hepler for details*
Eligible to apply: Students in grade 11-12 Deadline: March 1 (Fee = $0)
Criteria: Unweighted GPA of 3.0 or better, completion of 4 World Language courses in the same content, participation in a cultural club, 20+ hours of service, and assigned approved literature focused on global awareness.

National Art Honor Society *See Mrs. Maggioncalda for details*
Eligible to apply: Students in grades 10-12 Deadline: October 1 (Fee = $35.00)
Criteria: Unweighted GPA of 3.0 overall, 4.0 overall in all Art courses, exemplify high standards in scholarship and character and complete 10+ hours of community service annually.

National Business Honor Society *See Mr. Perez for details*
Eligible to apply: Students in grades 11-12 Deadline: October 1 (Fee = $35.00)
Criteria: Unweighted GPA of 3.0 overall with an unweighted GPA of 3.5 in three or more business courses. Service project required.

National Honor Society *See Mrs. L. Lynch / Mrs. J Ruggiero for details*
Eligible: Students in grades 11-12 Deadline: October 1 (Fee = $25.00)
Criteria: Cumulative unweighted GPA of 3.75 or better, exemplify both character and leadership qualities outlined by PW and the NHS (including academic integrity, respect for others, school rules, etc.) and 20+ hours of service annually.

Seal of Biliteracy *See your counselor or Mrs. Hepler for details*
Eligible: Students in grade 11-12 Deadline: November 1 (Fee = $0)
Criteria: GPA of 3.0 in all English (ELA) and World Language (WLA) courses, Proficient or Advanced on Keystone Literature or EL reclassification criteria, AND score equivalency of intermediate-high or better on the approved WLA assessment.

Tri-M Music Honor Society *See Mrs. O'Connor for details*
Eligible: Students in grades 10-12 Deadline: October 1 (Fee = $30.00)
Criteria: Unweighted GPA of 3.0 overall, 3.5 overall in all Music courses, exemplify character and leadership and complete 10+ hours of community service annually.

PWHS CAREER PATHWAY PURSUIT



WHAT ARE CAREER FIELDS, CLUSTERS and PATHWAYS?

Career Pathways provide you with a direction for making informed career decisions. You should attempt to identify career pathways based upon interests, experiences, and abilities. Career clusters group specific careers with common features/skills and designate specific occupations and postsecondary majors related to a chosen Career Field. Career Pathways and Career Clusters will assist you in choosing rigorous courses of study at Plymouth Whitemarsh High School with the goal of preparing you for careers and extended studies.

There are 12 Career Pathways at Plymouth Whitemarsh High School tied to the 16 national Career Clusters. To ensure graduation requirements are met you should use this course-planning guide to determine required core and elective courses for grades 9-12. While this document is a general guide, to be used during course selection planning, consultation with teachers and counselors is essential.

HEALTH SCIENCES & TECHNOLOGIES

- AGRICULTURE, FOOD & NATURAL RESOURCES
- HEALTH SCIENCE

COMMUNICATIONS & THE ARTS

- INFORMATION TECHNOLOGY
- ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

BUSINESS & FINANCE

- BUSINESS, MANAGEMENT & ADMINISTRATION
- FINANCE
- HOSPITALITY & TOURISM
- MARKETING, SALES & SERVICE

ENGINEERING & INDUSTRIAL TECHNOLOGIES

- SCIENCE, TECHNOLOGY, ENGINEERING & MATH
- MANUFACTURING
- ARCHITECTURE & CONSTRUCTION
- TRANSPORTATION, DISTRIBUTION & LOGISTICS

HUMAN SERVICES

- EDUCATION & TRAINING
- GOVERNMENT & PUBLIC ADMINSTRATION
- LAW, PUBLIC SAFETY & SECURITY
- HUMAN SERVICES



HOW TO BEGIN A CAREER PATH

Are you finding that you struggle with what to do next or which career pathway/direction you want to pursue? That's normal and part of the process! Here is a good place to start when searching for a career path.

1. **SELF ASSESS - THINK ABOUT YOURSELF**: What do you enjoy? In what types of work environments do you thrive? Are you social or do you like to work solo? What do you NOT like to do? Many of these questions are addressed through your Naviance Career Assessments; go back and review this information!
2. **COMMIT YOURSELF – START DOWN A PATH**: Now that you figured out what you enjoy, act. This applies to selecting courses, extracurricular activities, and investigating job shadows, internships, and community service opportunities. Your course selections and extracurricular activities here at PWHS should reflect a career pathway of interest.
3. **REFLECT ON YOUR EXPERIENCES**: What did you like/not like about your experience/courses of study. Should you continue down this path? If not, repeat steps 1 and 2 until you find your spark!

HEALTH SCIENCES & TECHNOLOGIES	Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? Are you a nature lover? Are you practical, curious about the physical work, and interested in plants and animals? Do you enjoy the outdoors (hunting, fishing, mowing the lawn, gardening)? Are you interested in protecting the environment? Careers in this pathway relate to the promotion of health, the treatment of disease, agriculture, the environment, and natural resources. These include research, prevention, treatment and related health technologies, agricultural sciences, earth sciences, environmental sciences, forestry, horticulture, and wildlife.
COMMUNICATIONS & THE ARTS	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? Careers in this pathway relate to the humanities and performing, visual literacy, and media arts. These include graphic design, writing, film & broadcasting, computer information systems, fine arts, journalism, languages, media & advertising, and public relations.
BUSINESS & FINANCE	Do you enjoy being a leader, organizing people, and planning activities? Do you like to work with numbers/calculations or ideas? Do you enjoy carrying through with an idea from creation through the end-product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, or holding an office in a club? Careers in this pathway relate to the business environment. These include entrepreneurship, sales, marketing, finance, accounting, personnel, economics, and management.
ENGINEERING & INDUSTRIAL TECHNOLOGIES	Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing/designing building structures? Are you curious about how thing work and enjoy problem solving? Would you enjoy repairing cars & machinery, wiring electrical circuits, or woodworking? Careers in this pathway relate to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, architecture, electrician, and construction.
HUMAN SERVICES	Are you friendly, open, understanding, and cooperative? Do you like to work with people? Is it important for you to do something that makes life better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? Careers in this pathway relate to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.

LAW & CRIMINAL JUSTICE

H PHILOSOPHY & ETHICS
DE-H THEORIES OF LEADERSHIP
AP US GOVERNMENT & POLITICS
AP SEMINAR AP RESEARCH
AP ENGLISH LANGUAGE
AP STATISTICS
AP CYBERSECURITY
FORENSIC SCIENCE
BUSINESS LAW 1 H BUSINESS LAW 2
DE-AP PSYCHOLOGY
PSYCHOLOGY SOCIOLOGY
*PUBLIC SAFETY

EDUCATION

DE-AP PSYCHOLOGY
AP SEMINAR AP RESEARCH
AP AFRICAN AMERICAN STUDIES
AP US GOVERNMENT & POLITICS
H US GOVERNMENT
H WRITING FELLOWS
H PHILOSOPHY & ETHICS
DE-H THEORIES OF LEADERSHIP
H AVID TUTORIAL
PSYCHOLOGY SOCIOLOGY
SERVICE LEARNING
PRIZE - WEST CHESTER UNIVERSITY
*EARLY CHILDHOOD EDUCATION
*H SECONDARY EDUCATION ACADEMY

COMPUTER SCIENCE & ROBOTICS

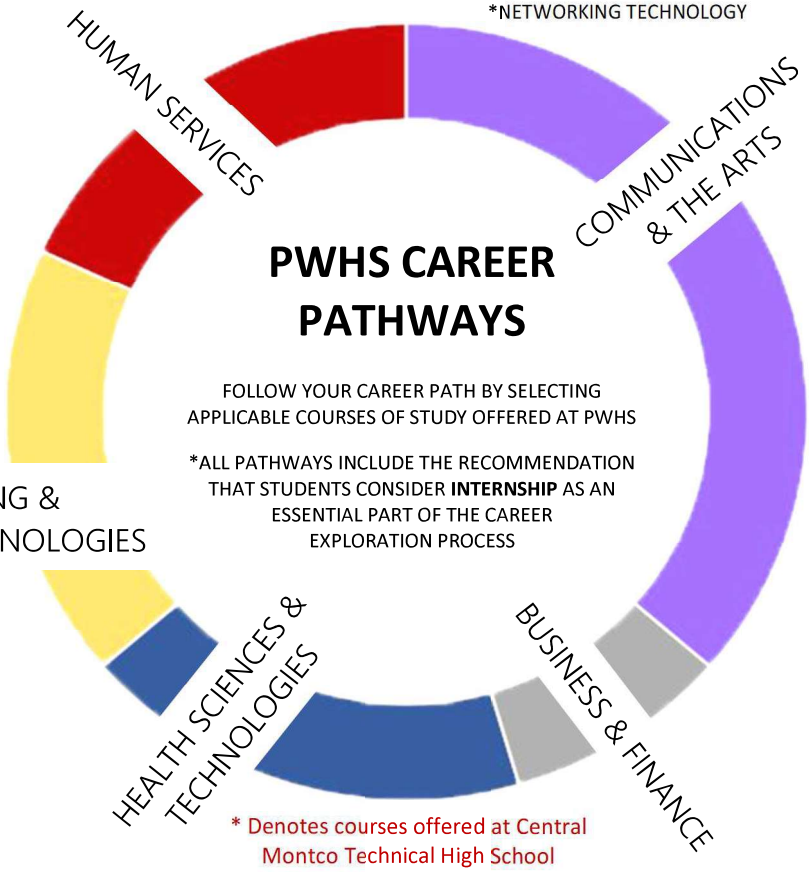
DE-COMPUTER SCIENCE 1
DE-H COMPUTER SCIENCE 2
DE-AP COMPUTER SCIENCE A
DE-AP COMPUTER SCIENCE PRINCIPLES
DE-H COMPUTATIONAL MATH
AP CYBERSECURITY
AP PRECALCULUS
AP CALCULUS AB
AP CALCULUS BC
GAMEMAKER PROGRAMMING
GAME DESIGN & DEVELOPMENT
ELECTRONICS
ROBOTICS 1
H ROBOTICS 2
CP INNOVATION STUDIO
*NETWORKING TECHNOLOGY

STUDIO ART & GRAPHIC DESIGN

ART STUDIO 1
H ART STUDIO 2
PRE-AP VISUAL ARTS
H ART MAJOR
JEWELRY & FINE METALS 1
H JEWELRY & FINE METALS 2
PHOTOGRAPHY 1
H PHOTOGRAPHY 2
APPLIED CERAMICS TECH 1
H APPLIED CERAMICS TECH 2
H 3D MAJOR
GRAPHIC DESIGN
H MILESTONE EDITOR
H PHOTO MAJOR
AP ART HISTORY
AP 2D ART & DESIGN
AP 3D ART & DESIGN
AP DRAWING
3D ANIMATION 1
H 3D ANIMATION 2
GAME DESIGN
*VISUAL COMMUNICATIONS

LIBERAL ARTS: GENDER STUDIES

DE-AP PSYCHOLOGY
AP SEMINAR AP RESEARCH
AP ENGLISH LANGUAGE
AP AFRICAN AMERICAN STUDIES
WOMEN IN LITERATURE
H PHILOSOPHY & ETHICS
H GENDER & IDENTITY
WOMEN'S STUDIES
PSYCHOLOGY SOCIOLOGY
CONFLICTS & CONNECTIONS
AP HUMAN GEOGRAPHY
AP US GOVERNMENT
AP ART HISTORY
DE-INTRODUCTION TO FILM



PWHS CAREER PATHWAYS

FOLLOW YOUR CAREER PATH BY SELECTING APPLICABLE COURSES OF STUDY OFFERED AT PWHS

*ALL PATHWAYS INCLUDE THE RECOMMENDATION THAT STUDENTS CONSIDER **INTERNSHIP** AS AN ESSENTIAL PART OF THE CAREER EXPLORATION PROCESS

* Denotes courses offered at Central Montco Technical High School

MEDIA & JOURNALISM

MEDIA PROD. 1 MEDIA PROD. 2
H MEDIA PRODUCTION 3
AP ENGLISH LANGUAGE
CREATIVE WRITING
GRAPHIC DESIGN
H MILESTONE EDITOR
FILM APPRECIATION
DE-INTRODUCTION TO FILM
DE-DIGIBEATS FACTORY
PHOTOGRAPHY 1
H PHOTOGRAPHY 2
SONGWRITER'S COLLECTIVE
*VIDEO, SOUND, & MUSIC PRODUCTION

DESIGN TECHNOLOGY

PRODUCT DESIGN 1
H PRODUCT DESIGN 2
CP INNOVATION STUDIO
ARCHITECTURAL DRAWING 1
H ARCHITECTURAL DRAWING 2
CADD 1 **H CADD 2**
ROBOTICS 1 **H ROBOTICS 2**
*BUILDING TRADES

PERFORMING ARTS

CHORUS H CHORUS
BAND H BAND
ORCHESTRA H ORCHESTRA
BLUES, JAZZ, & MODERN BAND
SONGWRITER'S COLLETIVE
KEYBOARDS & CHORDS
DE-DIGIBEATS FACTORY
INTRO TO THEATRE
PRE-AP THEATRE
PRE-AP MUSIC THEORY
AP MUSIC THEORY
*VIDEO, SOUND, & MUSIC PRODUCTION

ENGINEERING

H ENGINEERING 1
H ENGINEERING 2
PRE-AP ENGINEERING
DE-CP ENGINEERING DESIGN
DE-AP PHYSICS C: MECHANICS
AP SEMINAR AP RESEARCH
CP INNOVATION STUDIO
ARCHITECTURAL DRAWING 1
H ARCHITECTURAL DRAWING 2
AP CALCULUS AB
AP CALCULUS BC
AP PRECALCULUS
H CALCULUS
CADD H CADD 2
*BUILDING TRADES

HEALTH SCIENCES

AP BIOLOGY
AP CHEMISTRY
AP SEMINAR AP RESEARCH
ANATOMY & PHYSIOLOGY 1
ANATOMY & PHYSIOLOGY 2
H MICROBIOLOGY
INFECTIOUS DISEASES
FOOD CHEMISTRY
DE-AP PSYCHOLOGY
SPORTS MEDICINE
LIFEGUARDING
AP CALCULUS AB
AP CALCULUS BC
AP PRECALCULUS
*H ALLIED HEALTH
*HEALTH CARE SCIENCES
*EXERCISE & REHAB SCIENCE

ENVIRONMENTAL SCIENCES

AP ENVIRONMENTAL SCIENCE
AP SEMINAR
AP RESEARCH
ENVIRONMENTAL SCIENCE
MARINE SCIENCE
H PHILOSOPHY & ETHICS
FOOD CHEMISTRY
*LANDSCAPING DESIGN & CONSTRUCTION

BUSINESS & FINANCE

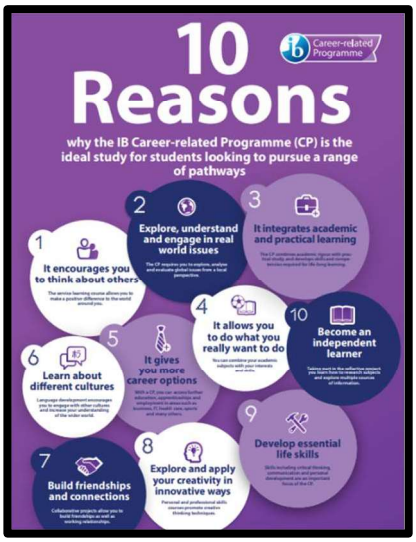
INTRODUCTION TO BUSINESS
AP BUSINESS w/ PERSONAL FINANCE
BUSINESS LAW 1
H BUSINESS LAW 2
DE-MARKETING 1
DE-H MARKETING 2
SPORTS MANAGEMENT
CP ENTREPRENEURSHIP
ACCOUNTING 1
DE-H ACCOUNTING 2
H ECONOMICS
DE-H THEORIES OF LEADERSHIP
AP MACROECONOMICS
AP MICROECONOMICS
AP STATISTICS
PROBABILITY & STATISTICS

IB CAREER PROGRAMME

IB PPS 11 / IB PPS 12
IB SACA 11 / IB SACA 12
IB PRECALCULUS
IB ANALYSIS & APPROACHES

+2 CAREER COURSES IN 1 OF 3 PATHWAYS:

BUSINESS
DESIGN TECHNOLOGY
ART & DESIGN



IB CAREER-RELATED PROGRAMME

WHAT DOES THE INTERNATIONAL BACCALAUREATE (IB) OFFER?

The International Baccalaureate (IB) focuses on developing globally aware, well-rounded students who are encouraged to think independently and drive their own learning, responding to challenges with optimism and an open mind.

WHAT IS THE IB CAREER-RELATED PROGRAMME (CP)?

The IB Career-related Programme (CP) at PWHS offers academic study and practical hands-on experience through an integrated curriculum, consisting of core IB study, taken alongside one of the three career-related pathways: Business, Design Technology, or Art. The IBCP prepares students for transition to higher education in a specific career pathway. The three components of the IBCP framework are:

**Blue=11th Grade* **Red=12th Grade* **Purple=11th and 12th Grade*

1. THE CAREER-RELATED STUDY

Students will select a career pathway of interest in one of the following areas:

- ***IB-CP Business Pathway:***
  - *Introduction to Business > DE-Marketing > **DE-Marketing 2** > **DE-CP Entrepreneurship***
  - *Introduction to Business > Accounting 1 > **DE-Accounting 2** > **DE-CP Entrepreneurship***
  - *AP Business with Personal Finance > **DE-Marketing 2 or DE-Accounting 2** > **DE-CP Entrepreneurship***
- ***IB-CP Design Technology Pathway:***
  - *Product Design 1 > **H Product Design 2** > **CP Innovation Studio***
  - *CADD 1 > **H CADD 2** > **CP Innovation Studio***
  - *Architecture 1 > **H Architecture 2** > **CP Innovation Studio***
  - *Robotics 1 > **H Advanced Robotics 2** > **CP Innovation Studio***
- ***IB-CP Art & Design Pathway:***
  - *Art Studio 1 > Art Studio 2 > **Pre-AP Visual Arts or H Art Major** > **AP Drawing***
  - *Photography 1 > **H Photography 2 or H Photo Major** > **AP 2D Design***
  - *Ceramics 1 or Metals 1 > **H Ceramics 2, H Metals 2 or H 3D Major** > **AP 3D Design***

You will find course descriptions for the career-related study in the EDI section of this catalog.

2. ACADEMIC STUDY

Plymouth Whitemarsh High School IBCP students are required to complete all approved IB courses.

- ***IB Social and Cultural Anthropology SL (SaCA) - 2 credits***
  Social and Cultural Anthropology is the comparative study of culture and human societies with the goal of understanding humankind in all its diversity. In studying this course students will come to appreciate how anthropology as a discipline contributes to an understanding of contemporary issues, such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. The study of social and cultural anthropology offers critical insight into the continuities as well as dynamics of social change and the development of societies, and challenges cultural assumptions.
- ***IB Math Analysis and Approaches SL – 2 credits***
  In the course Analysis and Approaches, students will understand the value of systematic approaches, analyze complex real-world contexts, communicate concisely and precisely implications of mathematic conclusions. The course encourages the development of strong written, verbal, and graphical communication skills; critical and complex thinking; and moral and ethical considerations influenced by mathematics that will assist students in preparing for the future global workplace. ***Prerequisite: IB Precalculus (Grade 11 = 1 credit)***

3. PROGRAMME CORE

The IBCP core is what defines the IBCP and makes it unique.

- ***IB Personal and Professional Skills (PPS) – 2 credits***

  The Personal and Professional Skills course emphasizes the development of a range of skills that can be applied in a variety of contexts to support students' personal and professional growth both now and in the future. Through the development of intrapersonal and interpersonal skills, critical and ethical thinking and intercultural understanding, the course supports students learning in the other core components (Language and Cultural Studies, Community Engagement and a Reflective Project) and will serve as the basis for success in an ever-changing global society.

  - ***Language and Cultural Studies (LCS)***

    Language and cultural studies invites students to better understand and expand their own language and cultural repertoires and imagine how they could further engage with a range of linguistic and cultural groups. LCS fosters conceptual understanding by enabling students to engage in inquiry and consider broad questions about language, culture, identity, meaning and interrelationships. This core component enables students to set individual goals that reflect their personal, academic and professional needs.
  - ***Community Engagement (CE)***

    Community engagement offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning. It invites students to situate themselves in the context of community and to identify, explore and understand issues that are relevant to them and to engage with them to make a positive impact. Further, students learn strategies to develop skills in dialogue, reciprocity, reflection and reflectivity.
  - ***Reflective Project (RP)***

    The reflective project is an in-depth body of work where students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related subject area. The reflective project is intended to promote high-level research, writing and communication skills, intellectual discovery and creativity. Students gain the opportunity to think like a future career practitioner while engaging in this multi-year research and exploration process.

AM I AN IBCP STUDENT? IS THIS THE RIGHT PATH FOR ME?

At the heart of the IBCP program is the Learner Profile. The ideal IBCP learner is knowledgeable, reflective, principled, balanced, open-minded, caring and a thinker, a communicator, an inquirer, and a risk-taker. Students considering the IBCP at PWHS must be interested in one of the two identified career-related pathways and agree to take the necessary assessments associated with the certificated program. Students must apply for consideration and should visit their counselor for additional details and timeline. A sample student schedule (Grades 11-12) is:

GRADE 11

SEMESTER 1	SEMESTER 2
INTEGRATED MATH 5	IB PRECALCULUS
ELECTIVE	PHYSICS H PHYSICS ***AP PHYSICS C**
IB PPS 11 / IB SaCA 11 (Alternating day courses = all year)	
UNITED STATES HISTORY H UNITED STATES HISTORY ***AP US HISTORY**	IB CAREER-RELATED STUDY COURSE
ENGLISH 4 H ENGLISH 4 ***AP ENGLISH LANGUAGE**	ELECTIVE

GRADE 12

SEMESTER 1	SEMESTER 2
IB ANALYSIS & APPROACHES-S1	IB ANALYSIS & APPROACHES-S2
ELECTIVE	ELECTIVE
IB PPS 12 / IB SaCA 12 (Alternating day courses = all year)	
US GOVERNMENT H US GOVERNMENT ***AP US GOVERNMENT**	IB CAREER-RELATED STUDY COURSE
ENGLISH 5 H ENGLISH 5 ***AP ENGLISH LITERATURE**	ELECTIVE

*AP courses are 2 credits, full year, and serve as one core credit and one elective credit.

RIGOROUS COURSE ACCESS

Rigor is the academic or challenge level of a class. The more difficult the class, the more rigorous it is. Rigorous classes prepare students by teaching (and having students exercise) skills useful in school, the business world, and in life.

PWHS CHAPTER 339 PLAN : Program Goals

Academic Domain

(PW.A) Big Idea: High school students will enroll in rigorous courses of study that align with their aptitude and future college and/or career plan as appropriate.

- **PW.A.1 - Students will select elective courses of study at PWHS and/or CMTHS in line with their career pathway**
- **PW.A.2 - PW will increase communication, processes and open forums to convey that students should select rigorous courses of study that support their post secondary plan and career pathway. Specifically, students will attempt to take course(s) at a higher level than their traditional course load; Honors, Advanced Placement (AP), IB, CMTHS or Dual Enrollment class when appropriate**

*The Rigorous Courses of Study Indicator represents the percentage of 12th graders who participated in at least one Rigorous Course of Study, defined as Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE) credit, during grades 7-12, or were concentrators in a Career and Technical Education (CTE) program of study.

From an outside perspective, students' academic strengths and abilities are best illustrated through high school course selection and grades. The more rigorous classes taken, the more competitive students are as college applicants. Historically, data shows that underrepresented and first-generation college students are less likely to be aware of this philosophy and all existing rigorous opportunities.

When reviewing an applicant's high school transcript, college admission reps consider a variety of factors such as academic opportunities available to that applicant and level of difficulty of classes from Grade 9 through 12. Students who take on an increasingly more challenging course load from year to year, do show growth and tenacity.

In summary, a rigorous high school course load is dependent on many factors. The following questions should be asked of students when selecting high school classes.

- In what subjects do you excel? Did you challenge yourself in these areas?
- Did you continue to challenge yourself beyond the minimum requirements for a Plymouth Whitemarsh High School diploma?
- Does your transcript show that you are a well-rounded student?
- What are your interests? Does your coursework show that you can be successful in a particular major?

Conversations are key when it comes to students making informed decisions about their college and career goals.

AP Courses and Exams - Research: Benefits Beyond the Score

SPECIAL PROGRAMS

AVID (Grades 9-12)

***AVID 12 = DUAL ENROLLMENT (ARTSC 0111)**

AVID (Advancement Via Individual Determination) is a rigorous college preparatory program geared towards students who traditionally fall in the "academic middle." Students willing to accept the challenge will be accelerated into Honors and AP courses while simultaneously receiving support pertaining to what AVID deems the "hidden curriculum." The AVID course emphasizes Cornell notetaking, binder organization, study strategies, time-management, and college awareness that will facilitate their academic success in a post-secondary institution. Students gain admission into the program through a rigorous recommendation and screening process to ensure only those individuals truly dedicated to their personal growth and success take part with the understanding they must maintain a minimum GPA requirement. ***Students who choose to pursue the dual enrollment option in AVID 12 earn 1 college credit from The University of Pittsburgh.**

CENTRAL MONTCO TECHNICAL HIGH SCHOOL (Grade 10-12)

Plymouth Whitemarsh High School students are eligible to participate in career, technical and pre-professional experiences at Central Montco Technical High School (CMTHS) campus along with students from Lower Merion, Norristown, and Upper Merion Area High Schools. The CMTHS program involves formal business and industry partnerships, articulation agreements with colleges, and industry-recognized credentialing of students. The CMTHS program offers participating students the opportunity to develop advanced technical skills as a foundation for students who are both college-bound and entering the workforce. Please reference the appendix for course offerings and eligibility requirements.

COMMUNITY BASED WORK PROGRAM (Grade 12)

The Community Based Work Program (CBWP) experience is a school-to-work transition program with the intent of providing students paid/on-the-job training as determined by a **student's IEP**. Placements are considered an extension of the classroom and comply directly with Pennsylvania Child Labor Laws. CBWP students are assigned to the PW Transition Coordinator who will oversee the experience, conduct visits, and communicate with the receiving organization; student progress is monitored and evaluated by the school liaison and employer on a continual basis. Duration in the field will depend on credits earned through grade 12 and be determined by building administration.

DUAL ENROLLMENT

Plymouth Whitemarsh High School offers dual enrollment opportunities for students. Upon successful completion of registered dual enrollment courses (having earned a "C" or better), students participating in a dual enrollment program earn (1.0) high school credit as well as the associated college credit. Students' transcripts do reflect the grade earned in the college course. PASS/FAIL IS NOT an option. Students must meet all eligibility requirements and are responsible for tuition, books and transportation as required by the college/university. Permission of the building principal is required to take more than two dual enrollment courses per semester. Students should meet with their counselor to discuss all dual enrollment options; on-campus, off-campus or online. Students are responsible for acquiring the additional college transcript to submit during the college application process. **See your counselor or Mrs. May for details.**

PWHS has dual enrollment agreements with the following institutions:

- Chestnut Hill College
- Gwynedd Mercy University
- Montgomery County Community College
- Pennsylvania College of Art & Design
- Shippensburg University
- The University of Delaware
- The University of Pittsburgh
- West Chester University

ELD FOUNDATIONS (Grade 9-12)

This introductory or newcomer English language development course that introduces newcomer Multilingual Learner (ML or EL) to the school setting while building essential English language skills needed to enter an academic setting. Students will be introduced to basic English expressions, phonetics, arithmetic, vocabulary, and life-skill situations as well as beginning reading passages & writing prompts. By the end of the course, students will have a foundation of reading, writing, speaking, and listening skills to process and understand basic written and spoken language as well as an understanding of ways to engage in written and oral communication in their content-area and elective courses at PWHS.

ELD SUCCESS (Grade 9-12)

Student **U**nderstanding of **C**ultural & linguistic **C**onnections in **E**nglish through **S**caffolding and **S**upport is a required English elective course for Multilingual Learners (MLs or ELs) within 2.0-4.0 WIDA range. This course provides activities and strategies to improve English language acquisition and other essential skills that are part of the school's "hidden curriculum." By the end of the course students will be able to process, understand, interpret, and evaluate spoken language in a variety of situations for an array of purposes and audiences; process, interpret and evaluate written language, symbols and text with understanding and fluency; and engage in written and oral communications in a variety of forms.

ELD HORIZONS (Grade 9-12)

This course targets multilingual learners (MLs or ELs) within a 2.0-3.0 WIDA range to expand their conversational English skills and begin their academic language acquisition. It will continue in sequence where the ELD Foundations course left off and will work in conjunction to support students in an ELD SUCCESS course. This course will emphasize English language grammar, academic and conversational writing techniques, and build learners' conversational and academic vocabulary.

H AVID TUTORIAL (Grades 11-12)

AVID tutorial is designed for motivated 11th and 12th grade students interested in working with AVID students to achieve their full potential by facilitating collaborative tutorial groups. Tutors will become thoroughly grounded in AVID strategies (WICOR: writing, inquiry, collaboration, organization and reading) and become a master of each stage of the AVID tutorial and the inquiry learning process. AVID tutorials take place in small groups that are subject area specific. Tutors use Socratic questioning and collaborative learning techniques to help the students come up with the answers to their questions on their own and by working with fellow students. **Prerequisite: Submitted application & teacher/counselor recommendation.**

INDEPENDENT STUDY (Grade 12)

The Independent Study is intended to be an extension, expansion or "spin-off" of an existing course offered at Plymouth Whitemarsh High School. The course reflects a custom-designed academic experience that provides curricular enrichment and flexibility. This unique (advanced) experience provides the student with an opportunity to pursue/research content independently under the direct supervision of a professional faculty member in a given content area. At no time will the Independent Study request be considered as a means to accelerate credit attainment or graduation. Students will be required to develop a plan of study/syllabus and have that plan approved by a sponsoring teacher, Department Chair, Guidance Counselor, and the Assistant Principal of Academic Affairs. The student must be a senior in good academic standing (3.0 or better) and not credit deficient and have exhausted all PW classes in that Pathway.

INTERNATIONAL BACCALAUREATE CAREER PROGRAMME (Grades 11-12)

The IB Career-related Programme (CP) at PWHS offers academic study and practical hands-on experience through an integrated curriculum, consisting of core IB study, taken alongside one of the three career-related pathways: Business, Design Technology, Art & Design. The IBCP prepares students for transition to higher education in a specific career pathway. The IBCP program requires an application and interview process for interested students in their 10th grade year. **See your counselor or Mrs. Duffy for information.**

INTERNSHIP (Grade 12)



The ***INTERNSHIP-CAREER PATHWAYS*** course combines classroom study with a planned, supervised, practical work experience designed to develop the essential skills related to a career pathway. Students choosing to enroll in the internship program will be placed in unpaid, professional locations in order to explore or expand upon a field of interest. Interns are released from class four days per week to learn about the industry and the post-secondary training necessary to be successful. Interns will participate in seminar one day per week to reinforce personal growth, communication skills, and address any problems and/or potential conflicts. Students will receive assistance finding placements or they can find one on their own. This course is designed to meet the needs of students who will be seeking careers in professional or skilled areas requiring a 2 or 4-year college degree. **Prerequisite: Career and Financial Management (grade of "C" or better and/or teacher recommendation. Students MUST have personal transportation and is not provided by CSD.**

KEYSTONE: STRATEGIES FOR READING SUCCESS (Grade 10-11) (PASS/FAIL)

This course is designed for students who benefit from and are recommended for additional reading support. Students will review and apply fiction and nonfiction reading strategies, note taking (both in print and digitally), and close reading through engaging and challenging materials. Students will be encouraged to read, write, collaborate, and research while using critical thinking to ponder essential questions and to cite evidence to support their response. PA Core Released Tasks and assignments are used to prepare students for the rigor of reading in the content area.

KEYSTONE: STRATEGIES FOR MATHEMATICAL SUCCESS (Grade 10-11) (PASS/FAIL)

This is a required course for students who are at risk of not reaching the proficiency level on the Algebra 1 Keystone Exam. Individual student weaknesses will be targeted through pre-testing and previous benchmark data. Although the Algebra Keystone will be a focus, review of test taking strategies for multiple choice and open ended questions will be beneficial in all future math courses and assessments. All lessons will be aligned to the Pennsylvania state standards. In addition, students will develop strong habits and mathematical tools necessary for success in mathematics. **Achievement in previous courses, PSSA, 9th and 10th grade benchmarks/final exams, and teacher recommendation will determine enrollment.**

PRIZE – FUTURE TEACHERS COHORT (Grade 11-12)





West Chester's PRIZE Program intends to increase the number of teacher candidates in the pipeline, as well as the number of candidates from diverse backgrounds, while giving students direct experiences that lead to a career in teaching. The application process begins in the fall of junior year. Students looking to pursue the field of education will begin taking West Chester asynchronous online and/or hybrid-flex courses at PWHS, senior year, at no cost! **Courses are accredited dual enrollment through West Chester University. See the flyer on page 28 and you counselor for additional details.**

PW ACADEMY (Grade 9-12)

The PW ACADEMY is an on-campus alternative education placement that meets the educational and social/behavioral needs of the non-traditional learner by combining online coursework and web-based tutorial programming with in-person instructional assistance and emotional support within the framework of a flexible and individualized schedule and program. Students are provided with coursework and academic assistance to fulfill needed graduation requirements, participate in individualized or group counseling, and receive individualized and flexible program planning that could include vocational and/or job training. **PWHS students for this program and must be recommended by the PWHS CARE Team.**

READING WORKSHOP (Grade 9)

This course is designed for 9th grade students with a focus on comprehension strategies, content area reading and study skills. Through balanced use of whole and small group instruction students will receive instruction throughout the semester designed to improve skills and techniques targeting comprehension. Placement in an additional reading course may be recommended or required based on the student's progress.

SENIOR ACTION EXPERIENCE (Grade 12)

The **S**enior **A**ction **E**xperience (SAE) Program is a planned, organized, and voluntary effort designed to provide opportunities for seniors to participate in meaningful career research or training, employment, or volunteer service. These opportunities are not provided by the school, not assigned grades but will be recognized for credit as "Pass/Fail". The SAE provides participating seniors choice in selecting their own area(s) of interest.

- **Career Launchpad** is defined as training and/or defined coursework (other than college) that prepares students for a career outside of high school. This opportunity is likely unpaid.
- **Employment Experience** offers students flexibility for work outside of high school not planned or monitored by the school but in line with PA Child Labor Laws.
- **Volunteer Opportunity** offers students a unique opportunity to volunteer and give back to a community or group outside of the approved Service-Learning curriculum.

The experience must be pre-approved by a student's counselor and administration and requires documentation be submitted and maintained by the school and student, before and after. SAE eligible students are recognized to have met all requirements academically/procedurally and must also meet both attendance and discipline terms as outlined in the application to be considered.

SERVICE LEARNING (Grade 12)

Service Learning focuses on community service as a vehicle for learning and civic responsibility. Through service, students will develop and apply personal and social skills and gain experience in team work, decision-making and problem-solving. Student will have opportunities to show initiative and take responsibility while applying knowledge and skills to meet an identified and authentic community need. **Students MUST have personal transportation and is not provided by CSD.**

S.E.R.V.S. - (Grade 11-12) (PASS/FAIL)

S.E.R.V.S. (Student Education Realized Through Voluntary Service) is a specialized PW program, which enables a limited number of 11th and 12th grade students to provide voluntary services, typically to fellow peers in need of support during coursework within the building. Students will report to and be under the direct supervision of the professional staff member who oversees the class and/or service. All candidates must coordinate with a counselor and mentor teacher and will participate in a screening interview.

VHS LEARNING (Grade 12)

VHS Learning is online institution offering over 150 elective courses. Eligible students take the course during a scheduled block and are required to sign in with the PWHS VHS Learning Coordinator. The instructor of the course is a teacher at a participating VHS school who facilitates the course through an on-line format. Students must possess maturity, time management skills, proven academic success and demonstrate workload management. This course is designated for seniors who have unique scheduling conflicts and/or career pathway interests and must approved by the counselor, Assistant Principal of Academic Affairs, and the PW VHS Learning Coordinator**. See your counselor or Mrs. Esmonde for details.**



CHOOSING MONTCO

MONTGOMERY COUNTY COMMUNITY COLLEGE

DUAL ENROLLMENT

Plymouth Whitemarsh High School seniors have the option of taking 1-10 credits through dual enrollment at Montgomery County Community College, possibly earning a full year of high school and college credit simultaneously with approval from both a counselor and administration.

Students may opt to choose brick and mortar or online classes. Montco has partnership agreements with 30+ four-year colleges and universities to accept MCCC transfer credits, which include:

ALBRIGHT COLLEGE
ALVERNIA UNIVERSITY
ARCADIA UNIVERSITY
BLOOMSBURG UNIVERSITY
CHESTNUT HILL COLLEGE
CHEYNEY UNIVERSITY
DELAWARE VALLEY UNIVERSITY
DESALES UNIVERSITY
DREXEL UNIVERSITY
EASTERN UNIVERSITY
EAST STROUDSBURG UNIVERSITY
GWYNEDD MERCY UNIVERSITY
IMMACULATA UNIVERSITY
KEYSTONE COLLEGE
KUTZTOWN UNIVERSITY
LASALLE UNIVERSITY
LEBANON VALLEY COLLEGE
LEHIGH UNIVERSITY
MESSIAH COLLEGE
NEUMANN UNIVERSITY
PEIRCE COLLEGE
PENN STATE ABINGTON
PENN STATE BERKS
ROSEMONT COLLEGE
ST. JOSEPH'S UNIVERSITY
SHIPPENSBURG UNIVERSITY
STRAYER UNIVERSITY
TEMPLE UNIVERSITY
URSINUS COLLEGE
VILLANOVA UNIVERSITY
WEST CHESTER UNIVERSITY
WIDENER UNIVERSITY
WILMINGTON UNIVERSITY

Students/families are solely responsible for transportation and costs and must contact the intended college's Admissions Office to confirm credit transfer specifications.

Fall 2025, Spring 2026, and Summer 2026

	IN-COUNTY RESIDENTS	OUT-OF-COUNTY RESIDENTS	OUT-OF-STATE RESIDENTS
Dual Enrollment	$230.00 per class	$411.00 per class	$592.00 per class

** Please note that the per credit total does not reflect the course or additional fees that may be associated with a class.*

Senior Citizen	$59.00 per credit

For more information see your counselor or contact the MCCC admissions office at Admissions@mc3.edu (215.641.6551)

PRIZE: Partnering in Raising Inclusive-Zealous Educators

TEACHER PIPELINE INITIATIVE

The Commonwealth is experiencing a drastic increase in the need for teachers. In 2020-2021, the Commonwealth issued 5,101 new certifications, as opposed to over 16,000 certifications in 2012-2013. With the "great resignation", teacher preparation programs need students.

West Chester's PRIZE Program intends to increase the number of teacher candidates in the pipeline, as well as the number of candidates from diverse backgrounds, while giving students direct experiences that lead to a career in teaching. **Students looking to pursue West Chester University, in the field of education, will begin taking courses online at PWHS (dual enrollment credit) through WCU at no cost!**

Available courses include:

SED 100 - An Exploration of Secondary Education (3 credits)

This course will introduce students to the nature of secondary school teaching. This introduction will include looking at some fundamental aspects of the profession like standards, basic lesson planning, and assessment. The course will lay a foundation for students to (1) envision best practices for teaching and learning, (2) engage in professional conversations around pedagogical practice, and (3) function as reflective practitioners. (HYBRID-FLEX)

EGP 209 – Child Development: Pre-birth to 5 years (3 credits)

This course covers the normative and atypical development of children from pre-birth through 5 years across all development domains. The earliest years are exciting, interesting and a continually changing time in the lives of children. This course will cover content from research, personal experiences and observations. (ASYNCHRONOUS)

EDT 349 – Technology to Transform Teaching & Learning (1credit)

This course explores theoretical and practical issues related to the effective integration of technology in teaching and learning. (In-Person)

EDA 103 – Foundations of Special Education (3 credits)

This course is designed to acquaint students with the historical legal evolution of the field of education, additionally focusing on characteristics of individuals with disabilities. (ASYNCHRONOUS)

MUE 220 – Music for Diverse Learners (3 credits)

This course provides students with skills, knowledge, understanding, and attitudes necessary to meet the needs to students with diverse needs in an inclusive music education classroom. (HYBRID-FLEX)

HPE 186 – Motor Development and Motor Learning (3 credits)

Understanding how children and adolescents acquire motor skills and become skillful movers requires an integration of knowledge from the fields of motor development and motor learning. Physical education teachers must be able to use motor development knowledge to design goals appropriate for the developmental stage and perceptual motor abilities of the learner; and use motor learning knowledge to design appropriate movement tasks and practice conditions for the type of skill. (HYBRID-FLEX)

Selection Criteria and Registration

- Candidates are students in Grades 11-12 and must have a 2.8 or above GPA to enroll in the PRIZE Education program (dual enrollment) at West Chester University and must complete the application process online using the QR code here. The Dual Enrollment registration form must be signed by your counselor before being officially accepted.
- Rising seniors will participate in a summer on-campus experience at West Chester University and agree to attend at least one virtual and/or in-person event held at West Chester University in relation to majoring in Education.

See your counselor for details and visit West Chester University online for more information
https://www.wcupa.edu/education-socialWork/prize/program.aspx

2026-2027 COURSE SELECTION GUIDE

Central Montco Technical High School (CMTHS) provides a variety of educational programs that prepare students to enter the workforce or to continue their education at colleges, universities, and technical schools. In addition, to occupation specific training, CMTHS promotes the development of civic responsibility, employability skills, leadership, and professionalism. All programs are competency based and designed to meet the needs, skills, interests, abilities, and preferences of the individual student.

CMTHS is dedicated to supporting the local business and industry sector of the community by providing programs that assist in meeting local, state, and national workforce requirements. At CMTHS, caring and professionally certified staff share their skills while challenging and mentoring their students. Many of the instructors have established high profiles in their fields of expertise prior to becoming teachers. Teachers serve as mentors and respond to individual needs as they extend their support and enthusiasm while preparing students for the future. Students can obtain a variety of state and nationally recognized certifications and professional licenses. (Classes designated *H below are recognized as Honors Level classes at PW)

TECHNICAL PROGRAM OF STUDY	CAREER FIELD (CLUSTER)	CIP CODE	GRADE LEVEL ELIGIBILITY
Automotive Technology	Transportation, Distribution and Logistics	47.0604	10-11-12
Baking & Pastry Arts	Hospitality and Tourism	12.0501	10-11-12
Barbering	Human Services	12.0402	10-11-12
Building Trades	Architecture - Construction	46.0401	10-11-12
Collision Repair Technology	Transportation, Distribution and Logistics	47.0603	10-11-12
Cosmetology	Human Services	12.0401	10-11-12
Culinary Arts	Hospitality and Tourism	12.0508	10-11-12
Early Childhood Education	Education and Training	19.0708	10-11-12
Exercise Sciences & Rehab Therapy	Health Sciences	51.2604	10-11-12
Healthcare Sciences	Health Sciences	51.0899	10-11-12
***H Allied Health**	Health Sciences	NA	12
***H Secondary Education Academy**	Education and Training	NA	11-12
Landscape Design & Construction	Architecture - Construction	01.0601	10-11-12
Networking Technology	Information Technology	11.0901	10-11-12
Public Safety	Law and Public Safety	43.0107	10-11-12
Visual Communications	Arts and Communications	50.0402	10-11-12
Video, Sound, and Music Production	Arts and Communications	10.9999	10-11-12

ADMISSIONS

Admission to CMTHS is based upon the recommendation of your Plymouth Whitemarsh High School counselor and/or IEP team. An application with a copy of the IEP, if applicable, is required before enrollment. CMTHS enrolls students who thrive in a competitive environment. Through careful scheduling with your PWHS counselor, students can meet most college entrance requirements and attend CMTHS. We encourage all students and parents to visit CMTHS and consult the CMS program coordinator to select the most appropriate program and schedule of academic classes.

Although CMTHS programs are developed around a three-year curriculum, students may enter CMTHS in 10th, 11th, or 12th grade. Your application requires preregistration and must be coordinated through your PWHS counselor. Interested students are responsible for applying through EnrollTrack portal by registering for an account and providing basic demographic information. Students should enroll at https://www.cmths.org/prospective-students.

STUDENT ORGANIZATIONS

SKILLSUSA & HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA) - SkillsUSA and HOSA have very active chapters at CMTHS. These programs are nationally recognized organizations in which all students participate. SkillsUSA is a national partnership of students, teachers and industry working together to ensure America has a skilled work force through leadership training and student government. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in healthcare fields.

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

NETWORKING TECHNOLOGY (Grade 10-12)

(TEC9031F) DUAL ENROLLMENT (EET 145)

CAREER CLUSTER: INFORMATIONS TECHNOLOGY

ARTICULATION AGREEMENT: CIP CODE 11.0901

COURSE DESCRIPTION: This is an instructional program that focuses on the design, implementation, and management of linked systems of computers, peripherals and associated software and prepares individuals with the technical skills required to support networks and network users. This program includes instruction in networks technologies and standards: system design, architecture, operating systems, security, communications protocols, client support, messaging services, network management, troubleshooting and server optimization. ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Pennsylvania College of Technology.**

The Networking Technology program at Central Montco Technical High School is intended to meet the needs of the technology industry both now and in the future. With the Internet growing continually, there are many opportunities available to Networking Technology students. With an education in infrastructure-level networking, students are highly sought after by employers.

POTENTIAL CERTIFICATIONS: Students in the Networking Technology Program may earn the following certifications:

- NOCTI Computer Systems Networking PA
- TestOut Pro > Options: Ethical Hacker, Server, Client, PC, Network, Security, or Cyber Defense
- Fortinet Network Security Expert (NSE)
- Cisco CCENT (Certified Cisco Entry Network Technician)
- Cisco CCNA (Certified Cisco Network Associate)
- CompTIA A+ (Prep)
- CompTIA Network+ (Prep)
- C-Tech Copper, Fiber and Smart Home- Home Entertainment certifications
- OSHA Certification

RELATED OCCUPATIONS: Desktop Support Specialist, IT Support Specialist, Helpdesk Technician, Network Administrator, Security Specialist, IT Systems Administrator, Ethical Hacker, Information Security Analyst, IT Security Consultant.

VIDEO, SOUND AND MUSIC PRODUCTION (Grade 10-12)

(TEC9042F)

CAREER CLUSTER: ARTS & COMMUNICATIONS

ARTICULATION AGREEMENT: CIP CODE 10.9999

COURSE DESCRIPTION: This program prepares individuals to apply knowledge and skills in the field of multimedia technology. Multimedia technology specialists provide services in a variety of areas associated with typography, web and graphic design, video, audio, television production, animation, and photography.

The Video, Sound, and Music Production Program is a hands-on course where students acquire skills in video and audio production through the operation of state-of-the-art digital video and audio studio production equipment. Students will be able to combine their artistic creativity with technological knowledge to produce original video and audio productions such as newscasts, music videos, short films, music recording projects, and audio / video post-production projects.

In this field students will work in exciting environments and work settings that include television and radio stations, sporting events, concerts, film sets, recording studios, and theaters. This program prepares students to apply technical knowledge and skills to the production of sound recordings as either finished products or as components of traditional or emerging music productions, film and video productions, live sound productions, broadcasts, video game productions, or mixed media productions.

POTENTIAL CERTIFICATIONS: Students in the VSM Production Program may earn the following certifications:

- NOCTI Communication Technologies PA
- OSHA Certification

RELATED OCCUPATIONS: Video Producer, Audio Producer, Broadcast Technician, Sound Engineer, Foley Artist, Sound Mixers, Field Technicians, Camera Operators, Cinematographer, Videographer, Sound and Video Editor.

VISUAL COMMUNICATIONS (Grade 10-12)

(TEC9040F)

CAREER CLUSTER: ARTS & COMMUNICATIONS

ARTICULATION AGREEMENT: CIP CODE 50.0402

COURSE DESCRIPTION: This is a program in the applied visual arts that focuses on the general principles and techniques for effectively communicating ideas and information, and packaging products, in digital and other formats to business and consumer audiences, and that may prepare individuals in any of the applied art media. Students in the Visual Communications program pursue studies in traditional media such as watercolor, pencil drawing, pen and ink, and air brush with an emphasis on illustration. Work is also done in advanced color theory and design theory.

As reflected in the trend in the graphic design field, there is an ever-increasing emphasis on computer-generated art. Students work with Macintosh computers using such programs as Illustrator, Photoshop, InDesign, and 3D Software.

POTENTIAL CERTIFICATIONS: Students in the Visual Communications Program may earn the following certifications:

- NOCTI Commercial and Advertising Art PA
- OSHA Certification

RELATED OCCUPATIONS: Digital Designer, Multimedia Designer, Print Designer, App and Digital Platform Designer, Web Design and SECO, Social Media Designer, Online Producer, Internet Marketing Consultant, Photographer and Videographer, Fine Artist, Illustrator, Fashion Designer.

EXERCISE SCIENCES AND REHABILITATION THERAPY (Grade 10-12)

(TEC9049F)

CAREER CLUSTER: HEALTH SCIENCES

ARTICULATION AGREEMENT: CIP CODE 51.2604

COURSE DESCRIPTION: The Exercise Sciences and Rehabilitation Therapy program is a 2-year program for 11th and 12th-grade students and designed for several technical fields related to kinesiology. Instruction includes theory and applications related to strength training and high intensity training, weight management, nutrition, resistance training, exercise programing, exercise physiology, mental health and wellness, pathophysiology, athletic training, injury recognition and management, rehabilitation and restorative care, medical terminology. Students will learn to design safe and effective exercise prescriptions, conduct individual exercise programs, and fitness testing. Students with an eager aptitude for the sciences, specifically Biology, will thrive in this program.

Students will prepare for employment in a wide variety of settings that include assisted care living facilities, fitness clubs, hospitals, corporate wellness programs, strength and conditioning, and clinical rehabilitation programs. In addition, the program serves as a strong foundation for students wishing to pursue advanced degrees in the field of exercise science or enter professional disciplines such as physical or occupational therapy. Specific healthcare certifications, dual-enrollment college credit and clinical opportunities are included in the program.

POTENTIAL CERTIFICATIONS: Students in the Exercise Sciences and Rehabilitation Therapy Program may earn the following certifications:

- Personal Training Certification (ACSM)
- CareerSafe OHSA Certification for Healthcare Workers
- Emergency Care and Safety Institute (ESCI) Certifications for the following:
    - First Aid
    - Healthcare Provider CPR
    - Sports Aid and Injury Prevention
    - Standard First Aid, CPR, AED

RELATED OCCUPATIONS: Physical Therapist, Physical Therapy Assistant, Occupational Therapist, Athletic Trainer, Personal Trainer, Nutritionist, Strength and Conditioning Coach, Speech Language Pathologist, Physical Therapy Aide.

HEALTHCARE SCIENCES (Grade 10-12)

(TEC9023F)

CAREER CLUSTER: HEALTH SCIENCES

ARTICULATION AGREEMENT: CIP CODE 51.0899

COURSE DESCRIPTION: This is a program with a combination of subject matter and experiences designed to prepare individuals for entry level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications, and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

The Healthcare Sciences Program offers a core academic curriculum and skill-based competency tasks linked to careers in the health care industry. This program provides the knowledge base for Health Occupations careers, as well as preparing the student to enter the health care system as a competent assistant to the health professional.

The clinical experience the students receive is an integral part of the program; providing the students with the laboratory setting to perfect their procedures and hands-on experience in local health care agencies as well as helping them to develop communication skills that are essential in today's job market.

POTENTIAL CERTIFICATIONS: Students in the Healthcare Sciences Program may earn the following certifications:

- AHA (American Heart Association) Healthcare Provider BLS CPR
- DPW (Department of Public Welfare) Certificate for Patient Care Assistant
- Medical Assisting
- Nurse Assisting and EKG Technician from AMCA (American Medical Certification Association)
- Naloxone Now Opioid Overdose Prevention Certification (through MCCC)

RELATED OCCUPATIONS: Physical Therapist, Radiologist Technologist, Surgical Technician, Home Health Aide, Occupational Therapist, Certified Nurse's Aide, Respiratory Therapist, Pharmacy Technician, Veterinary Assistant, Registered Nurse, Physician Assistant, Physician, and Nurse Practitioner.

H ALLIED HEALTH (Grade 12)

(TEC9019F) DUAL ENROLLMENT (BIO 104)

CAREER CLUSTER: HEALTH SCIENCES

ARTICULATION AGREEMENT: N/A

COURSE DESCRIPTION: Allied Health Technology is an Honors College Prep course designed for 12th grade students who wish to pursue a career in healthcare professions.

This is a program with a combination of subject matter and experiences designed to prepare individuals for entry level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications, and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc. ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Montgomery County Community College.**

POTENTIAL CERTIFICATIONS: Students in the Honors Allied Health Program may earn the following certifications:

- ASHI (American Safety & Health Institute) CPR Pro and First Aid
- DPW (Department of Public Welfare) Certificate for Patient Care Assistant
- Medical Assisting
- Nurse Assisting and EKG Technician from AMCA (American Medical Certification Association)
- CareerSafe OSHA Certification for Healthcare workers

RELATED OCCUPATIONS: Physician, Pharmacist, Physician Assistant, Radiologist, Physical Therapist, EKG Technician, Nurse Practitioner, Medical Lab Technician, and Surgical Technician.

BARBERING (Grade 10-12)

(TEC9054)

CAREER CLUSTER: HUMAN SERVICES

ARTICULATION AGREEMENT: CIP CODE 12.0402

COURSE DESCRIPTION: The Barbering program prepares individuals to cut, trim, and style hair also includes massaging the head in preparation to practice as licensed barbers in a professional setting. Includes instruction in hair cutting, blending, fading, style, clippers, scissors, razors, shop management, sanitation, safety, customer service, and applicable professional and labor laws and regulations. The basic course requires 1250 hours of study and takes three years to complete where students learn the theory of anatomy of the head, face, chemicals, coloring, sterilization, sanitation, and safety precautions in the field. Students are also trained in the art of customer service.

The Barbering program teaches the most scientific approach with a focus on precision and technique. Students are trained in specializations such as texturing, layering, fading, blending, color, straight razor, shaving, beard and mustache shaping, hot towel treatment, and facial massage. Students may participate in our internship program, which consists of spending several days a week working with community clients during school hours. Students can demonstrate skills while working towards their goals for licensing requirements in the state of Pennsylvania.

POTENTIAL CERTIFICATIONS: Students in the Cosmetology Program may earn the following certifications:

- NOCTI Barber PA
- Barber PA License
- Barbicide Certification
- Barber Teacher
- 650 Hours towards Barber License after completion of PA Cosmetology License

RELATED OCCUPATIONS: Hairstylist, Master Barber, Barbershop Owner/Operator/Manager, Hair Colorist, Cosmetologist, Beard Grooming Specialist, Esthetician, Barber Instructor/Trainer, Mobile Barber, and Barber Supply Sales Representative.

COSMETOLOGY (Grade 10-12)

(TEC9011F)

CAREER CLUSTER: HUMAN SERVICES

ARTICULATION AGREEMENT: CIP CODE 12.0401

COURSE DESCRIPTION: The Cosmetology program prepares individuals to cut, trim, and style scalp, facial, and body hair; apply cosmetic preparations; perform manicures and pedicures; massage the head and extremities and prepare for practice as licensed cosmetologists in specialized or full-service salons. Includes instruction in hair cutting and styling, manicuring, pedicuring, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety. The basic course requires 1250 hours of study and takes three years to complete where students learn the theory of anatomy of the head, face, hands and feet, chemicals, coloring, sterilization, sanitation and safety precautions in the field. Students are also trained in the art of customer service and applicable professional labor laws and regulations.

The Cosmetology program teaches the most scientific approach in hair designing, manicuring and esthetics today. Students are trained in specializations such as nail sculpturing, skin care, hair cutting, coloring, styling, permanent waving and ethnic styling. Students may participate in our internship program, which consists of spending several days a week in our own salon during school hours working towards their goals for licensing requirements in the state of Pennsylvania.

POTENTIAL CERTIFICATIONS: Students in the Cosmetology Program may earn the following certifications:

- NOCTI Cosmetology/Cosmetologist PA
- Cosmetologist PA License
- Milady RISE Infection Control Certification
- Barbicide Certification
- Cosmetology Teacher
- Nail Technician
- Esthetic Technician
- 650 Hours towards Barber License after completion of PA Cosmetology License

RELATED OCCUPATIONS: Hairstylist, Esthetician, Manicurist, Cosmetologist, Shampoo Technician, Stylist Assistant, Color Specialist, Make Up Artist, Retail Specialist, Salon Owner, Salon Manager.

EARLY CHILDHOOD EDUCATION (Grade 10-12)

(TEC9017F) DUAL ENROLLMENT (EDU 100; EDU 210)

CAREER CLUSTER: EDUCATION & TRAINING

ARTICULATION AGREEMENT: CIP CODE 19.0708

COURSE DESCRIPTION: This program prepares individuals for a variety of occupations in childcare and guidance, often under the supervision of professional personnel in child or day care centers. This program includes instruction in growth and development; nutrition; planning and management; safety; behavior guidance; play activities; child abuse and neglect; parent, child personal relationships; learning experiences for children; and laws, regulations and policies relating to childcare services. ***Students who choose to pursue the dual enrollment option will earn 6 college credits (two courses) from Montgomery County Community College.**

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

POTENTIAL CERTIFICATIONS: Students in the Early Childhood Education Program may earn the following certifications:

- Mandated Reporter Training
- Health and Safety Training (Through Better Kid Care)
- First Aid/ CPR
- CDA Ready Certification (see Steps Sheet for Explanation)
- FEMA IS: 366.A- Planning for the Needs of Children in Disasters

RELATED OCCUPATIONS: Early Childhood Teacher, Elementary School Teacher, School Counselor, Teacher's Assistant, Childcare Assistant, Nanny, Assistant Group Supervisor, Family Home Childcare Provider.

HONORS SECONDARY EDUCATION ACADEMY (Grade 11-12)

(TEC9044F) DUAL ENROLLMENT (ENG 101)

CAREER CLUSTER: EDUCATION & TRAINING

ARTICULATION AGREEMENT: N/A

COURSE DESCRIPTION: The Secondary Education Academy is an Honors College Prep course designed for high school juniors and seniors aspiring to be educators. The course consists of 7.5 hours/week divided between classroom instruction and internship experience which results in approximately 180 hours of instruction and 90 hours of internship experience. The field experiences are with certified teachers at secondary grade levels; a one-year program. ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Montgomery County Community College.**

INTEGRATED ENGLISH: Classroom instruction includes college level English 101 whereas students may opt to earn Dual Enrollment English credit through Montgomery County Community College for an extra fee. The embedded English 101 dual enrollment component also satisfies PW's 12th grade English requirement.

ADMISSION CRITERIA:

- Must have applied or intend to apply to a two or four-year college with the goal of earning a degree in education
- All required clearances must be attainable
- Must be in good academic standing to graduate and acquire a counselor recommendation
- Must complete the Teacher Academy (CMTHS) application
- Must have transportation available to attend rotations
- Must complete a preliminary interview screening with CMTHS staff

POTENTIAL CERTIFICATIONS: Students in the Honors Teacher Academy Program may earn the following certifications:

- Educators Rising Micro-Credentials: Anti-Bias Training
- Educators Rising Micro-Credentials: Classroom Culture
- Educators Rising Micro-Credentials: Collaboration
- Educators Rising Micro-Credentials: Formative Assessment
- Educators Rising Micro-Credentials: Learner Engagement

RELATED OCCUPATIONS: High School Teacher, Middle School Teacher, Math Specialist, Reading Specialist, School Counselor, Special Education Teacher, School Principal/Assistant Principal, Teacher's Assistant.

PUBLIC SAFETY (Grade 10-12)

(TEC9035F) DUAL ENROLLMENT (CIS 100)

MONTGOMERY COUNTY COMMUNITY COLLEGE

CAREER CLUSTER: LAW & PUBLIC SAFETY

ARTICULATION AGREEMENT: CIP CODE 43.0107

COURSE DESCRIPTION: This is a program that prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and maintenance, report preparation and other routine law enforcement responsibilities. ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Montgomery County Community College.**

The program is based at Central Montco Technical High School with many of the learning experiences performed at off-campus locations such as the Montgomery County Fire Academy, local police departments and local businesses. Mastering of the competencies will be accomplished in supervised simulated situations.

POTENTIAL CERTIFICATIONS: Students in the Public Safety Program may earn the following certifications:

- NOCTI Criminal Justice
- First Aid
- CPR and AED
- Protective Safety Systems
- Defensive Tactics
- Fire Extinguisher Certificate
- FEMA: Introduction to Incident Command System
- Ladder Safety Training Certification

RELATED OCCUPATIONS: Police Officer, Security Officer, Correction Officer, Fish and Wildlife Protector, Safety Supervisor, Code Enforcement Officer, Safety Inspector, Industrial Hygienist, Environmental Protection Officer.

BAKING AND PASTRY ARTS (Grade 10-12)

(TEC9038F)

CAREER CLUSTER: HOSPITALITY & TOURISM

ARTICULATION AGREEMENT: CIP CODE 12.0501

COURSE DESCRIPTION: This is an instructional program with specialized classroom and practical work experiences associated with the preparation of breads, crackers, cakes, pies, pastries and other bakery products for retail distribution, consumption in a commercial food service establishment or special functions. Instruction includes making, freezing and handling of baking products, decorating and displaying baking items at a retail counter display and packaging of merchandise. This is a comprehensive program designed to prepare individuals for employment in a variety of occupations in the baking industry.

The Baking and Pastry Arts Program is a continuation of the 1st year Culinary Arts/Baking and Restaurant Practices Program which offers a cutting-edge curriculum for all students interested in culinary arts, baking, service management and related fields to study in our state-of-the-art kitchen and restaurant. Students can demonstrate skills at our in-house restaurant and catering program while providing services to residents of the local community. We also offer a full-service bakery with all aspects run entirely by our students.

POTENTIAL CERTIFICATIONS: Students in the Baking and Pastry Arts Program may earn the following certifications:

- NOCTI Retail Commercial Baking
- ServSafe Food Handler Certification
- ServSafe/Manager Food Safety Certification

RELATED OCCUPATIONS: Pastry Chef, Line Cook, Bakery Manager/Owner, Banquet Chef, Caterer, Baker, Bread Maker, Food Stylist.

CULINARY ARTS (Grade 10-12)

(TEC9013F) DUAL ENROLLMENT (FHD 118)

CAREER CLUSTER: HOSPITALITY & TOURISM

ARTICULATION AGREEMENT: CIP CODE 12.0508

COURSE DESCRIPTION: This is an instructional program that prepares students for employment related to institutional, commercial, or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing, and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instructional skills are provided to those desiring to become employed in all areas of the food service industry at entry level. ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Pennsylvania College of Technology.**

The Culinary Arts and Restaurant Practices Program offers a cutting-edge curriculum for all students interested in culinary arts, baking, service management and related fields to study in our state-of-the-art kitchen and restaurant. Students can demonstrate skills at our in-house restaurant and catering program while providing services to residents of the local community.

POTENTIAL CERTIFICATIONS: Students in the Culinary Arts Program may earn the following certifications:

- NOCTI Culinary Arts Level 2 Cook
- Heartsaver CPR
- Heartsaver First Aid
- ServSafe Food Handler Certification

RELATED OCCUPATIONS: Executive Chef, Line Cook, Restaurant Manager/Owner, Banquet Chef, Caterer, Dietician, Television Chef, Food Wholesaler, Food Stylist, Culinary Arts Educator, and Server/Hospitality.

AUTOMOTIVE TECHNOLOGY (Grade 10-12)

(TEC9002F)

CAREER CLUSTER: TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

ARTICULATION AGREEMENT: CIP CODE 47.0604

COURSE DESCRIPTION: This is an instructional program that prepares individuals to apply technical knowledge and skills to engage in the service and maintenance of all types of automobiles and light trucks. This program includes instruction in the diagnosis and testing, including computer analysis, of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems, drive trains and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as fuel system components and air conditioning and includes the use of technical repair information and the procedures for state inspection.

POTENTIAL CERTIFICATIONS: Students in the Automotive Technology Program may earn the following certifications:

- NOCTI Automotive Technology PA
- SP/2: Mechanical Safety, Mechanical Pollution Prevention, Hazardous Training
- NAPA E-learning Course
- Valvoline Engine Oil & Chemicals Certification
- Automotive Service Excellence (ASE) Student Certification
- Certified PA Safety Inspector
- Certified PA Emissions Inspector
- EPA609 Certification

RELATED OCCUPATIONS: Auto Technician, Auto Parts Sales, State Emissions Inspector, General Line Technician, Service Writer, Transportation Inspector

BUILDING TRADES (Grade 10-12)

Pennsylvania College of Technology
A Penn State Affiliate

(TEC9047F) DUAL ENROLLMENT (BCT 103, BCT 109)

CAREER CLUSTER: ARCHITECTURE & CONSTRUCTION

ARTICULATION AGREEMENT: CIP CODE 46.0401

COURSE DESCRIPTION: This is an instructional program that prepares individuals to apply technical knowledge and skills in the maintenance and repair of residential and commercial buildings. Instruction includes the basics of carpentry, electrical, millwork, plumbing, painting, minor sheet metal, masonry, tile setting, heating, and OSHA safety standards. The Building Trades Program is an excellent option for students interested in a career related to residential and commercial construction. ***Students who choose to pursue the dual enrollment option will earn 6 college credits (two classes) from Pennsylvania College of Technology.**

Topics of study include safety, building and property management carpentry and repairs, portable power tools, tools and machine maintenance, structures (roofs, floors, stairs, doors windows, walls), masonry (concrete, floor and wall tile), residential electrical circuits, residential plumbing, finishing materials and environmental control systems.

POTENTIAL CERTIFICATIONS: Students in the Building Trades Program may earn the following certifications:

- NOCTI Building/Property Maintenance PA
- OSHA 10-hour Certification
- Gastite Certification
- Tracpipe Certification
- NCCER Credentials (various trades)
- Ladder Safety Certification

RELATED OCCUPATIONS: Carpenter, Cement Mason, Construction Manager, Electrician, HVAC Technician, Plumber, General Contractor, Architect, Construction Engineer, Job Site Supervisor.

COLLISION REPAIR TECHNOLOGY (Grade 10-12)

(TEC9005F)

CAREER CLUSTER: TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

ARTICULATION AGREEMENT: CIP CODE 47.0603

COURSE DESCRIPTION: This is an instructional program that prepares individuals to apply technical knowledge and skills to repair damaged automotive vehicles such as automobiles and light trucks. Students learn to examine damaged vehicles and estimate cost of repairs; remove, repair and replace upholstery, accessories, electrical and hydraulic window and seat operating equipment and trim to gain access to vehicle body and fenders; remove and replace glass; repair dented areas; replace excessively damaged fenders, panels and5 grills; straighten bent frames or unibody structures using hydraulic jacks and pulling devices; and file, grind and sand repaired surfaces using power tools and hand tools. Students refinish surfaces by painting with primer and a finish coat.

Collision Repair Technicians are skilled workers who repair minor and major defects such as scratches, chips, dents, surface rust and rust outs. The technician also welds torn metal, replaces damaged parts, and estimates repairs. A person in this trade should have the desire to work with metal and metal finishings such as paints, solvents, and waxes.

POTENTIAL CERTIFICATIONS: Students in the Collision Repair Technology Program may earn the following certifications:

- NOCTI Collision Repair and Refinishing Technology
- Hazardous Material Storage and Disposal
- S/P2 Safety and Pollution Prevention
- I-CAR Certification(s)
- PPG Online Training - Refinishing Sheet Metal/Finishing Sheet Metal

RELATED OCCUPATIONS: Frame Equipment Specialist, Repair Technician, Glass Specialist, Insurance Estimator, Customizing Agent, Auto Body Technician, Industrial Spray Painter, Sales/Auto Body, Car Detail Specialist, Auto Refinisher.

LANDSCAPE DESIGN AND CONSTRUCTION (Grade 10-12)

(TEC9027F) DUAL ENROLLMENT (HRT 101)

CAREER CLUSTER: ARCHITECTURE & CONSTRUCTION

ARTICULATION AGREEMENT: CIP CODE 01.0601

COURSE DESCRIPTION: This is an instructional program having a combination of organized subject matter and practical experiences that generally prepares individuals to produce, process and market plants, shrubs and trees used principally for ornamental, recreational and aesthetic purposes and to establish, maintain and manage horticultural enterprises. Instruction emphasizes knowledge, understanding and application important to establishing, maintaining, and managing horticultural enterprises such as arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management, and turf management. ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Pennsylvania College of Technology.**

The Landscape Design & Construction Program offers hands-on learning that prepares students in all phases of landscape/hardscape design and management. With an emphasis on residential home installation, students will learn the proper use of hand and power tools, skid loaders, construction materials, measuring and estimating, blueprint and plan reading, and job site safety.

POTENTIAL CERTIFICATIONS: Students in the Landscape Design Program may earn the following certifications:

- NOCTI Landscaping PA
- Bobcat Skid-Steer Loader Operator Training Course Certificate
- Applied Horticulture PA
- OSHA Certification – Agriculture
- Pennsylvania Pesticide Applicator Certification

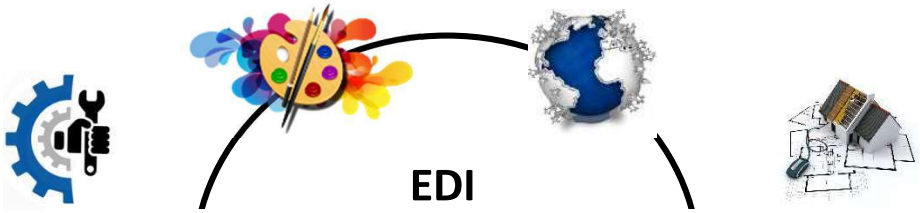
RELATED OCCUPATIONS: Landscaper, Groundskeeper, Landscape Architect, Supervisor of Landscaping, Soil and Water Conservationist, Nursery Worker/Sales, Groundskeeper, Greenhouse Manager, Independent Contractor, Construction Manager.

Sample CMTHS Student Course Sequence in the 5 Block

		GRADE 10		GRADE 11		GRADE 12	
ACADEMIC	BLOCK 1	SOC HUMAN GEO	ENG ENGLISH 3	SOC US HISTORY	ENG ENGLISH 4	SOC US GOVERNMENT	ENG ENGLISH 5
	BLOCK 2	MAT INTEGRATED 3	MAT INTEGRATED 4	MAT INTEGRATED 5	HPE HEALTH/FIT 2	ELECTIVE	ELECTIVE
	BLOCK 3	SCI CHEMISTRY	ELECTIVE	SCI PHYSICS	ELECTIVE	ELECTIVE	ELECTIVE
	BLOCK 4	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS
	BLOCK 5	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS

		GRADE 10		GRADE 11		GRADE 12	
LEARNING SUPPORT	BLOCK 1	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS
	BLOCK 2	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS
	BLOCK 3	SCI APPLIED BIO-S1	SCI APPLIED BIO-S2	HPE HEALTH/FITNESS 2	ENG ENGLISH 4L	SCI ENVIRONMENTAL	ENG ENGLISH 5L
	BLOCK 4	SOC HUMAN GEO L	MAT INTEGRATED 3M	SOC US HISTORY L	MAT INTEGRATED 4M	SOC US GOV L	MAT COLLEGE PREP
	BLOCK 5	ENG ENGLISH 3L-S1	ENG ENGLISH 3L-S2	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE

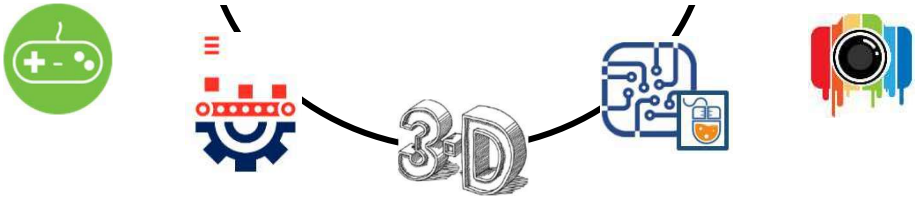
		GRADE 10		GRADE 11		GRADE 12	
HONORS	BLOCK 1	SOC H HUMAN GEO	ENG H ENGLISH 3	SOC H US HISTORY	ENG H ENGLISH 4	SOC H US GOV	ENG H ENGLISH 5
	BLOCK 2	MAT H INTEGRATED 3	MAT H INTEGRATED 4	MAT H INTEGRATED 5	HPE HEALTH/FIT 2	MAT H CALCULUS	ELECTIVE
	BLOCK 3	SCI H CHEMISTRY	WLA H SPANISH 3	SCI H PHYSICS	ELECTIVE	ELECTIVE	ELECTIVE
	BLOCK 4	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS
	BLOCK 5	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS	CMTHS



ENTREPRENEURSHIP, DESIGN, AND INNOVATION

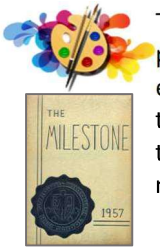
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ART & DESIGN, BUSINESS, ENGINEERING, COMPUTER SCIENCE, and DESIGN TECHNOLOGY



GRAPHIC DESIGN – MILESTONE YEARBOOK (Grades 9-12)

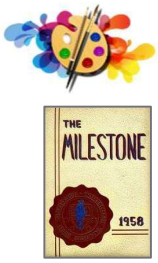
(EDI6016)



This course is an introduction to basic graphic design with an emphasis placed on developing creative problem solving skills and effective use of mediums and technology. Students will learn to communicate effectively using type and image to solve real world communications assignments. Students are introduced to the scope of the graphic design field while developing skills and techniques. Assignments will introduce the exploration of form and composition through the principles of critical thinking and visual perception necessary for effective communication.

H MILESTONE EDITOR (Grades 11-12)

(EDI6025, EDI6026)



Students in this course develop and produce ***the Milestone,*** PW's yearbook. Full development and production begins wit the planning phase where students create content as to what will be featured in the yearbook beyond the neccesary elements. Development moves to production where students use knowledge of design and composition to create yearbook pages. Students will also have the opportunity to learn and develop interest in marketing in this course. This course operates in a full studio environment where students work in groups or independently throughout. The Spring semester is a continuation of the Fall semester with a single focus on completing the yearbook. It is strongly suggested thats students complete the Fall semester before entering the Spring semester course. **Prerequisite: Graphic Design, Art Studio 1, or Photo 1 with a grade of "B" or better and/or teacher recommendation.**

ADVANCED PLACEMENT ART HISTORY (Grades 11-12)

(EDI6015, EDI6027) (2 credits – Full year course)

AP Art History is an introductory college-level art history course conducted in seminar style. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. The course covers the history of art from Pre-Historic to Contemporary Art, with an emphasis on European Art. **Recommended: Grade of "B" or better in any Honors Social Studies course and completion of any level 2 art course (Drawing, 2D, 3D).**

ART STUDIO 1 (Grades 9-12)
(EDI6000)



This course is a foundation and an exploratory course for students considering careers in the fine arts, architecture, interior design, graphic design, digital arts, ceramics, photography, animation, and other fields related to art. The course focuses on developing observational drawing skills, the elements and principles of design, aesthetic awareness, and creative problem solving. This will be done while acquiring technical skills in drawing, painting, 3D building, and mixed media. Research and reflective analysis of their own work and works created by historically significant artists will enhance students' awareness of their relationship to the history of art. Student interested in pursuing the H Art Major or AP Drawing pathway should complete this course by Grade 10.

H ART STUDIO 2 (Grades 10-12)
(EDI6001)



Honors Art Studio 2 is the second level course in the Art Studio pathway. This course builds upon practices and skills developed in Art Studio 1 and begins to build further skills needed to develop a portfolio with a focus on observational drawing skills and various other mediums. Assignments will explore traditional subject matter such as portraiture, still life, the figure. In addition, students will be introduced to the field of design and use of technology in visual arts. The artist and their role in culture will be introduced and discussed throughout the course. **Prerequisite: Art Studio 1 with a grade of "B" or better.**

PRE-AP VISUAL ARTS – STUDIO 3 (Grades 11-12)
(EDI6024)



Pre-AP Visual Arts (Honors Art Studio 3) is the third level course in the Art Studio pathway. This course will use the skills and practices developed in Honors Art Studio 2. In this course students will explore and create a vision for their personal art. While this course is designed for students that may pursue AP Drawing in their senior year, it is not required. **Prerequisite: H Art Studio 2 with a grade of "B" or better and teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

H ART MAJOR (Grade 11)
(EDI6002, EDI6003) (2 credits – Full year course)



H Art Major is a fourth level course in the Art Studio Pathway. H ART MAJOR (S1) is a portfolio class in which students are expected to prepare a body of work for admission to art colleges. Minimum of eight hours of drawing homework weekly is expected. Focus on drawing and painting from observation although printmaking, sculpture, computer graphics and understanding of two- and three-dimensional designs are explored. **Prerequisite: Pre-AP Visual Arts or teacher recommendation.**

H ART MAJOR (S2) builds on students finalizing a portfolio with a personal vision. Subject matter for projects will focus on personal and societal experiences. This course will challenge students to use skills and techniques learned in other courses. This is also considered the second semester of AP Studio Art Drawing for students who will finish their AP portfolio. **Prerequisite: H Art Major S1 with a grade of "B" or higher and teacher recommendation for H Art Major S2.** **This is also a Level 1 IB Career Programme Course.**

ADVANCED PLACEMENT DRAWING (Grades 12)
(EDI6020, EDI6021) (2 credits – Full year course)



AP Drawing is a fourth level course in the Art Studio Pathway. Students can prepare for the AP Portfolio review to attain advanced placement credit by developing a three-part fine arts portfolio that meets the CEEB guidelines. A summer project is required. Students must show their portfolio in the spring of their junior year to be admitted to program. **Prerequisite: H Art Major with a grade of "B" or higher and teacher recommendation.** **This is also a Level 2 IB Career Programme Course.**

APPLIED CERAMICS TECHNOLOGY 1 (Grades 9-12)
(EDI6010)



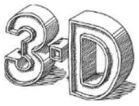
This introductory 3D course focuses on the processes for hand building and wheel-thrown ceramic as students will learn and understand how clay translates into form and how various states of clay affect the hand building process. Students create multiple pieces around clay states and innovation. Students will work with glazing techniques and research historical/modern ceramic artists to create unique works of art.

H APPLIED CERAMICS TECHNOLOGY 2 (Grades 10-12)
(EDI6019)



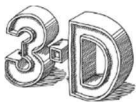
This is a level 2 course in the 3D Design pathway. Students will work on advanced hand building and wheel-thrown ceramic works while incorporating additional 3D technologies. Students will continue to explore and conceptualize ceramic works throughout history and will be expected to maintain a sketchbook either digital or paper, as well as a digital portfolio. **Prerequisite: Applied Ceramics Technology 1 with a grade of "B" or better and/or teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

JEWELRY & FINE METALS 1 (Grades 9-12)
(EDI6011)



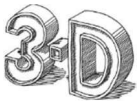
This introductory 3D course will have students working with nonferrous metals using basic hand tools and three-dimensional design concepts. Students will be introduced to the elements of principles of art and design and gain an understanding of how to translate a two-dimensional design to a three-dimensional product using Adobe Illustrator. Techniques covered will include designing, sawing, filing, piercing, hammering, riveting to create jewelry and small metal sculptural pieces.

H JEWELRY & FINE METALS 2 (Grades 10-12)
(EDI6018)



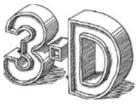
This is a level 2 course in the 3D Design pathway. Students will expand work with nonferrous metals using hand tools and 3D design software and concepts including soldering, casting, and stone setting. Students will continue to conceptualize throughout history. Students will be expected to maintain a sketchbook either digital or paper, as well as a digital portfolio. **Prerequisite: Jewelry/Metals 1 with a "B" and/or teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

H 3D MAJOR (Grades 11-12)
(EDI6028, EDI6029) (2 credits – Full year course)



H 3D Major is a third level course in the 3D Design pathway designed for students who have taken H Ceramics 2 or H Jewelry/Metals 2 and want to further explore 3-dimensional designs. Students will advance their skills in ceramics/jewelry and expand into other materials including but not limited to fashion/fabric, plaster/sculpture and other found materials. **Prerequisite: H Ceramics 2 or H Jewelry & Fine Metals 2 with a grade of "B" or better AND teacher recommendation.** **This is also a Level 2 IB Career Programme Course.**

ADVANCED PLACEMENT 3D DESIGN (Grades 11-12)
(2 credits – Full year course)
(EDI6012, EDI6013)



Advanced Placement 3-D Design is a third level course in the 3D Design pathway. This rigorous class is appropriate for serious 3D art students seeking to earn college credit focused on developing a portfolio including all 3D works of art in the areas of: Concentration, Breadth and Quality pieces. Students are asked to demonstrate mastery through any three-dimensional approach including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. **Prerequisite: H Applied Ceramics 2 or H Jewelry & Fine Metals 2 with a "B" or higher. A teacher recommendation is also required.** **This is also a Level 2 IB Career Programme Course.**

PHOTOGRAPHY 1 (Grades 9-12)
(EDI6005)

Photography 1 is both an exploratory course and foundational course for the 2D Design pathway. Students will learn how to take fine art photographs by enhancing digital photographs using Photoshop. Students will learn how to use the modes and settings on their digital cameras and smart phone cameras while learning the importance of composition, and the difference between a fine art photograph and a snapshot. The history of photography, famous photographers will be used as inspiration for projects and students will learn how to critique photographs. In addition to photography projects, students will print and mat color photos, make collages and complete a research project as a final exam.

H PHOTOGRAPHY 2 (Grades 10-12)
(EDI6006)

Honors Photography 2 is the second level course in the 2D Design pathway. Students will continue to study and do research projects to learn and be inspired as to how photography applies to the careers in photography and art. They will learn that photography relates to careers such as fine art photography, graphic design, visual communications, and advertising. Students work with editing digital photographs and learn more technical processes with Photoshop and Illustrator in the digital lab. A final project that focuses on careers in photography will be shot with digital fine art photographs and students will create a portfolio, a business card, a handmade book, and a website. **Prerequisite: Photography 1 with a grade of a "B" or better and/or teacher recommendation. Students should have access to a DSLR Camera.** **This is also a Level 1 IB Career Programme Course.**

H PHOTO MAJOR (Grades 11-12)
(EDI6007)

H Photo Major is a third level course in the 2D Design pathway. This course is for serious photography students. Students will study digital photography in-depth with Photoshop to build a college entrance photography portfolio. Students will learn alternative processes, special effects, and alternative printing techniques. Subjects such as self-portraiture, multiples and collectives, surrealism, social commentary and developing a visual photo resume will be taught. Students will study contemporary photographers to better understand the field of photography and where it is going today. Digital storytelling will be taught for creating visual installations for a final digital portfolio and resume project. **Prerequisite: H Photography 2 with a "B" or better AND teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

ADVANCED PLACEMENT 2D ART & DESIGN (Grades 11-12)
(2 credits – Full year course)
(EDI6008, EDI6009)

AP 2D Design: Photography is a third level course in the 2d Design pathway (Full Year). This rigorous, college-level course is designed for serious photography students interested in developing a portfolio and earning potential college credit. Students create a comprehensive body of work that includes 15 Sustained Investigation images and 5 Quality photographs, exploring media such as fine art photography, digital imaging, collage, alternative processes, graphic design and illustration. Students are expected to meet all evaluation criteria established by the College Board AP Program. The official AP portfolio submitted for assessment includes 15 images, 2 written statements, and 5 high-quality photographs. **Prerequisite: H Photography 2 AND teacher recommendation.** **This is also a Level 2 IB Career Programme Course.**

INTRODUCTION TO BUSINESS (Grades 9-12)
(EDI6216)

This is an introductory business course for students and the prerequisite for subsequent business courses; Accounting 1, Marketing 1, Business Law 1, and Sports Management designed for students potentially interested in a business career pathway. Students will gain an understanding of the main concepts behind accounting, business law, finance, management, marketing, entrepreneurship, and technology used in the business setting. Students will also be introduced to the many business-related clubs that are offered at the high school (DECA, FBLA, Mock Trial, etc.). Upon completion of the course (**Grade of "C" or better**), students will be recommended to select a specific business pathway.

ACCOUNTING 1 (Grades 10-12)
(EDI6200)

Accounting 1 is a Level 2 course in the Business - Accounting pathway and will provide students with a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying business in college. The software, *QuickBooks Pro*, is integrated into the course activities. **Prerequisite: Completion of Intro to Business with a "C" or better and/or teacher recommendation.**

H ACCOUNTING 2 (Grades 11-12)
DUAL ENROLLMENT (ACC 105)
(EDI6201)

H Accounting 2 is a Level 3 course in the Business - Accounting pathway, covering principles and practices, accounting systems for recording business transactions, an overview of the accounting cycle for service and merchandising enterprises, inventory systems, basic financial statements and cash control, receivables, and long-lived assets. **Prerequisite: Accounting 1 or AP Business with a "B" or better and/or teacher recommendation.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Gwynedd Mercy University. This is also a Level 1 IB Career Programme Course.**

BUSINESS LAW 1 (Grades 10-12)
(EDI6228)

This is a Level 1 course in the Business - Law pathway focusing on foundations of the law and legal systems as it applies to the business and entrepreneurial world. While students will review both criminal and civil cases, contract law is a primary focus of business law and will be emphasized in this course. Guest speakers (including attorneys, police officers, and other members of the legal discipline) are an integral part of the course to provide perspective and real-world examples. Students interested in this course are encouraged to join the PWHS Mock Trial team. **Prerequisite: Completion of Introduction to Business or AP Business with a minimum grade of "C" or above and/or teacher recommendation.**

H BUSINESS LAW 2 (Grades 10-12)
(EDI6229)

This honors course is a Level 2 course in the Business – Law pathway and is designed to provide students with a deeper understanding of the legal environment in which business decisions are made, and the relationship among law, social responsibility, and business ethics. Topics covered include sales contracts, consumer protection, property law, insurance, wills and estates, agency and employment law, and legal forms of business organization. Students will further develop their analytical reasoning skills, as they respond to hypothetical questions and situations, read, and interpret court decisions, and defend their positions through writing and in open class discussion. Speakers from legal disciplines may also join the class to discuss the many careers in the legal field. Students interested in this course are encouraged to join the PWHS Mock Trial team. **Prerequisite: Completion of Business Law 1 with a minimum grade of "B" or better and/or teacher recommendation.**

MARKETING 1 (Grades 10-12)
DUAL ENROLLMENT (MKT 207)
(EDI6211)

This is a Level 1 course in the Business – Marketing pathway and introduces students to the fundamentals of marketing and the role of marketing in today's world. Students will examine how trends, information technology, and global economic changes affect marketing and the buying habits of consumers. Students will be exposed to marketing strategy and will develop their own marketing plan for a company as part of an ongoing project throughout the semester. They will learn how products are developed, produced, distributed, priced, and promoted. Communication, leadership, critical thinking, and technology skills are fostered through class discussion, projects/presentations, group collaboration, and examination of real-life scenarios & case studies. Students will have the opportunity to represent our school in DECA (an Association of Marketing Students) and FBLA (Future Business Leaders of America) competitions. **Prerequisite: Completion of Introduction to Business with a minimum grade of "C" or above and/or teacher recommendation.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from Gwynedd Mercy University.**

H MARKETING 2 (Grade 11-12)
DUAL ENROLLMENT (MKT 410)
(EDI6223)

This honors course is a Level 2 course in the Business – Marketing pathway and focuses heavily on digital marketing knowledge and application which continues to be one of the most in-demand skill sets in today's workplace. This course expands upon the fundamental concepts presented in Marketing, by teaching students how to build an integrated digital marketing strategy for a business or nonprofit organization. This includes search, display, and video advertising, as well as email and social media marketing. Using Google Ads, students will have the opportunity to demonstrate mastery of building and optimizing Google Search campaigns. Students will also learn how intelligent data collection and analysis can help a business grow and meet their organizational objectives with Google Analytics. **Prerequisite: Marketing 1 or AP Business with a "B" or better and/or teacher recommendation.** ***Students who pursue the dual enrollment option earn 3 college credits from Gwynedd Mercy University. This is also a Level 1 IB Career Programme Course.**

SPORTS AND ENTERTAINMENT MANAGEMENT (Grades 11-12)
(EDI6212)

In this course, students will discover that management is the process of accomplishing the goals of an organization through the effective use of people and appropriate resources. The curriculum is designed to offer a comprehensive view of the management procedures and operations in the Sports and Entertainment Industry. Students will utilize skills and processes that the 21st Century manager needs to become successful. The class will engage in case studies and problem-solving activities that will simulate decision-making opportunities typically found by managers. **Prerequisite: Completion of Introduction to Business or AP Business with a minimum grade of "C" or above and/or teacher recommendation.**

CAREER AND FINANCIAL MANAGEMENT (Grades 10-12)
(EDI6203)

This course satisfies the personal finance graduation requirement and is a stand-alone business course focusing on personal financial literacy and includes the topics of banking, taxation, insurance, credit management, investing money, and career skills essential for a secure financial future. Students will also explore various career paths and post-secondary options, looking at job/industry outlook and post-secondary requirements, skills, and certifications. Students will also develop a career portfolio (resume, cover letter, references, interview techniques, etc.) that aligns with their chosen career pathway. As students start to imagine their salaries in their future careers, they will then develop strategies for budgeting and managing their financial resources. **This course serves as a prerequisite to Internship and other work-based learning experiences.**

H CAREER AND FINANCIAL MANAGEMENT (Grades 10-12)

DUAL ENROLLMENT (ARTSC 0112)

(EDI6204)

This honors level course satisfies the personal finance graduation requirement and mirrors key concepts of CFM, extending student knowledge of investments in the stock market, retirement plans, social security benefits, insurance policies, and income tax management. **Prerequisite: Students should have successfully completed Honors Math course and is able to conduct independent work, submitting high quality assignments that reflect thought and consistent effort verbally and in writing.** ***Students pursuing the dual enrollment option will earn 1 college credit from the University of Pittsburgh.**

AP BUSINESS with PERSONAL FINANCE (Grades 9-12)

(EDI6230, EDI6231) (2 credits – Full year course)

AP Business is an introductory, college-level business and personal finance course designed for **ALL** students, that will explore the business disciplines of marketing, finance, accounting, management, and entrepreneurship through real-world business applications, case studies, and PBL. Students will learn skills to make sound financial and business decisions in their personal and professional lives. **This course fulfills Intro. to Business and Career and Financial Management requirements and is highly recommended for academically ambitious students that are taking Honors Math and additional Honors and/or AP courses concurrently.** Upon completion, students will be recommended by the teacher to continue to either Marketing 1 OR H Marketing 2 AND Accounting 1 OR H Accounting 2 based on demonstrated unit/assessment proficiency respectively. **Note: Students taking this course are required to take the AP CollegeBoard Exam and will earn Industry Recognized Credentials via the AP Kickstart Initiative.**

CP ENTREPRENEURSHIP (Grade 12)

DUAL ENROLLMENT (ENTR101)

(EDI6224)

This IBCP (IB weighted) course is a Capstone/Level four course for Business Pathways intended for students who wish to take their ideas, projects, and business skills to the next level. Students enrolled in the class will not only learn the personal attributes needed to be a successful entrepreneur but will identify skills necessary for the formation and survival of a new business. Students will begin to think of themselves as employers rather than employees in the market, which will enable them to identify with the important issues that need to be considered as part of developing a business plan. Students will not just be developing a business plan, but they will be expected to run, operate, and manage an actual business or real-world project for a business. At the conclusion of the course, the students will deliver a presentation of their work to the class, administration, and other community partners and/or mentors. **Prerequisite: Completion of H Marketing 2 or H Accounting 2 with a minimum grade of "B" or above, in addition to a teacher recommendation.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from The University of Delaware. This is also a Level 2 IB Career Programme Course.**

INTERNSHIP (Grade 12)

(EDI6206, EDI6207)

INTERNSHIP course combines classroom study with a planned, supervised, practical work experience designed to develop the essential skills related to a dedicated career pathway. Interns are released four days per week to attend industry placements / post-secondary training. Interns will remain in class one day per week (seminar) to reinforce personal growth, communication skills, and address any problems and/or potential conflicts. Students will receive assistance finding placements or they can find one on their own. This course meets the needs of students who will be seeking careers in professional or skilled areas requiring additional degree or certification. **Prerequisite: Successful completion of Career and Financial Management (CFM), Honors CFM, or AP Business with Personal Finance with a grade of "C" or better and teacher recommendation. Students MUST have personal transportation, which is not provided by PW.**

COMPUTER SCIENCE 1: WEB DESIGN AND ANIMATION (Grades 9-12)

DUAL ENROLLMENT (CIS 114)

(EDI6400)

This project-based introductory level course teaches students the fundamentals of computer science and programming while allowing them to use their creativity to design and develop web sites and 2D animation. The course is aimed at students with little or no programming experience who wish to develop their creative expression skills in conjunction with professional-level software development techniques. Students will learn the basics of HTML, CSS, JavaScript, and image editing through the development of well designed, highly functional web sites and creative and fun images and animations. ***Dual Enrollment: Students who choose to pursue this option will earn 3 college credits from MCCC.**

H COMPUTER SCIENCE 2: WEB APPS AND GAMES (Grades 9-12)

DUAL ENROLLMENT (CIS 140)

(EDI6401)

This second level honors course is designed to build on the HTML, CSS, JavaScript, and general programming knowledge gained in CS1. Students in this course will learn how to develop dynamic web applications and web-based games. In addition, students will learn about server-side scripting languages and basic data storage. Finally, students will learn how to prepare their games and apps to be delivered in both a browser based and stand-alone environment on a variety of platforms and devices. **Prerequisite: Completion of Computer Science 1 with a minimum grade of "B" or recommendation of Computer Science Teacher.** ***Dual Enrollment: Students who choose to pursue this option will earn 3 college credits from MCCC.**

ADVANCED PLACEMENT COMPUTER SCIENCE A – S2 (Grades 10-12)

DUAL ENROLLMENT (CIS111, CIS 111B)

(EDI6402)

This course follows the Advanced Placement course of study. The programming language Java is utilized. Topics studied include program design and definition, input/output, data types, algorithm development, modularization, methods, arrays, sorting and searching. The focus of the curriculum is object-oriented design and development. At the conclusion of the course, students will apply their programming knowledge to develop Xbox games via the XNA framework. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 1 BEFORE SELECTING THIS COURSE**. **Prerequisite: H Computer Science 2 with a minimum grade of "B" or recommendation of Computer Science Teacher**. ***Dual Enrollment: Students who choose to pursue this option will earn 6 college credits from MCCC.**

AP COMPUTER SCIENCE PRINCIPLES (Grades 11-12)

DUAL ENROLLMENT (CIS 241)

(2 credits – Full Year Course)

(EDI6408, EDI6409)

AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Students will explore emerging technologies, management and processing of large data sets, and advanced concepts in computer science. A major part of the course will be a team-based project where students will build a data driven, robust web-based application or game to solve a real-world problem. A significant amount of time will be spent on the development process including team roles, documentation, and iterative development. The final will be an oral presentation of their problem, solution, process, and product. Students can choose to take this course at the AP or H level. Students taking the AP option will be required to put together a portfolio for submission to the College Board. **Prerequisite: AP Computer Science A with a minimum grade of "C" or recommendation of Computer Science Teacher.** ***Dual Enrollment: Students who choose to pursue this option will earn 3 college credits from MCCC (3 per semester).**

AP CYBERSECURITY (Grades 9-12)
(EDI6412, EDI6413) (2 credits – Full year course)

AP Cybersecurity is an introductory, college-level course that introduces students to the foundational concepts of cybersecurity, computer systems, and networks. Designed for all students as an entry level course, students learn about common threats and vulnerabilities and how personal data, devices, and digital systems are protected from unauthorized access, as well as how to apply principles of privacy, security, and ethics to real-world problems. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, governments, and societies The course emphasizes problem-solving, critical thinking, and ethical reasoning through project-based and inquiry-driven learning. **Note: Students taking this course are required to take the AP CollegeBoard Exam and do earn Industry Recognized Credentials via the AP Kickstart Initiative.**

GAME DESIGN & DEVELOPMENT (Grades 9-12)
(EDI6405)

Gaming is known for video games, but it doesn't just mean video games. Gamers also play board games, card games, simulations and participate in interactive stories. This is a Level 1 course in the Game Design and Animation pathway where students will explore the process of creating games before transitioning to designing and building mobile/digital games.

GAMEMAKER PROGRAMMING (Grades 9-12)
(EDI6406)

This Level two course in the Game Design and Animation pathway focusing on concepts taught in a "Programming 101" course, but all the projects are games! GameMaker is a 2D game engine based on a scripting language that builds techniques that can be transferred to any other programming language such as Python, Java, and C++. Students will design and finish, complete stand-alone games that can be played with friends. **Prerequisite: Successful completion of Game Design & Development.**

3D ANIMATION AND DIGITAL MEDIA 1 (Grades 9-12)
(EDI6609)

This is a Level 1 course in the Game Design and Animation pathway, introducing students to the growing field of 3D animation. Students will have the opportunity to develop and produce 3D animations like those in video games, special effects, advertising and animated movies. Included in the course is the creation and publication of 2D and 3D digital stills and multimedia animations. A broad array of software will be utilized throughout the semester, including (but not limited to) 3D Studio Max, Photoshop, and online video editing.

H 3D ANIMATION AND DIGITAL MEDIA 2 (Grades 10-12)
(EDI6610)

This is a Level 2 course in the Game Design and Animation pathway and will provide opportunities for the advanced 3D Animation student to experience the creation of high-quality 3D animations. Specific attention will be paid to lighting systems, audio file and animation interactions, character generation, visual effects, use of a 3D scanner, material applications and the development of animated features. The goal of the class will be the production of an animated short film. **Prerequisite: 3D Animation and Digital Media 1 and teacher recommendation.**

ROBOTICS 1: DESIGN, BUILD AND PROGRAM (Grades 9-12)
(EDI6608)

Robotics Design, Build and Program is an introductory Level one course in the Design Technology pathway, focused to incorporate hands-on opportunities to build in the exciting field of robotics. Utilizing VEX robots, students will work individually and collaboratively to complete robotic challenges provided by the instructor. A variety of skills and techniques will be introduced and exercised to design, build and program autonomous and remote-controlled robots to complete various tasks.

H ROBOTICS 2: ADVANCED APPLICATIONS (Grades 10-12)
(EDI6615)

This Level two course in the Design Technology pathway exposes students to applications of higher-level programming, complex structural systems, and high-tech robotic sensors. Students will experience advanced programming concepts through the creation of functions or subroutines, pseudocode and program troubleshooting practices. Structural systems will include lifting mechanisms, linear motion, and high torque drive systems. The inner workings and application of sensors such as integrated motor encoders, potentiometers and gyroscopes will also be experienced. Throughout the course, students will work in small groups to complete projects where they must utilize their experiences and knowledge to complete challenges related to real world experiences. **Prerequisite: Completion of Robotics Design, Build & Program 1 with a "B" or better.** **This is also a Level 1 IB Career Programme Course.**

ARCHITECTURAL DRAWING AND DESIGN 1 (Grades 9-12)
(EDI6600)

This Level one course in the Design Technology pathway. Through manual drawing techniques and computer-aided drafting software (CAD), the student will develop an understanding of the various processes employed to create and communicate with geometry. Students will work through a series of design problems, while developing working drawings for residential construction through CAD. The entire course is built around the importance of communicating between the design phase and the production and/or the construction phase.

H ARCH DRAWING 2: SUSTAINABLE BUILDING (Grades 10-12)
(EDI6613)

This Level two course in the Design Technology pathway focuses on advanced building materials and practices centered on sustainable design and green construction that significantly reduces or eliminates the negative impact of building on the environment and occupants. Five areas of green design to be investigated are Sustainable site planning, Safeguarding water and water efficiency, Energy efficiency and renewable energy, Conservation materials and resources, and Indoor environmental quality. Students will explore the US Green Building Council (USGBC) and Leadership in Energy and Environmental Design (LEED) and utilize a 2D/3D software platform to create solutions to their designs. **Prerequisite: Grade of "B+" or better in Arch 1 and teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

CADD 1: COMPUTER AIDED DRAWING AND DESIGN 1 (Grades 9-12)
(EDI6601)

This is a Level one course in the Design Technology pathway designed to explore the world of drafting and design. Through manual drawing techniques and computer aided drafting software (cad) the student will learn different ways to create and communicate with geometry. The students will be using the latest in 2D and 3D solid modeling CAD software to complete a series of design problems. The design problems will cover geometric construction, orthographic projection, pictorial drawings, and 3-Dimensional solid modeling. The entire course is built around the importance of communicating precise, accurate messages between the design and production phase of industry. If you are interested in the areas of Engineering, Architecture, and/or Construction this course is a great place to start.

H CADD 2 (Grades 11-12)
(EDI6602)

This Level two course in the Design Technology pathway focused on three-dimensional (3D) capabilities of the latest and most sophisticated release of Autodesk products to date. For many years designers have been taught to think spatially yet have only been trained to draw two-dimensionally. With 3D CAD software, this is no longer the case. Specific topics include an overview of UCS, 3D drawing and editing, and constructing wire frames. The course teaches commands needed to produce construction planes, 3D faces, 3D solid models and multiple 3D views. Additional discussions include using blocks, layers, mouse, and keyboard editing for 3D geometric creation. **Prerequisite: Grade of "B+" or better in CADD 1 and teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

PRODUCT DESIGN 1 (Grades 9-12)
(EDI6606)

This Level one course in the Design Technology pathway combines the fields of art, business, and engineering to design the products that people use every day. This course tackles the design and problem-solving process through fun and innovative hands-on activities. Students will gain experience using all types of technology throughout the semester including the use of our state-of-the-art prototyping facility. Students should get excited by the opportunities to create models on computers and then make them a reality through use of 3D printers, laser cutters, and CNC rapid prototyping machinery. Traditional production tools are also available to create and fabricate solutions to all types of design problems. If you enjoy working with your hands and want to bring your imagination to life, this is the class for you.

H PRODUCT DESIGN 2 (Grades 11-12)
(EDI6607)

This is Level 2 course in the Design Technology pathway for makers, builders, and problem-solvers who enjoyed Product Design I and are ready to level up. In this course, students dive deeper into how everyday objects are brought to life—from idea, to prototype, to a final product. You'll take on real-world design challenges and create more advanced, creative devices using a mix of high-tech tools and hands-on techniques. Get ready to design in 3D, experiment with rotary laser cutting, master CNC machining, rapid prototype with 3D printing, and use traditional manufacturing methods to bring your ideas to life. If you're excited to build cooler things, tackle more complex problems, and create projects you're proud of—this class is your next step. **Prerequisite: Grade of "B+" or better in Product Design 1 or H Engineering 1 and teacher recommendation.** **This is also a Level 1 IB Career Programme Course.**

CP INNOVATION STUDIO (Grade 12)
(EDI6620)

This Level three Capstone Course (IBCP weighted) is where creativity, innovation, and real-world impact collide. Students will dive into design thinking—a human-centered, prototype-driven process that turns big ideas into meaningful solutions to help those around us. In this studio-style class, you'll tackle real problems facing our school and local community. Working both as a full design team and individually, you'll brainstorm, design, build, test, and refine solutions that matter. Semester challenges are unique as they are shaped by the genuine needs of our local community and school—so your work is always relevant, purposeful, and exciting. Additionally, you'll strengthen both your design and fabrication skills while getting comfortable with the creative process: pitching concepts, iterating prototypes, and interacting with faculty, classmates, and outside stakeholders. **Prerequisite: Grade of "B+" or better in any one of the following courses: H Product Design 2, H CADD 2, H Robotics 2, or H Architecture and Design 2.**
This is also a Level 2 IB Career Programme Course.

H ENGINEERING 1: INTRODUCTION (Grades 9-12)
(EDI6612)

This Level one course in the Honors Engineering pathway immerses students in the engineering design process through hands-on, project-based learning built around five core themes: Engineering Design, Engineering Analysis, Technical Communication, Prototyping and Fabrication, and Project Management. Students learn to think and work like engineers as they apply scientific and mathematical principles to design, build, and test solutions such as balsa structures, mousetrap-powered vehicles, water filtration systems, and mechanical sorting mechanisms.
Math Prerequisite: H Integrated Math 2 concurrently or completed.

H ENGINEERING 2: PRINCIPLES (Grades 10-12)
(EDI6604)

The second course in the Honors Engineering pathway challenges students to deepen their understanding of the engineering design process and strengthen core skills across five themes: Engineering Design, Engineering Analysis, Technical Communication, Prototyping and Fabrication, and Project Management. Building on foundational skills, students take on more complex, data-driven projects such as precision catapult design and microcontroller-based systems that integrate coding and electronics. Emphasis is placed on quantitative analysis, iteration, and evidence-based decision-making as students collect and model data, optimize performance, and communicate results. Through collaborative design challenges, students advance their abilities in CAD, fabrication, coding, data visualization, and technical documentation, preparing them for collegiate engineering coursework and authentic problem-solving.
Prerequisite: Completion of H Engineering 1 and teacher recommendation.

PRE-AP ENGINEERING (Grades 11-12)
(EDI6618, EDI6619)

In partnership with E4USA (Engineering for US All) - a national initiative that broadens access to high-quality high school engineering education. This Level three course in the Honors Engineering pathway (full-year, AP-weighted) challenges students to apply engineering science and design to address *real-world problems* identified by community stakeholders. Working in teams, students frame open-ended design challenges, research and model solutions, and develop functional prototypes for clients such as local organizations, schools, and universities. The course emphasizes collaboration, communication, and ethical responsibility as students apply advanced design, analysis, and project management skills to create meaningful, community-focused innovations. **Prerequisite: Completion of H Engineering 2 with a minimum grade of "B+" and/or teacher recommendation.** ***Dual Enrollment: Partnering E4USA universities have an agreement of reciprocity for credit. Participating universities are;**

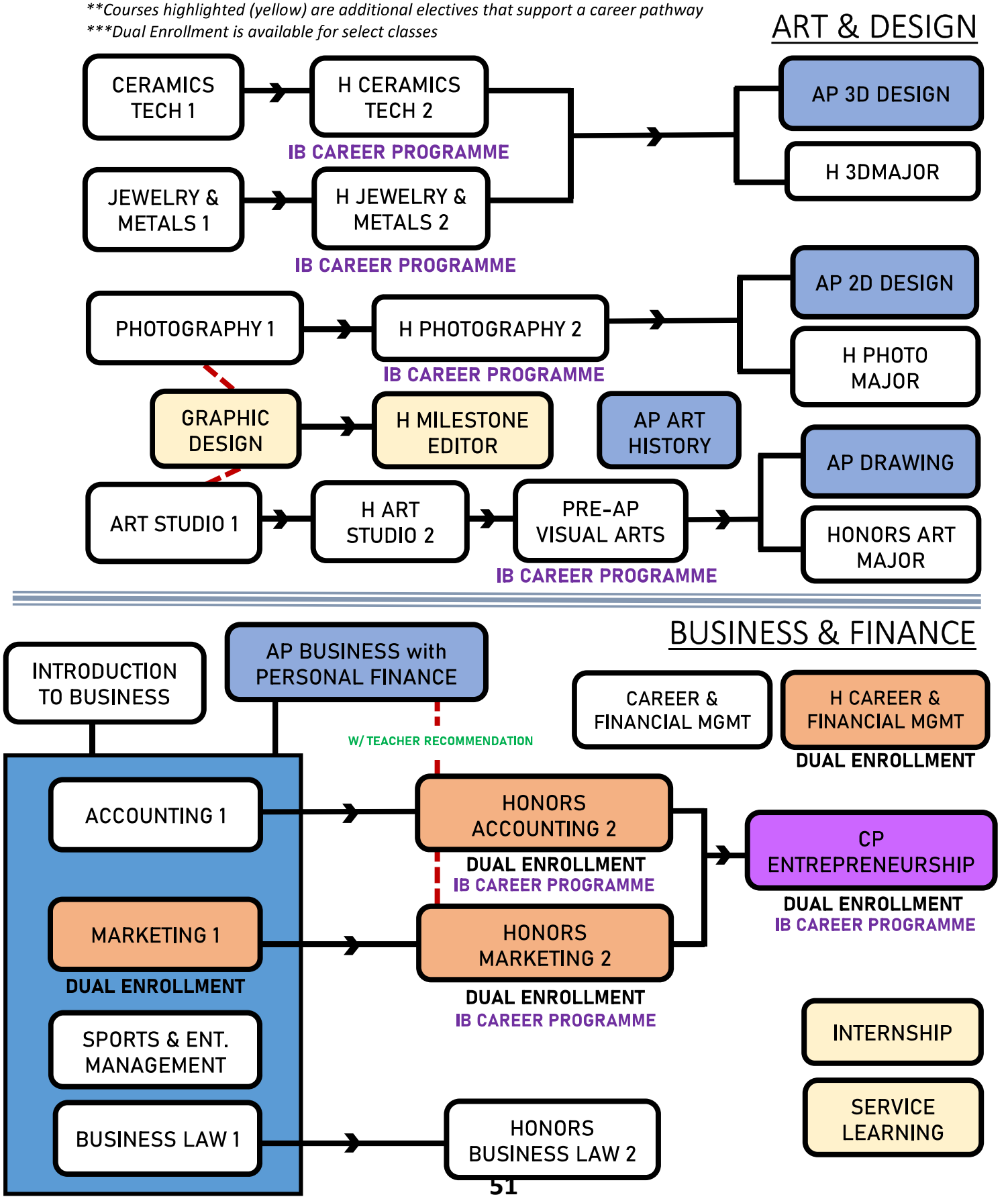
Arizona State	George Mason	Regent	Hawaii at Manoa	Virginia Tech
Chandler-Gilbert	Kumasi Tech	Saint Louis Univ.	Indianapolis	West Virginia
Duke Purdue	Lincoln Memorial	South Mountain	Maryland	Oklahoma
Florida International	Morgan State	Tennessee State	New Mexico	College of NJ

CP ENGINEERING DESIGN SUSTAINABILITY (Grade 12)
DUAL ENROLLMENT (ENTR356)
(EDI6623)

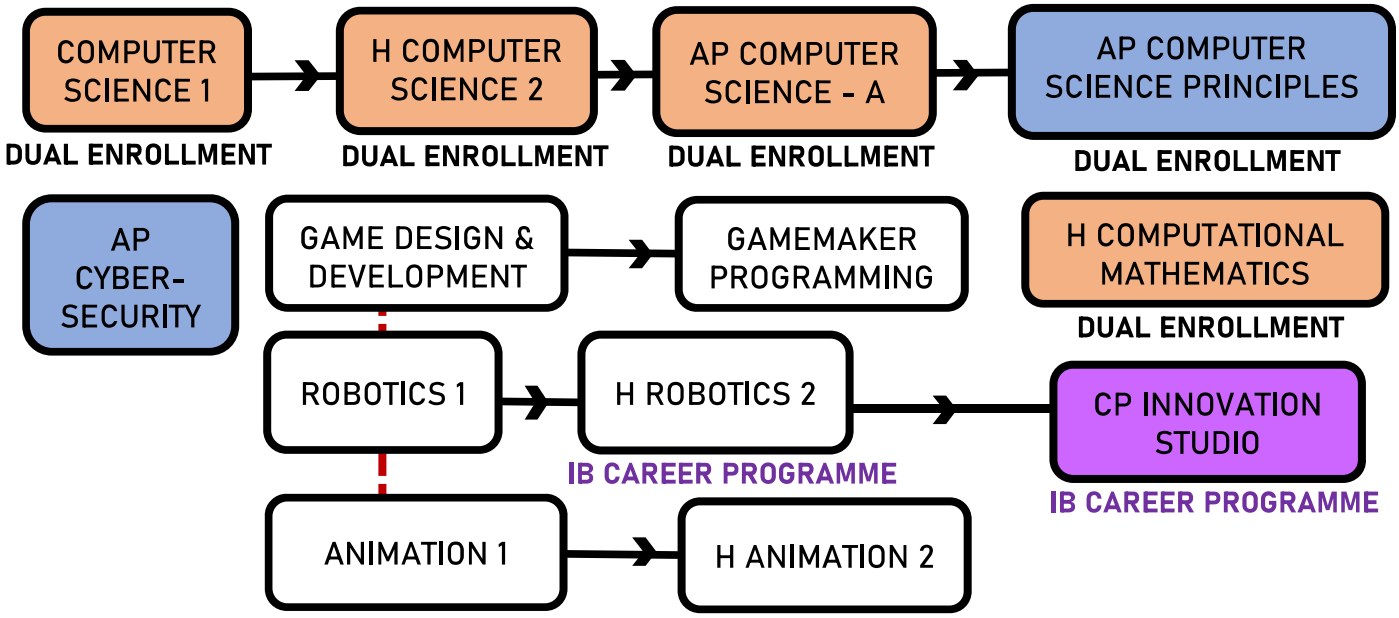
This Level four course in the Honors Engineering pathway is designed to have students build on problem-solving and design thinking skills by devising creative solutions to pressing societal challenges through sustainable innovation. This course is largely project-based, and students will be expected to research and design solutions to engineering design challenges. All projects will be teacher guided but student-led with the goal of learning and using tools and approaches of the engineering mindset. The course combines content from several University of Delaware undergraduate offerings into an integrated course opportunity for high school students, with the opportunity to earn dual enrollment credit. **Prerequisites: Completion of PreAP Engineering with a grade of "B" or better and teacher recommendation.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from The University of Delaware.**

ENTEREPREURSHIP, DESIGN & INNOVATION ELECTIVE SEQUENCE OFFERINGS

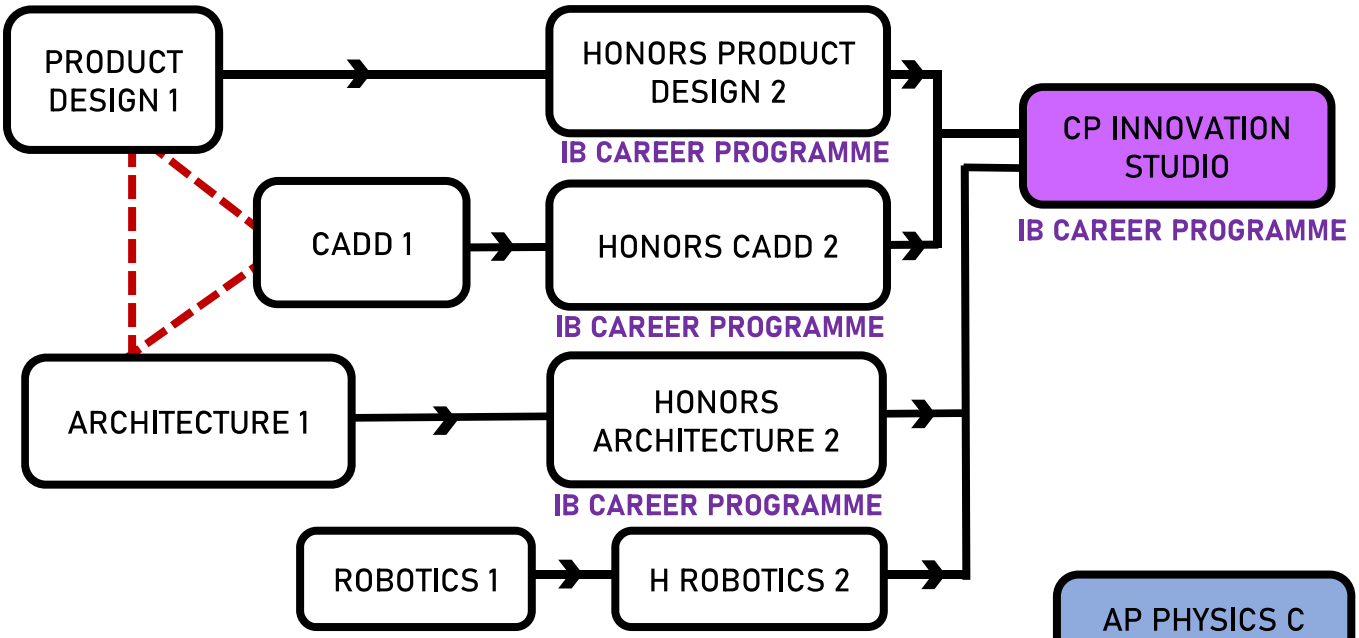
**Full year AP courses are worth 2 elective credits (blue); 1 semester AP/DE courses (orange) = 1 elective credit*
***Courses highlighted (yellow) are additional electives that support a career pathway*
****Dual Enrollment is available for select classes*



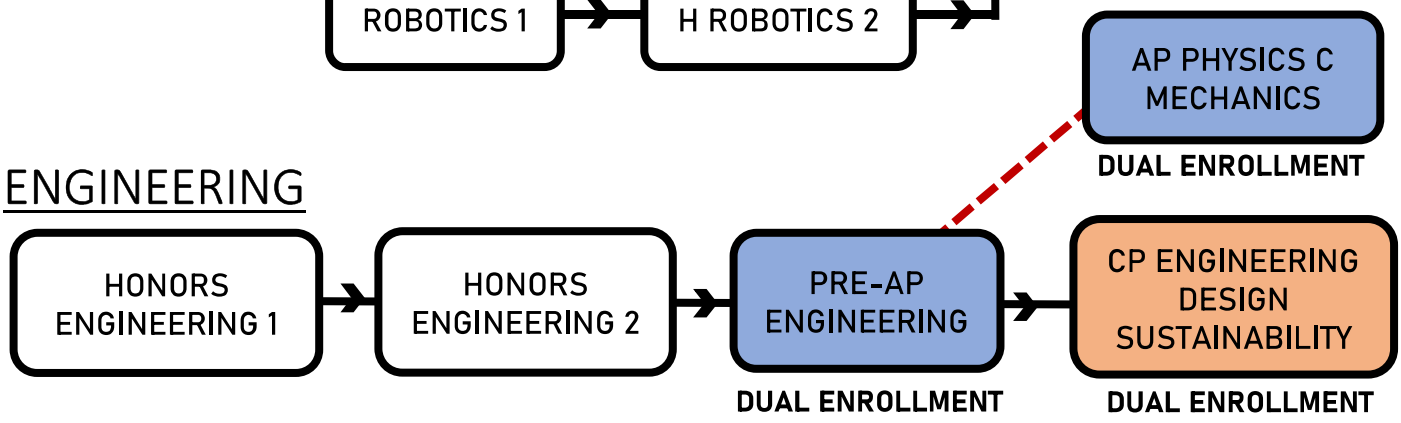
COMPUTER SCIENCE & GAME DESIGN



DESIGN TECHNOLOGY



ENGINEERING



ENGLISH/LANGUAGE ARTS

Honors Requirement: All students currently enrolled in an Honors class must maintain a minimum of a B average (85% or higher) to be recommended for Honors the following year. Students interested in moving into Honors level courses are required to have an A average (at least 90%) and teacher recommendation.

ENGLISH 1, H ENGLISH 1 (Grade 9)
(ENG1000, ENG1001)

This required course offered in the fall of students' ninth grade year provides a foundation for all incoming freshmen to meet the challenges within the Language Arts curriculum as well as the other disciplines. Coursework will center on fiction/non-fiction analysis. The principal focus of the literature study will be on reading and writing as they relate to the different literary genres. Literature coursework will center on analysis of techniques and ideas highlighted in the various genres. Vocabulary skills and word acquisition as well as grammar development will be a focus. The principal focus of composition will center on paragraph structure. Students will develop writing skills as they relate to the texts they will encounter throughout their high school experience and beyond.

The Honors level course will follow the general structure of the 9th grade course; however, additional pieces of challenging literature and writing will be included. Selections and evaluation will reflect a higher degree of difficulty and sophistication.

ENGLISH 2, H ENGLISH 2 (Grade 9)
(ENG1002, ENG1003)

This required course offered in the spring of students' ninth grade year builds upon the reading and writing skills introduced in English 1. The principal focus of the literature will be on reading and writing as they relate to the different literary genres. Students will develop writing skills as they relate to the different genres, they encounter throughout their high school experience and beyond. The principal focus of composition will center on analytical writing. Vocabulary skills and word acquisition as well as grammar development will be a focus. **H English 2 Prerequisite: H English 1 and or teacher recommendation.**

The Honors level course will follow the general structure of the 9th grade course; however, additional pieces of challenging literature and writing will be included. Selections and evaluation will reflect a higher degree of difficulty and sophistication.

ENGLISH 3, H ENGLISH 3 (Grade 10)
(ENG1004, ENG1005)

This course includes literature, writing, speech, and listening development. Literature includes reading, understanding, and analysis of novels, short stories, nonfiction, plays, and poetry. The writing program, which emphasizes a process approach, includes a wide variety of expository, persuasive, narrative, and descriptive writing. Oral presentations and essays are also an important part of the language experience. Vocabulary study is a course-long activity.

The Honors level classes follow the 10th grade course, but work is done in greater depth and breadth. As a result, the students need to have the time, motivation, and ability to deal with the extra work. A strong background in reading, writing, and classroom discussion is required. **Prerequisite: English 2, H English 2**

ENGLISH 4, H ENGLISH 4 (Grade 11)
(ENG1006, ENG1007)

The eleventh grade English course explores self-identity thematically to understand the impact of internal and external conflicts, cultural identity, personal relationships, and the exploration of self through various fiction and non-fiction texts. Through analysis of these texts and themes, students will reflect on their own identities and the elements that have shaped their sense of self while also building their speaking, listening, and writing skills. The Honors level classes follow the 11th grade course, but skills and concepts are explored in greater depth and breadth. As a result, students are expected to have the time, motivation, and ability to manage the extra work. They also need a strong background in reading, writing, and classroom discussion. **Prerequisite: English 3, H English 3**

ADVANCED PLACEMENT ENGLISH LANGUAGE (Grade 11)
(2 credits – Full year course in place of H English 4)
(ENG1038, ENG1039)

AP English Language and Composition is a college level course focusing on the close study of language, rhetoric, and analysis. The curriculum uses primarily non-fiction texts from a diverse variety of periods, along with a variety of essays, articles, and current events, to help students understand the complex relationship between writer, subject, and audience. Students will be tasked with researching in-depth, mature topics (such as politics) and synthesizing large chunks of information. Because the expectations of this course match those of a first-year college course, students must be highly motivated, independent learners who can handle heavy amounts of reading and writing. Additionally, the course assumes students have sharp control of written stylistic conventions and usage. **Prerequisite: Honors English 3 and teacher recommendation. PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENTS ARE REQUIRED.**

ENGLISH 5 (Grade 12)
(ENG1008)

The twelfth grade English 5 course: Establishing Legacy (Who are we and what do we leave behind?) aims to refine 21st Century Skills in reading, writing, and speaking. A college-level setting will be attempted when appropriate to provide a bridge between high school and post-high school experience. One of the goals of this course is for the student to gain an understanding of how our culture has evolved and how literature reflects that evolution, as well as having students be able to make connections between the course literature and the world in which we live. An additional and important goal of this course is for students to be able to compose written work and be able to speak in a manner that will suit them for writing and speaking beyond the high school classroom. Resources will address timely issues framed through classic texts and more recent opinions. All units encourage students to explore the complexities of legacy (Personal, Familial, Environmental, Social, and Civil) and synthesize the different viewpoints represented. **Prerequisite: English 4**

H ENGLISH 5: CONTEMPORARY LITERATURE (Grade 12)
(ENG1009)

This 12th grade English course is constructed to provide a bridge between the high school and post-high school experience. One of the goals of this course is for the student to gain an understanding of how our culture has evolved and how literature reflects that evolution; this course aims to have students be able to make connections between the course literature and the world in which we live. An additional and important goal of this course is for students to be able to compose written work and be able to speak in a manner that will suit them for writing and speaking beyond the high school classroom. Resources will address contemporary, timely issues framed through classic texts and more recent opinions. All units encourage students to explore the complexities of a single issue and synthesize the different viewpoints represented. **Prerequisite: English 4, H English 4**

H ENGLISH 5: AMERICAN LITERATURE (Grade 12)
(ENG1010)

This Honors level course has students critically evaluating contemporary American literature with the purpose of exploring contemporary universal truths. Students will read a variety of works of fiction, non-fiction, plays, and short stories supplemented with works of classic authors as well as popular periodicals, essays, film, fine art, and other relevant mediums. This rigorous English reading and writing skills-based course assigns multiple research-based and literary analysis writings. Similarly, students will be required to create engaging, well-researched, technology-based presentations. **Prerequisite: English 4, H English 4**

ADVANCED PLACEMENT ENGLISH LITERATURE (Grade 12)
(2 credits – Full year course in place of H English 5)
(ENG1013, ENG1014)

AP English Literature and Composition is an introductory college-level literary analysis course. Students engage in close reading and critical analysis of imaginative literature, poetry, drama, and film to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE. Prerequisite: Honors English 4 or AP English Language and teacher recommendation.** **SUMMER ASSIGNMENTS ARE REQUIRED.**

H WRITING FELLOWS (Grade 12)
(ENG1011)

The Writing Fellows Program is designed for highly motivated, independent 12th grade students interested in writing and communication. A Writing Fellow recognizes the importance of voice, expression, and style associated with writing and other forms of communication in all disciplines. This student leadership opportunity prepares candidates to serve as collaborative peer tutors in the PW Writing Center while autonomously developing their own skills in research, composition, speaking, and listening. **Prerequisite: H English 4, AP English Literature, or AP English Language**. Prior to course selection, students must have already submitted the **APPLICATION**, which includes: a writing sample, a letter of recommendation, and interview with Writing Center Faculty.

ENGLISH/LANGUAGE ARTS ELECTIVES

ADVANCED PLACEMENT SEMINAR (Grade 10-12)
(2 credits – Full year course)
(ENG1052, ENG1053)

AP Seminar
Year 1
Earn score of 3 or higher

AP Research
Year 2
Earn score of 3 or higher

4 AP Exams
Throughout High School
Earn score of 3 or higher

AP Seminar is an interdisciplinary, college level course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students will develop and practice the skills in research, collaboration, and communication needed in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Successful completion of this course provides students with the opportunity to pursue the AP Seminar & Research Certificate or AP Capstone Diploma. **This course is an elective and does not fulfill an English requirement. Prerequisite: Successful completion of any PWHS Honors or AP course in a core content area.**

*AP Capstone Diploma is awarded for students who successfully complete AP Seminar, AP Research and any other 4 AP courses while additionally scoring 3+ on all exams.

ADVANCED PLACEMENT RESEARCH (Grade 11-12)
(2 credits – Full year course)
(ENG1054, ENG1055)

AP Research, the second course in the AP Capstone experience, enables students to thoroughly explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology and employing ethical research practices while accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper and a presentation with an oral defense. **This course is an elective and does not fulfill an English requirement. Prerequisite AP Seminar with a grade of "C" or better AND one semester of Honors or AP English. Statistics not required but recommended.**

CREATIVE WRITING (Grades 10-12)
(ENG1015)

Creative writing is a project-based course that explores three major modes of free expression: prose, poetry, and drama. Students learn to tap into their creativity to invent characters, establish conflicts, and build worlds through time-tested exercises, innovative activities, and a close study of published pieces. Students who are serious about creative writing beyond academia will also have an opportunity to learn the publishing process; workshopping and critiquing play an important role. This course is suitable for students of all writing abilities; however, it is work-intensive, and students must make strict deadlines on projects.

CREATIVE WRITING – ONLINE! (Grades 11-12)
(ONL9518)

The goal of this online course option is for students to explore various forms of prose, poetry, and drama. While students will study the process of writing articles and published stories, this course is largely project based. This PW online course will run block 1 or 5, dependent upon the master schedule. Students may be required to attend in-person and/or synchronous sessions as needed by the teacher. Students participating in online learning environments are self-motivated, independent learners.

FILM APPRECIATION (Grades 9-12)
(ENG1063)

Film appreciation focuses on analyzing movies as an art form by exploring cinematic techniques (editing, cinematography, sound), film history, genres, and cultural impact, moving beyond simple viewing to critical interpretation, discussion, and written analysis of storytelling, aesthetics, and filmmaking's role in society, often blending classic and contemporary films with elements of literature analysis.

H INTRODUCTION TO FILM – SCREENPLAY WRITERS (Grades 11-12)
DUAL ENROLLMENT (ENGFLM 0400)
(ENG1028)

Modeled after a college level film studies program, this honors weighted course has students develop the visual literacy skills necessary to investigate the ways in which motion pictures are created, experienced and understood by viewers, analyzed by critics, studied in academia, and valued in our culture. As part of the course's deep viewing experience, critical thinking and major film theory criticisms will be major components of the course's writing requirement. The culminating experience for the course requires students to write a screenplay, direct and film their screenplay, market their movies as a final product, and finally present and critique their short films in a film festival format. ***Students who pursue the dual enrollment option will earn 3 college credits from the University of Pittsburgh. Prerequisites: Successful completion of an Honors English or AP English course.**

MASS MEDIA PRODUCTION 1 (Grades 9-12)
(ENG1100)

In this introductory course, students explore the fundamentals of mass media and develop essential skills in communication, audio and video editing, and scriptwriting. Through hands-on activities and projects, students gain an understanding of media analysis, studying the techniques used to shape public perception. The course also covers key concepts in media ethics, examining how ethical considerations influence media content and impact society. This foundational course prepares students for more advanced study in media production and analysis.

MASS MEDIA PRODUCTION 2 (Grades 10-12)
(ENG1101)

Building on skills from Mass Media Production 1, this intermediate course focuses on video production. Students learn advanced editing techniques, production planning, green screen technology, and lighting setup. The curriculum includes in-depth scriptwriting exercises and expanded media analysis, with continued emphasis on media ethics. This course is highly project-based, allowing students to create polished video pieces that showcase their growing technical and creative abilities. By the end of the course, students will have a deeper understanding of how to create impactful media content. **Prerequisite: Successful completion of Mass Media Communications 1 with a grade of 75% or better.**

H MASS MEDIA PRODUCTION 3 (Grades 11-12)
(ENG1102)

This advanced, honors-level course immerses students in the art and craft of video production. Students will work collaboratively to produce a series of sophisticated video projects on a range of topics, further refining their editing, directing, and production skills. A significant component of the course involves a whole-class project, where students will work together to conceptualize, plan, and produce a complete show from scratch. Emphasizing creativity, professionalism, and collaboration, this course offers students the opportunity to take on real-world media production roles and create meaningful, high-quality content. **Prerequisite: Successful completion of Mass Media 2 with a "B" or better, and teacher recommendation.**

HIP-HOP STUDIES: HIP-HOP'S SOCIAL CONSCIOUSNESS (Grades 11-12)
(ENG1040)

We will begin to understand the art, culture, and politics of hip-hop by looking at the social movements and politics that inspired the birth of hip-hop as a form of art and music. Students will examine how hip-hop speaks about oppression, violence, identity, culture, and power by examining: How has hip-hop been shaped by experiences of Black/African Americans and historically marginalized groups in the U.S.? How can we appreciate the cultural, political, and artistic value of hip-hop (including verse, music, performance, & visual art)? What are some critiques of hip-hop culture? This course is designed for hardcore hip-hop fans as well as those who don't know much about the genre but just enjoy music with a message.

H PHILOSOPHY AND ETHICS (Grades 11-12)
(ENG1016)

What is a good life, person, society, or government? What is the basis of reality and the cosmos? How do we know what we know? What is the source of ethics and morality? The honor elective "Philosophy and Ethics" poses a plethora of questions in search of divergent answers. The class follows a chronological path through the history of Western philosophy while examining ethical issues across the board. Outside reading will include both classic and modern selections.

H THEORIES OF LEADERSHIP (Grades 11-12)
DUAL ENROLLMENT (LDRSHIP 1100)
(ENG1056)

This course is designed to acquaint students with multiple theories and practices associated with effective leadership, answering the question, "What is leadership?" The course examines such theories as situational, participative, transformational, and servant leadership. Consideration is given to issues of followership and the many roles we play in life. The class also addresses those leadership and administrative skills and practices usually associated with effective professional management. **Prerequisite: English 3.** ***Students who pursue the dual enrollment option will earn 3 college credits from the University of Pittsburgh.**

IB PERSONAL & PROFESSIONAL SKILLS (Grades 11 & 12)
(ENG1050, ENG1051)

The Personal and Professional Skills course emphasizes the development of a range of skills that can be applied in a variety of contexts to support students' personal and professional growth both now and in the future. Through the development of intrapersonal and interpersonal skills, critical and ethical thinking and intercultural understanding, the course supports students learning in the other core components (Language and Cultural Studies, Community Engagement and a Reflective Project) and will serve as the basis for success in an ever-changing global society. **This course holds IB weight and is a mandatory IB Career Programme Course in grades 11 and 12. Prerequisite: Approved application to a Career Programme cohort in either Design Technology, Business, or Art.** IB PPS 12 satisfies the 12th grade English requirement.

INTRO TO THEATRE (Grades 9-12)
(ENG1027)



Intro to Theatre is designed to familiarize students with an array of theatre-related experiences and to increase their appreciation, critical perception, and understanding of the skills required to mount a theatrical production. Students begin the course with a study of the craft of improvisation, acting technique, monologue analysis. Students examine the role and function of theatre, musical theatre, and performance art in our society. The course will also explore technical theater craft such as lighting, set, and costume design as well as stage management. Students are required to perform in front of peers, to contribute time to a school production outside of class time, to attend productions outside of the school day, and to participate in a final project wherein they will perform and/or contribute to a performance piece.

PRE-AP THEATRE (Grades 10-12)
(ENG1057)



Pre-AP Theatre is a level 2 performing arts class in alignment with the College Board PreAP offering. This performance-intensive course is designed for students who have further interest in pursuing a career in theatre or studying theatre in greater depth. Students will develop a repertoire of materials that reflect a diversity of performance styles. The Pre-AP Theatre Arts areas of focus are vertically aligned to the practices embedded in high school and college arts courses; observe, investigate, and emphasize the process of producing creative works and performances while engaging in structured conversations with peers to share ideas and critique artistic works. **Prerequisite: Intro to Theatre OR performances in at least 2 PWHS musical productions.**

MONSTERS & MADNESS: A LITERARY PERSPECTIVE (Grades 10-12)
(ENG1037)

Monsters have always lurked on the fringes of society, arousing our curiosity, representing our deepest fears, and exploiting human monstrosities. Explore the fascination with monsters through a literary and cultural lens. Seek to understand what makes the monstrous "*monstrous?*? Why do monsters create fear *and* fascination? What does it mean to be human? And, what separates man from monster? Students will gain a greater understanding of the cultural relevancy of these archetypes as well as how their development over time contributes to self-reflection.

WOMEN IN LITERATURE (Grades 10-12)
(ENG1059)

The goal of the course is to represent and explore voices of women who have challenged social norms and empowered themselves and others to break free from traditional roles. Through the study of literature, essays, and film, students will explore the historical context and current contemporary issues of gender roles, power, resistance, human rights, social justice, and relationships. Selections will represent diverse female writers and characters to illuminate how authentic female perspectives have often been discounted, fueling necessary and noteworthy change. **Prerequisite: English 2**

ENGLISH TUTORING CENTER (Grades 9-12)
Daily (Block 4) - Lunch

The PWHS English Tutoring Center (ETC) provides academic support in an open atmosphere for students who need additional support in correlation with current or future English courses specifically providing assistance with homework, long-term assignments, and review of a lesson.

WRITING CENTER (Grades 9-12)
Daily (Block 4) - Lunch

The Plymouth Whitemarsh High School Writing Center, located in room C32, provides writing support across the content areas to students in an individualized and/or small group environment. The goals of the Writing Center are to build confident and competent writers and thinkers, enhance communication skills in a collaborative environment, and create a community of learners that are future ready.

The Continental (Grades 9-12)
Bonus Block - Afterschool

The Continental is Plymouth Whitemarsh High School's very own literary magazine. Student led, the Continental highlights short stories, poems, editorial spotlights, and artistic works of PWHS students (available online at https://pwhscontinental.weebly.com) Contact Mrs. Canning.

THE TOWN CRIER (Grades 9-12)
Bonus Block - Afterschool



The Town Crier is the school newspaper with the mission to provide relevant and newsworthy content to the students of Plymouth-Whitemarsh High School. This student led publication seeks to recruit writers, photographers, and layout editors who believe in journalistic integrity, providing school, local, and national news. Issues of the Town Crier are distributed monthly in both print and digital formats (online at https://pwhstowncrier.wordpress.com) Contact Mr. Costanzo.

ENGLISH-LANGUAGE ARTS SEQUENCE / ELECTIVE OFFERINGS

Students must complete 5.0 credits of ENGLISH-LANGUAGE ARTS as seen below.

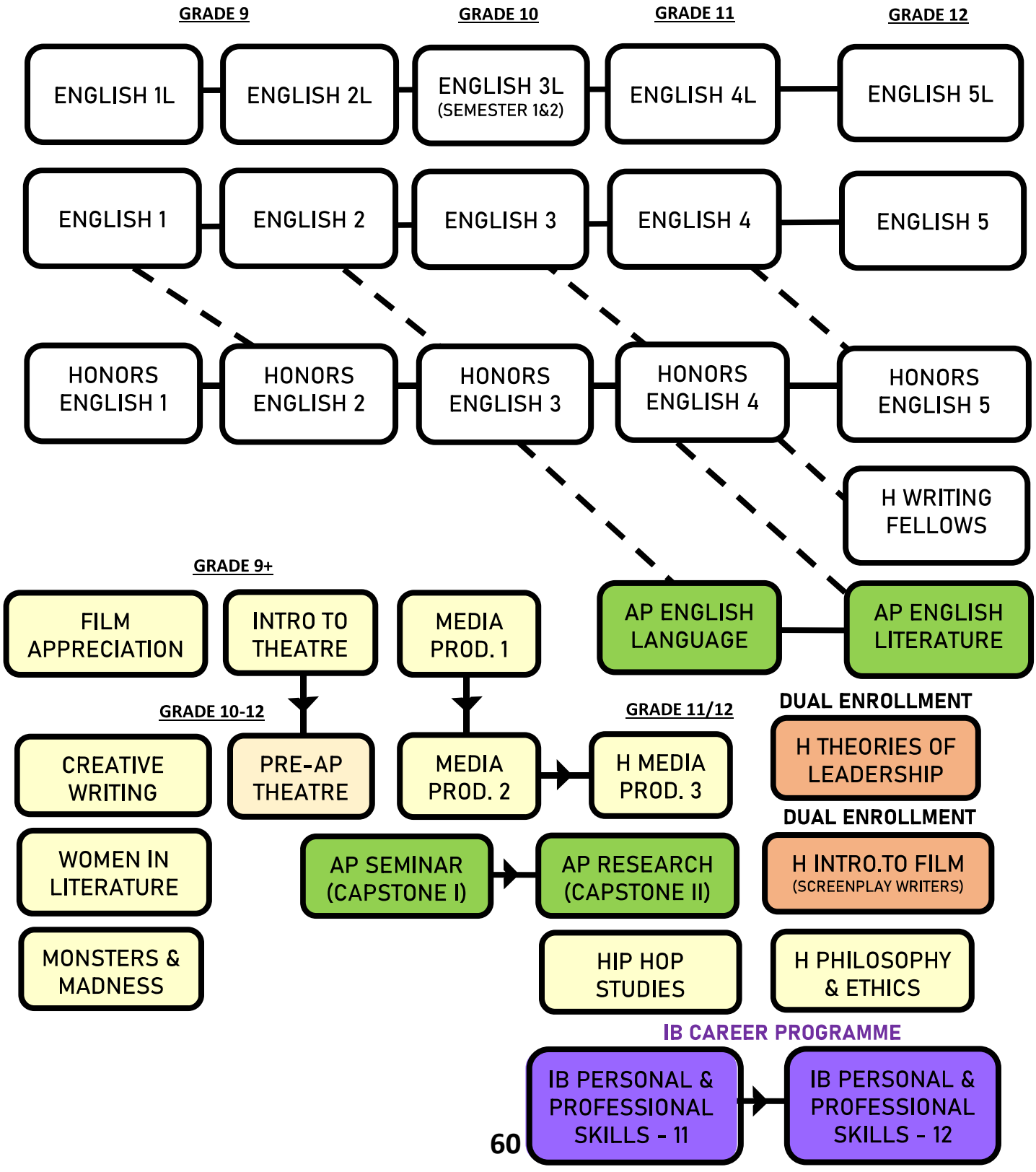
**AP Language and AP Literature courses are full year and worth 2 credits; 1 core credit + 1 elective credit (green)*

**AP Seminar and Research are electives, full year and worth 2 elective credits (green)*

+IB PPS courses are full year and worth 1 credit (purple) and alternate with Social and Cultural Anthropology

+IB PPS 12 may satisfy a student's 12th grade English requirement

***Courses highlighted in yellow = electives ***Courses highlighted in orange = Dual Enrollment elective courses*



HEALTH AND PHYSICAL EDUCATION

HEALTH & FITNESS 1: HEALTH/FITNESS/SWIMMING (Grades 9-10)
(HPE7004, HPE7005, HPE7006)

This fitness-based course is **required** for all students. The students will alternate classes between health/fitness, and swimming. This_course provides students with classroom instruction dealing with a variety of current health related issues. Topics will include physical fitness, body systems, wellness, drugs/alcohol and tobacco, and variety of fitness activities, including muscular strength and endurance training, circuit training, and cardiovascular endurance training. The swimming section of the course is based upon **skill level** and geared toward aquatic safety, stroke development, and/or refinement. Please refer to the chart below to help aide in deciding which course is most appropriate for course selection. The health component for all three swimming levels is the same.



LEVEL 1 (BEG SWIM)

- Minimal/no prior swimming experience
- Requires floatation device to swim/float in the deep end
- Focused primarily on basic stroke development and survival swimming

LEVEL 2 (INT SWIM)

- Can comfortably swim four widths of freestyle and backstroke in both shallow and deep end (no floatation)
- Focused primarily on stroke technique and refinement
- Students will gain additional survival swimming skills

LEVEL 3 (ADV SWIMMING)

- Potential high school swim team member
- Advanced in swimming freestyle, backstroke, elementary backstroke, sidestroke, and breaststroke
- Focused primarily on fitness based aquatic skills
- Students will gain the skills to prepare them for the lifeguarding course

HEALTH AND FITNESS 2: HEALTH/PHYSICAL EDUCATION (Grades 10-11)
(HPE7007)

This **required** course provides students with classroom instruction on current and diverse topics such as fitness and nutrition, wellness and mental health, family relationships, and human development. The physical education portion of this course emphasizes skill development and the participation in a variety of individual and team sports. A strong emphasis is placed on each student receiving a positive fitness experience, displaying good sportsmanship and cooperating with others in a large group setting. Units include Fitness, Conditioning, Circuit Training, Cooperative Activities and Net-Games. **Prerequisite: Health & Fitness 1.**

HEALTH & FITNESS 2: HEALTH/PHYSICAL EDUCATION – ONLINE! (Grades 10-11)
(ONL9519)

This online course option is to provide students with a variety of current health related issues including fitness and nutrition, wellness and mental health, family relationships, and human development. This PW online course will run block 1 or 5, dependent upon the master schedule. Students may be required to attend in-person and/or synchronous sessions as needed by the teacher. Students participating in online learning environments are self-motivated, independent learners. **Prerequisite: Health & Fitness 1.**

ADVANCED PHYSICAL EDUCATION 1 (Grades 10-12)
(HPE7001)

This elective course consists of complex and specialized activities, which will expand the mastery of personal development of individual skill, teamwork, and competitive game strategies. This high energy course will challenge students through team sports, individual fitness programs/assessment, and weight training. Instructors will utilize a variety of team games to develop teamwork, competition, fair play and individual student goals. Assessment will be based on daily participation. **Prerequisite: Health & Fitness 2.**

ADVANCED PHYSICAL EDUCATION 2 (Grades 11-12)
(HPE7002)

This elective course is directed toward the refinement of skills and techniques learned in Advanced PE 1, coupled with an introduction of advanced skills sets and strategies. The sports/activities have been chosen to encourage students to participate in higher level physical activity, which includes a variety of competitive individual and team activities. Assessment will be based on daily participation. **Prerequisites: Advanced Physical Education 1.**

BODY WORKS 1 (Grades 10-12)
(HPE7003)

This elective course is designed for students who want to enhance their strength, flexibility, endurance and overall fitness levels. The course will emphasize the five fitness components (flexibility, cardio-respiratory endurance, muscular strength, muscular endurance, and body composition). Activities may include, but are not limited to weight training, walking, running, yoga, pilates, spinning and full body circuit training. Students will assess their current fitness level, identify areas for improvement and set goals for achievement. Assessment will be based on daily participation. **Prerequisites: Health & Fitness 1.**

BODY WORKS 2: ADVANCED SCULPTING (Grades 10-12)
(HPE7000)

Advanced Bodyworks provides **additional** opportunities to redefine overall health and wellness through a variety of exercises. Weight training, conditioning exercises and proper nutrition training will be explored to improve muscle tone, muscle definition, and total body conditioning. This class is an advanced version of body works, so please plan accordingly. Students will assess their current fitness level, identify areas for improvement and set goals for achievement. Assessment will be based on daily participation. **Prerequisite: Body Works 1.**

LIFEGUARDING (Grades 10-12)
(HPE7008)

INDUSTRY RECOGNIZED CREDENTIAL

This elective course is a prerequisite for any student wishing to select the W.E.T. program as a junior or senior. This course offers students the opportunity to earn **American Red Cross certification in First Aid, Professional Rescuer CPR/AED, and Lifeguarding**. The course will provide the student with the knowledge of instructional techniques for teaching aquatic lessons. The course will cover aquatic fitness, personal fitness, water sports, water games, and activities outside of the pool. Each student is provided with a textbook, a one-way CPR mask, and their certification cards (upon completion of the course). The total cost of the class is $75. **Prerequisites: Health & Fitness 1. Students must be 15 years old by May 15th.**

LIFETIME FITNESS (Grades 10-12)
(HPE7009)

One focus of this elective course is to allow students to experience a variety of activities in the fitness world. These activities will range in many areas that help promote lifelong individual physical fitness. Students will gain experience with weight room, participate in specific fitness classes and develop cardio endurance. Another focus for lifetime fitness will be participating in many different net games. This will emphasize learning opportunities for valuable life skills, such as cooperation, leadership and sportsmanship. All activities will help lead to a positive experience and promote the importance of lifelong physical activity and fitness. **Prerequisites: Health & Fitness 1.**

SPORTS MEDICINE (Grades 10-12)
(HPE7012)

This elective course explores the domains of athletic training, sports psychology, coaching, and exercise physiology. The majority of the course will focus on athletic training with regards to relevant anatomy, injury assessment, injury treatment, and rehabilitation. This course is an excellent introduction for any student interested in pre-medicine, physical therapy, athletic training, or coaching. The setting for this physical education elective is the classroom except for Fitness Fridays and the personal training unit. **Prerequisites: Health & Fitness 1**

SPEED: STRENGTH-POWER-ENDURANCE-EXERCISE-DEVELOPMENT (Grades 10-12)
(HPE7011)

Designed for students interested in improving their physical fitness through strength training, this course will concentrate on strength training in a safety-first environment. Students will learn physiology of muscle development and anatomy of the body. Conditioning activities are included on a regular basis to increase students' cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Students will assess their individual fitness level and use the results to develop a goal-oriented fitness program to follow throughout the semester. Students are expected to improve their level of fitness through participation in strength training and conditioning exercises daily. Ongoing assessment includes written and performance-based skill evaluations. **Prerequisites: Health & Fitness 1.**

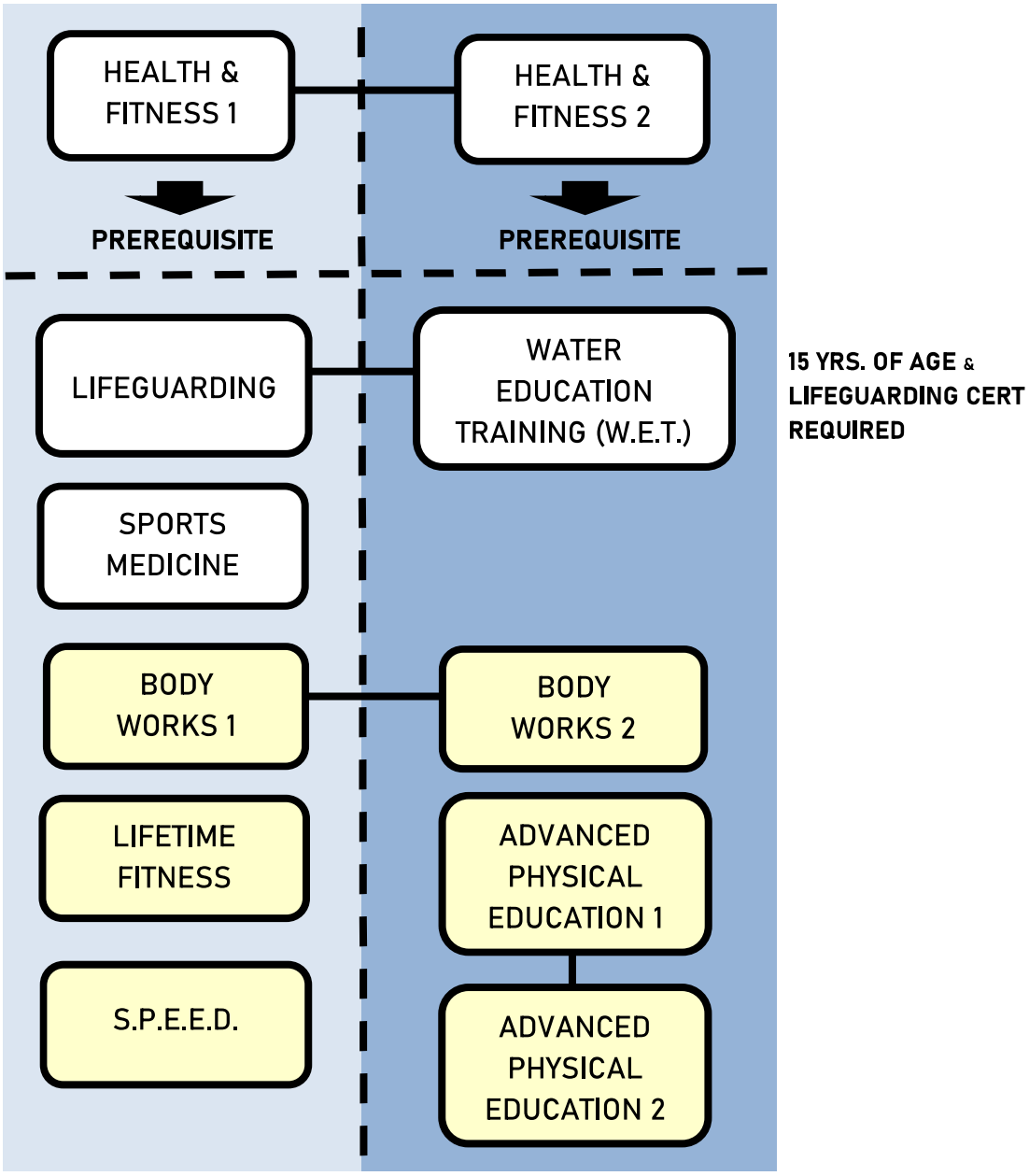
WET: WATER EDUCATION TRAINING (Grades 11-12)
(HPE7013)



This elective course permits skilled 11th and 12th grade students who are lifeguard certified to assist with water skills instruction for the W.E.T. program. A student taking this course will work with 4th grade students from the Colonial School District and assist in teaching them basic water safety, water games, and the Red Cross stroke advancement skills from the Pre-beginner level through the Advanced level. **Students electing this course will be re-certified as lifeguards, in first aid, and professional rescuers CPR. Prerequisites: Health & Fitness 2, Lifeguarding. *Students must be 15 years old and must successfully pass the CPR and Lifeguarding Certification.**

HEALTH AND PHYSICAL EDUCATION SEQUENCE AND ELECTIVE OFFERINGS

Students must complete 2.0 credits of HPE by taking HEALTH AND FITNESS 1 & 2 as seen below
**Courses highlighted (yellow) are electives outside of a dedicated pathway sequence*



MATHEMATICS

Calculator Policy: The mathematics curriculum at PWHS relies on the theme of mathematics as "sense making". Each year the curriculum features the four strands of mathematics: algebra, geometry, statistics, and discrete. To enhance these strands, the department supports the use of graphing calculators and other forms of technology to facilitate student learning. **A TI-84 or TI-84+ graphing calculator is required.** More information will be provided in the syllabus and by the teacher for each class.

INTEGRATED MATH 1
(MAT2010)

This is the first course in the regular college preparatory program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It begins the integrated math sequence of the high school curriculum as it builds upon the middle school experience. Emphasis is placed on the development of linear, exponential, and radical functions, systems of equations, absolute value equations and inequalities, domain and range, and function notation. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. A graphing calculator is a necessary tool for this course and will need to be purchased if the student does not have one.

INTEGRATED MATH 1M
(MAT2029M)

This is the first course in the modified program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. This course will be co-taught to ensure student understanding and will focus on the major topics found in Integrated Math 1 Academic, however, topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on the development of linear, exponential, and radical functions, systems of equations, absolute value equations and inequalities, domain and range, and function notation. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. Students are provided with a graphing calculator for use throughout the semester.

INTEGRATED MATH 2
(MAT2011)

This is the second course in the regular college preparatory program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school curriculum as it builds upon the Integrated Math 1 Academic course. Emphasis is placed on the development of solving systems of equations and inequalities, properties of parallel lines, properties of exponents, factoring, operations with polynomials, and probability. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. A graphing calculator is a necessary tool for this course and will need to be purchased if the student does not have one. **Prerequisite: Integrated Math 1.**

INTEGRATED MATH 2M
(MAT2030M)

This is the second course in the modified program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. This course will be co-taught to ensure student understanding and will focus on the major topics found in Integrated Math 2 Academic, however, topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on the development of solving systems of equations and inequalities, properties of parallel lines, properties of exponents, factoring, operations with polynomials, and probability. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. Students are provided with graphing calculators for use throughout the semester. **Prerequisite: Integrated Math 1M**

H INTEGRATED MATH 2
(MAT2012)

This is the first course in the high school honors program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It begins the integrated math sequence of the high school honors curriculum as it builds upon the middle school experience. Emphasis is placed on the development of solving systems of equations and inequalities, properties of parallel lines, properties of exponents, factoring, operations with polynomials, probability, and congruent and similar triangles. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. A graphing calculator is a necessary tool for this course and will need to be purchased if the student does not have one. **Prerequisite: CMS Math 8 Advanced with a minimum grade of "B" and recommendation of the teacher or Integrated Math 1 with a minimum grade of 95%, placement test and recommendation of the teacher.**

INTEGRATED MATH 3
(MAT2042)

This is the third course in the regular college preparatory program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school curriculum as it builds upon the Integrated Math 2 Academic course. Emphasis is placed on the development of congruent and similar triangles and other polygons, factoring and solving quadratic functions, families of functions, and sequences and series. This course will also place emphasis on mathematical problem solving in preparation for the Keystone Exam. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. A graphing calculator is a necessary tool for this course and will need to be purchased if the student does not have one. **Prerequisite: Integrated Math 2.**

INTEGRATED MATH 3M
(MAT2031M)

This is the third course in the modified program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. This course will be co-taught to ensure student understanding and will focus on some of the major topics found in Integrated Math 3 Academic, however, topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on the development of identifying, modeling, and solving quadratic functions. This course will also place emphasis on mathematical problem solving in preparation for the Keystone Exam. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. Students are provided with a graphing calculator for use throughout the semester. **Prerequisite: Integrated Math 2M.**

H INTEGRATED MATH 3
(MAT2043)

This is the second course in the high school honors program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school honors curriculum as it builds upon the Integrated Math 2 Honors course. Emphasis is placed on factoring and solving quadratic functions, families of functions, sequences and series, properties of quadrilaterals, right triangles, and trigonometry. This course will also place emphasis on mathematical problem solving in preparation for the Keystone Exam. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. **Prerequisite: H Integrated Math 2 with a minimum grade of "B" and teacher recommendation.**

INTEGRATED MATH 4
(MAT2045)

This is the fourth course in the regular college preparatory program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school curriculum as it builds upon the Integrated Math 3 Academic course. Emphasis is placed on the development of properties of quadrilaterals, right triangles and trigonometry, properties of circles, and surface area and volume. **Prerequisite: Integrated Math 3.**

INTEGRATED MATH 4M
(MAT2047M)

This is the fourth course in the modified program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. This course will be co-taught to ensure student understanding and will focus on some of the major topics found in Integrated Math 3 and 4 Academic, however, topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on quadratics, characteristics of families of functions, analyzing congruent and similar figures, and right triangles and trigonometry. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. Students are provided with a graphing calculator for use throughout the semester. **Prerequisite: Integrated Math 3M.**

H INTEGRATED MATH 4
(MAT2046)

This is the third course in the high school honors program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school honors curriculum as it builds upon the Honors Integrated Math 3 course. Emphasis is placed on the development of properties of circles, surface area and volume, conditional probability, radical expressions, and quadratic, polynomial, and radical functions. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. **Prerequisite: H Integrated Math 3 with a minimum grade of "B" and recommendation of the teacher.**

INTEGRATED MATH 5
(MAT2051)

This is the fifth course in the regular college preparatory program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school curriculum as it builds upon the Integrated Math 4 course. Emphasis is placed on conditional probability, radical expressions, and quadratic, polynomial, exponential, logarithmic and radical functions. The TI graphing calculator is used to enrich problem-solving skills and to develop graphing techniques. **Prerequisite: Integrated Math 4 or Integrated Math 4M with a minimum grade of "B" and recommendation of the teacher.**

H INTEGRATED MATH 5
(MAT2052)

This is the fourth course in the high school honors program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It continues the integrated math sequence of the high school honors curriculum as it builds upon the Honors Integrated Math 4 course. Emphasis is placed on the analysis of exponential, logarithmic, rational, and trigonometric functions, analytic trigonometry, and conic sections. Upon completion, students will be prepared for H Calculus, Pre-AP Calculus BC, or AP Calculus AB. **Prerequisite: H Integrated Math 4 with a minimum grade of "B" and recommendation of the teacher.**

ADVANCED PLACEMENT PRECALCULUS (Grade 11)
(2 credits – Full year course)
(MAT2063, MAT2064)

AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. **This course is in lieu of Integrated 5 and Precalculus/H Precalculus.** This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices**.** **SUMMER ASSIGNMENT MAY BE REQUIRED. Prerequisite: Integrated Math 4 with a grade of "A" and/or teacher recommendation.**

ADVANCED PLACEMENT CALCULUS AB (Grade 12)
(2 credits – Full year course)
(MAT2023, MAT2024)

This is an AP level course by which students may earn college credit by successfully completing the AP Calculus AB examination authored by the Educational Testing Service. Topics studied include coordinates and functions, the derivative, techniques of differentiation, applications of the derivative, the integral, techniques and applications of integration, and the definite integral and its applications. The graphing calculator is an integral part of this course. Students enrolled in this course agree to take the AP Calculus AB examination. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 1 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENT MAY BE REQUIRED. Prerequisite: H Integrated Math 5 and recommendation of the teacher.**

PRE-AP CALCULUS BC (Grade 11 – Semester 2)
(MAT2021)

This is the first semester of the AP Calculus (BC) curriculum and therefore carries AP weight. Topics include review of linear, polynomial, trigonometric, exponential, logarithmic, and rational functions, limits, continuity, techniques of differentiation, and applications of the derivative. Graphing calculators are required to facilitate learning. **H Integrated Math 5 and recommendation of the teacher.**

ADVANCED PLACEMENT CALCULUS BC (Grade 12)
(2 credits – Full year course)
(MAT2025, MAT2026)

This is an AP level course by which students may earn college credit by successfully completing the AP Calculus BC examination authored by the College Board. Differential and Integral Calculus are studied using a highly rigorous approach. Topics studied include differentiation and integration of polynomial and rational functions, logarithmic and exponential functions, trigonometric and inverse functions, parametric, polar, and vector functions, infinite sequences and series, power, Taylor, and Maclaurin series. The graphing calculator is an integral part of this course. Students enrolled in this course agree to take the AP Calculus BC examination. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 1 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENT MAY BE REQUIRED. Prerequisite: Pre-AP Calculus BC w/ recommendation of the teacher.**

IB PRE-CALCULUS (Grade 11 – Semester 2)
(MAT2061)

Designed for 11th grade IB students, this course provides advanced algebra and trigonometric concepts. **This course is in lieu of Integrated 5H or H Pre-Calculus.** Topics include conic sections, rational functions, trigonometric functions, and analytic trigonometry**. Prerequisite: Integrated Math 5 or H Integrated Math 4. This course is a prerequisite for IB Math Analysis. Students must be in the IB Programme.**

IB ANALYSIS & APPROACHES SL (Grade 12)
(2 credits – Full year course)
(MAT2057, MAT2058)

In the course Analysis and Approaches, students will understand the value of systematic approaches, analyze complex real-world contexts, communicate concisely and precisely implications of mathematic conclusions. The course encourages the development of strong written, verbal, and graphical communication skills; critical and complex thinking; and moral and ethical considerations influenced by mathematics that will assist students in preparing for the future global workplace. **This course holds IB weight and is a mandatory IB Career Programme Course in grade 12. Prerequisite: H Integrated Math 5, H Pre-Calculus or IB Pre-Calculus and an approved application to a Career Programme cohort in Design Technology, Business & Finance or Art & Design.**

MATHEMATICS ELECTIVES/ NON-CORE CREDITS

ADVANCED PLACEMENT STATISTICS (Grades 10-12)
(2 credits – Full year course)
(MAT2027, MAT2028)

AP Statistics is a non-traditional math class and involves a considerable amount of reading and writing. Conceptual understanding and communication of ideas are equally as important as using formulas and statistical methods to arrive at numerical answers. Being able to draw conclusions and justify answers in an organized and meaningful way is an integral part of the curriculum. The AP Statistics content can be extremely challenging for students and a very strong work ethic, along with independent nightly practice is required to succeed. Students enrolled in this course agree to take the AP Statistics examination. **Prerequisite: A minimum of a "B" in H Integrated Math 2 and "B" in all subsequent honors math courses OR a minimum of a "B+" in Integrated Math 2 and "B+" in all subsequent math courses; teacher recommendation required.**

PRE-CALCULUS (Grades 11-12)
(MAT2019)

This is an 11th or 12th grade elective course providing advanced algebra and trigonometric concepts. College bound Integrated Math 5 students are candidates for this course. Topics include conic sections, rational functions, trigonometric functions, and analytic trigonometry. **Prerequisite: Integrated Math 5 with a minimum grade of "B-" and teacher recommendation.**

H CALCULUS (Grades 11-12)
(MAT2022)

This course is an honors level calculus course. Topics include functions and their graphs, limits and continuity, techniques of differentiation, derivatives of various function families, applications of the derivative, graphs of the derivative, and techniques and applications of integration. To facilitate understanding of the topics, learning will be enhanced with the use of the graphing calculator and MathXL. MathXL is an online study plan directly linked to the H Calculus curriculum that provides practice, testing, and diagnosis of individual student progress. **Prerequisite: H Pre-Calculus with a minimum grade of "B" and recommendation of the teacher or H Integrated Math 5 with a minimum grade of "A" and recommendation of the teacher.**

H PRE-CALCULUS (Grades 11-12)
(MAT2020)

This elective course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. The following topics are studied: logarithmic and exponential functions, rational and trigonometric functions, trigonometric identities, and conic sections. Upon completion with a B or better, students will be prepared for H Calculus. **SUMMER ASSIGNMENT MAY BE REQUIRED. Prerequisite: Integrated Math 5 with a minimum grade of "A" and teacher recommendation required.**

CALCULUS (Grade 12)
(MAT2049)

This is an academic level calculus course. This course will begin with an in-depth review of the important concepts in algebra needed to pursue the study of calculus. In addition to strengthening algebra skills, this course introduces fundamentals of calculus at a college entry level. Review topics will include solving algebraic equations and inequalities, exponents, radicals, polynomials, factoring and rational expressions. Calculus concepts introduced include rates of change, limits and continuity, the derivative, and applications of the derivative. To facilitate understanding of topics, learning will be enhanced using a graphing calculator. **Prerequisite: Integrated Math 5H, Pre-Calculus H, or Pre-Calculus with a "B" or better and teacher recommendation**

H COMPUTATIONAL MATHEMATICS IN PYTHON (Grades 11-12)
DUAL ENROLLMENT (CIS 1101)
(MAT2048)

This unique honors level course is specifically tailored for career-minded students who have an adeptness for mathematics as well as an interest in computer programming. Students who feel naturally drawn to these two disciplines will explore concepts and careers in this mathematical programming course. Ultimately, the goal is for students to investigate possible mathematics careers for their future, and this course emphasizes two lucrative career fields: computational finance and investing and actuarial science. Python will be introduced in this course to use computers and programming to solve mathematical problems. No prior programming experience is necessary. **Prerequisite: Integrated Math 4 with a minimum grade of "B", or H Integrated Math 4.**

PROBABILITY AND STATISTICS (Grades 10-12)
(MAT2034)

This course will develop a student's ability to analyze data, draw conclusions and make predictions. Students will gather and interpret data and create multiple displays in the context of real-world applications. Analyzing graphical displays to create function models using the graphing calculator will be a focus of the course. Other topics include standard deviation, the normal curve, calculating probabilities of dependent and independent events, and identifying mutually exclusive events. **Prerequisite: Completion of Integrated Math 2 with a minimum of a "B" and serious interest on the part of the student in learning the main principles of statistics**

COLLEGE PREPARATORY TRANSITION MATH (Grade 12)
(MAT2038)

This is a 12th grade course that will lay the foundation for students interested in taking post-secondary math courses. In addition to expanding concepts in linear, quadratic, polynomial, rational, exponential, and logarithmic functions, students will refine mathematical skills developed in previous courses. Other topics of study include systems of equations and inequalities, piecewise functions, polynomials of a higher degree and algebraic techniques seen in geometric applications. **Prerequisite: Integrated Math 5 with a minimum grade of "C-" and recommendation of the teacher.**

B PROBLEM SOLVING STRATEGIES (Grades 9-12)
(MAT2035)

This course is designed for students to build algebraic foundational skills, critical to the topics covered in the integrated math courses. Students are identified for this course via math placement exams and/or teacher recommendation. The course will run concurrently with the student's scheduled math course and will provide remediation and support for current topics in that class. Foundational concepts are spiraled throughout the semester to promote success in current and future integrated math courses.

MATH TUTORING CENTER (Grades 9-12)

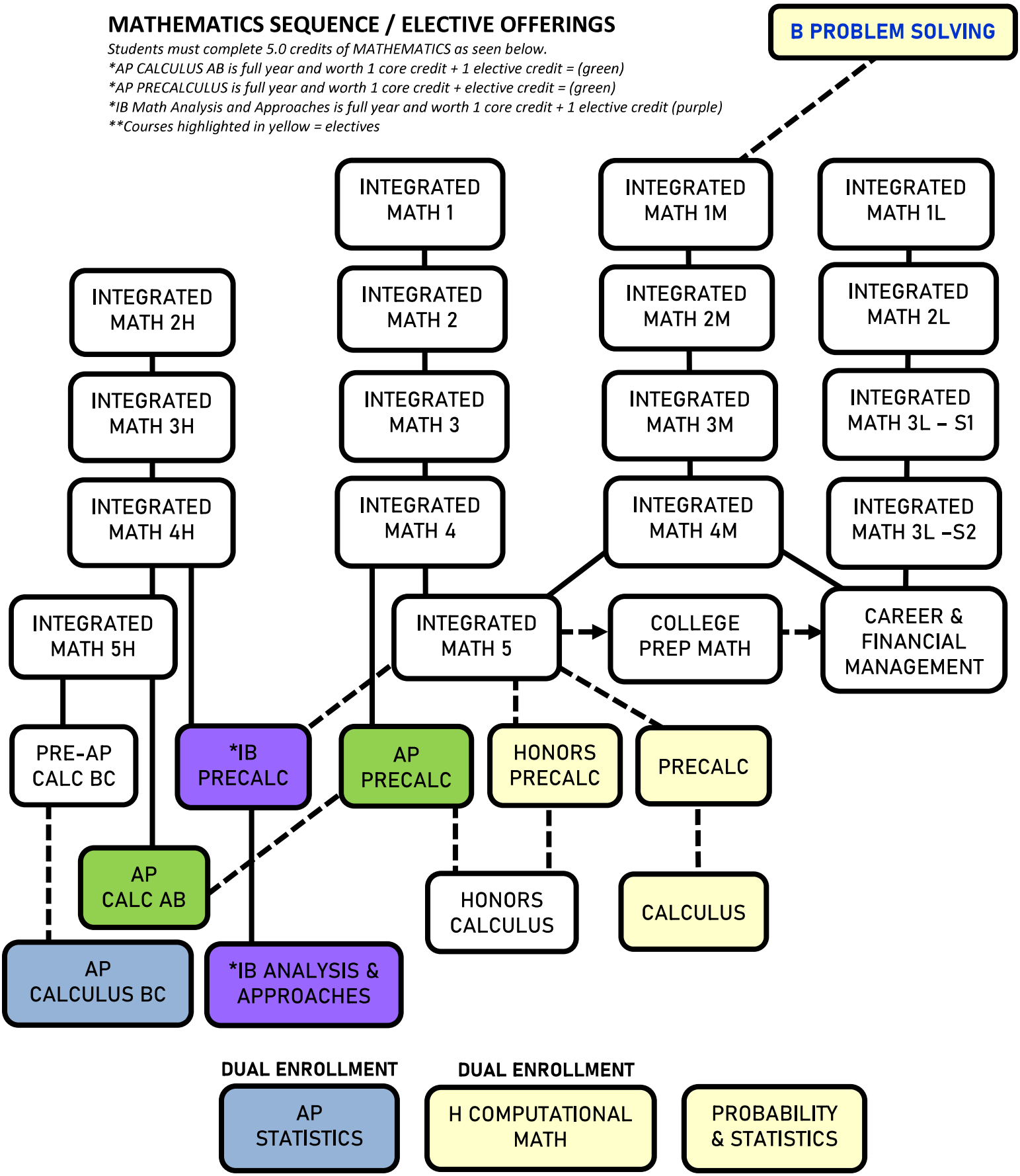
BEFORE SCHOOL & LUNCH – BLOCK 4

STUDENT SUPPORT CENTER

The PWHS Math Tutoring Center (MTC), located in room C9, provides academic support in an open atmosphere for students who would like to improve their problem-solving skills and achieve mastery of the topics found in their current mathematics course. The goal of the MTC is to increase a student's understanding of solution techniques and math strategies while aiding with homework, long term assignments, and review of a lesson.

MATHEMATICS SEQUENCE / ELECTIVE OFFERINGS

Students must complete 5.0 credits of MATHEMATICS as seen below.
**AP CALCULUS AB is full year and worth 1 core credit + 1 elective credit = (green)*
**AP PRECALCULUS is full year and worth 1 core credit + elective credit = (green)*
**IB Math Analysis and Approaches is full year and worth 1 core credit + 1 elective credit (purple)*
***Courses highlighted in yellow = electives*



DUAL ENROLLMENT

AP STATISTICS

DUAL ENROLLMENT

H COMPUTATIONAL MATH

PROBABILITY & STATISTICS

MUSIC

CHORUS, H CHORUS (1 credit – Full year/alternating BLUE days) (MUS8011, MUS8012)

CHORUS provides students with the opportunity to improve basic musicianship skills and to perform chorus literature of different time periods and styles. Students improve their music reading skills and vocal techniques by exploring solo/duet literature during sectional lessons. Sectional lessons are provided on a rotating schedule during the school day. Evening performances are required.

HONORS CHORUS accelerates the musical performance skills of gifted and talented students. The honors sections will exist within the performance ensembles and will receive weighted credit towards graduation. The student must meet at least three of the following criteria (see instructor for more detailed list): practice at least five days per week for 45 minutes per day; perform appropriate solo repertoire; participate in music festivals such as Districts; take weekly private lessons; participate in an extracurricular or community music organization. **Prerequisite: Audition with at least two members of the PW music faculty, recommendation of a music instructor and participation in Mixed Chorus.**

BAND, H CONCERT BAND (1 credit – Full year/alternating BLUE days) (MUS8005, MUS8006)

CONCERT BAND provides students with the opportunity to improve basic musicianship skills and to perform concert band literature of different time periods and styles on standard concert band instruments. Folk, classical, pop, march and contemporary music is prepared for the winter, and spring concerts. Evening performances are required. Sectional lessons are provided on a rotating schedule during the day.

HONORS CONCERT BAND accelerates the musical performance skills of gifted and talented students. The honors sections will exist within the performance ensembles and will receive weighted credit toward graduation. The student must meet a least three of the following criteria (see instructor for more detailed list): practice at least five days per week for 45 minutes per day; perform appropriate solo repertoire; participate in music festivals such as Montco or Districts; take weekly private lessons; participate in an extracurricular or community music organization. **Prerequisite: Audition with at least two members of the PW music faculty, recommendation of a music instructor and participation in Concert Band.**

ORCHESTRA, H ORCHESTRA (1 credit – Full year/alternating BLUE days) (MUS8017, MUS8018)

ORCHESTRA provides students with the opportunity to improve basic musicianship skills and to perform orchestra literature of different time periods and styles on standard orchestra instruments. Folk, classical, pop, march and contemporary music is prepared for the winter and spring concerts. Evening performances are required. Sectional lessons are provided on a rotating schedule during the day.

HONORS ORCHESTRA accelerates the musical performance skills of gifted and talented students. The honors sections will exist within the performance ensembles and will receive weighted credit towards graduation. Some after school practice is required. The student must meet at least three of the following criteria (see instructor for more detailed list): Practice at least five days per week for 45 minutes per day; perform appropriate solo repertoire; participate in music festivals such as Districts; weekly private lessons; participate in an extracurricular or community music organization. **Prerequisite: Audition with at least two members of the PW music faculty, recommendation of a music instructor and participation in Orchestra.**

PRE-AP MUSIC THEORY (Grades 9-12)
(MUS8058)

Students will be introduced to various concepts of music theory, aural skills, and sight singing. These concepts include but are not limited to pitch, rhythm, scales, chords, as well as other musical terms and symbols. This course is intended for 9th-12th grade students with previous musical experiences, who intend on later enrolling in the AP class and/or want a focused and challenging look into the basic structure and design of music. Students receive AP weight for this College Board approved course.

ADVANCED PLACEMENT MUSIC THEORY (Grades 10-12)
(2 credits – Full year course)
(MUS8019, MUS8020)

This course uses music technology as a vehicle to teach advanced concepts in music theory. Students will demonstrate an understanding of the elements of music through a variety of assignments, sight-singing, keyboard, computer applications and listening activities. Exercises will focus on analysis and study of various historical and contemporary styles. This is an AP weighted course and students are required to take the AP exam. **Prerequisite: Pre-AP Music Theory or teacher recommendation.**

BLUES, JAZZ and MODERN BAND (Grades 9-12)
(MUS8022)

This course will teach students to read lead sheets and improvise over the chord changes while building a foundation of the roots of Blues and Jazz music, which then extends to the Modern Band genre. Students will work with their instrumental/vocal backgrounds to create in-class collaborative ensembles. **Prerequisite: Students must have an instrumental/vocal background either through the learnings in a school offered ensemble course (concert band orchestra, chorus, CMS guitar class or keyboard & chords) OR outside private instruction (i.e., piano students).**

DIGIBEATS FACTORY (Grades 9-12)
DUAL ENROLLMENT (MUSIC 1444)
(MUS8051)

Utilizing the Music Lab and the industry standard Ableton Digital Audio Workspace (DAW), students will transform our workstations into powerful music production tools. No prior musical background or instrumental skills are required. In this course, students will explore concepts such as music production, loops, beats, copyright laws, commercial music, music synchronization, publishing, and MIDI keys, while creating and composing their own digital music. Students will gain a basic understanding of the music industry, different electronic music genres and leave with a portfolio of collaborative works. Projects will contribute to a community stock audio folder for use by media productions, CITV for sweeps and audio needs for our songwriter's collective course. ***Students who pursue the dual enrollment option will earn 3 college credits from the University of Pittsburgh.**

HISTORY OF ROCK AND ROLL (Grades 9-12)
(MUS8024)

This course provides an overview of the history and development of rock and roll music. Students discuss and learn the elements of music that contribute to the rock style as well as the important historical and political events that influenced artists and their music. The course begins with the emergence of rock and roll and chronologically addresses rock music through the present. Styles of rock music include Fifties, Sixties, British Invasion, Folk, Soul, Motown, San Francisco, Art, Jazz, Seventies, Eighties, and current trends.



KEYBOARDS & CHORDS: READING MUSIC THROUGH THE PIANO (Grades 9-12)
(MUS8052)

Many students develop a love for music but cannot read or understand it. In this course, students will learn all the musical basics such as how to read rhythms, notation, chords, scales and more through a beginner piano course. This course will also open the opportunity to join music ensembles, music theory courses and enrich learning in the songwriting collective or Modern band course. No musical background is necessary for enrollment. The only requirement is the student interest, effort to play and willingness to collaborate in a culminating end of semester performance.

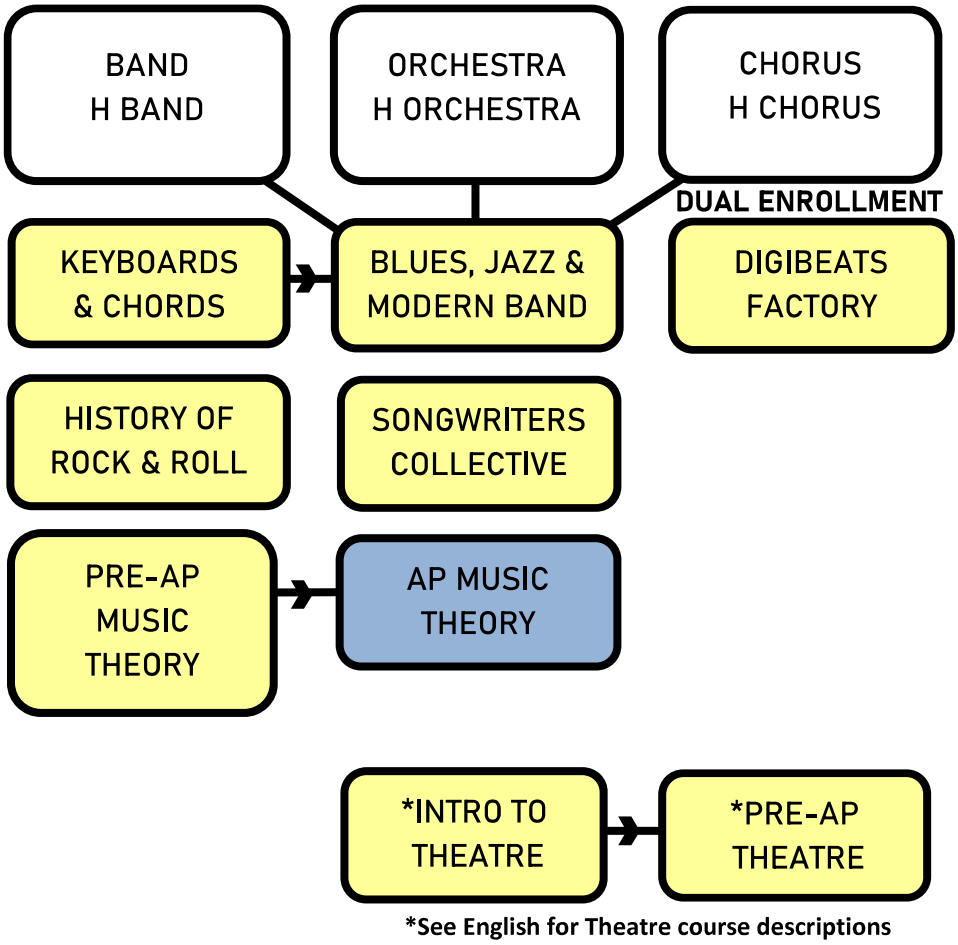


SONGWRITERS COLLECTIVE (Grades 9-12)
(MUS8053)

Students will explore the process, skills, format, and techniques of songwriting, with a focus on creating and performing original music together. The class will begin by analyzing a wide range of genres, leading into collaborative songwriting projects. Using basic piano, guitar, digital instruments, and vocal skills, students will create a collection of songs that will culminate in a group performance or showcase. Throughout the course, students will also cover topics such as overcoming writer's block, stimulating creativity, managing performance anxiety, rhyming, publishing, copyright, demo production, and collaboration. Students should be enthusiastic about performing and interested in music creation.

MUSIC & PERFORMING ARTS SEQUENCE AND ELECTIVE OFFERINGS

Students are encouraged to continue with MUSIC based on their previous experience
**AP Music Theory is a full year course and worth 2 elective credits (blue)*
***Courses highlighted (yellow) are additional electives that support a career pathway*



***See English for Theatre course descriptions**

SCIENCE

APPLIED PHYSICAL SCIENCE (Grade 9)
(SCI3000)

This course is designed to emphasize conceptual understanding of introductory physics and chemistry through laboratory and project-based learning. Science literacy and practical applications of the physical sciences will be the focus of the course. Problem solving, applying science and engineering practices, technology integration, organizational, reading and writing strategies are emphasized in this course.

APPLIED BIOLOGY (Grade 10)
(2 credits – Full year course)
(SCI3002, SCI3003)

This course is designed to assist students in developing an understanding of the life processes of living things and the scientific method. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. Skills that will be reinforced include experimental procedure, laboratory safety, data collection, and problem solving. Topics that will be addressed include scientific methods, cell biology, genetics, ecology, and evolution. Students are expected to actively participate in class discussions, activities, and to develop lab reports.

BIOLOGY, H BIOLOGY (Grade 9)
(2 credits – Full year course)
(SCI3004, SCI3005; SCI3006, SCI3007)

BIOLOGY places an emphasis on the life processes of living things through a study of the biochemical and physiological processes involved and the systems which carry them out. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. The content is adjusted to the learning aptitudes and achievement levels of the students. This is a college preparatory class; however, the activities are more teacher-directed than in H Biology. Students may need more academic support than the H Biology student.

HONORS BIOLOGY places an emphasis on the life processes of living things through a study of the biochemical and physiological processes involved and the systems which carry them out. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. The content is adjusted to the learning aptitudes and achievement levels of the students. It requires higher level thinking skills and the ability to understand abstract concepts. There will be higher expectations for students as they work in cooperative learning groups. This course will require high level writing and critical reading skills and a high degree of self-motivation. **Prerequisite: Recommendation from the 8th grade science teacher.**

ENVIRONMENTAL SCIENCE (Grades 10-12)
(SCI3025)

Academic Environmental Science addresses the physical factors which affect the quality of life for plants and animals, (particularly for man) as they interact in a shared environment. The participants in the course will examine the effect of their own attitudes and those of others as the course deals with how each organism (particularly man) attempts to meet its needs and how those attempts impact on other organisms. **Science Prerequisite**: **Completion of Biology or Applied Biology**

CHEMISTRY IN THE COMMUNITY (Grade 10-12)
(SCI3008)

Chemistry in the Community is a course designed for students considering a variety of post-secondary options. Topics include experimental design, properties of matter, chemical bonding, chemical reactions, and energy, with an emphasis on practical applications. Abstract concepts will be minimal, and the necessary mathematical skills will be developed in class. This course is NOT recommended for students planning to be a science major in college. **Science Prerequisite: Completion of Biology or Applied Biology. Prerequisite: Completion of Integrated Math 2 or equivalent class with a minimum grade of a "C"**

CHEMISTRY, H CHEMISTRY (Grade 10)
(SCI3009, SCI3010)

CHEMISTRY is a course designed for college-bound students. Topics include properties of matter, atomic theory, chemical periodicity, chemical reactions, stoichiometry and gas laws. The course is supplemented with laboratory experiences. **Prerequisites: Completion of Biology with a minimum grade of a "B-" and Integrated Math 2 with a minimum grade of a "B" [OR] Completion of Applied Biology with a minimum grade of a "A" and Integrated Math 4M with a minimum grade of a "A"**

HONORS CHEMISTRY is a rigorous course designed for students exploring a potential career in science. Topics include properties of matter, atomic theory, chemical periodicity, chemical reactions, stoichiometry, gas laws, thermodynamics, kinetics and equilibrium. The course is supplemented with laboratory experiences. These topics are covered in greater depth and with a more mathematical approach than in Chemistry. **Recommendation of teacher required along with the following content prerequisites; Science Prerequisite: Completion of H Biology with a minimum grade of a "B" or Biology with a minimum grade of an "A" / Math Prerequisite: Completion of H Integrated Math 2 with a minimum grade of "B" or Integrated Math 3 with a minimum grade of "A"**

PHYSICS, H PHYSICS (Grade 10-12)
(SCI3011, SCI3012)

The study of PHYSICS includes developing detailed knowledge and understanding of the basic laws and principles which govern our universe. This course will focus specifically on Newtonian mechanics, or how and why things move. Skills such as problem solving, scientific reasoning, and technical writing will be emphasized in this course. This course will use computer interface equipment to collect and analyze data to illustrate principles learned in the course. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology. **Science Prerequisite: Completion of Biology / Math Prerequisite: Completion of Integrated Math 3 with a minimum grade of a "B-"**

HONORS PHYSICS includes developing a detailed knowledge and understanding of the basic laws and principles which govern our universe. This course will focus specifically on Newtonian mechanics, or how and why things move. Skills such as problem solving, scientific reasoning, and technical writing will be emphasized in this course. This course will use computer interface equipment to collect and analyze data to illustrate principles learned in the course. Students will cover course content in greater depth and scope than is covered in physics classes. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology. This course is recommended for students planning to pursue professional careers in science, engineering, and/or medicine. **Recommendation of teacher required. Science Prerequisite: Completion of Chemistry with a grade of "A" or H Chemistry with a "B". Math Prerequisites: Completion of H Integrated Math 4, H Integrated Math 4H concurrently, or completion of H Integrated Math 3 with a grade of "B" or better.**

SCIENCE ELECTIVES

ADVANCED PLACEMENT BIOLOGY (Grades 11-12)
(2 credits – Full year course)
(SCI3013, SCI3014)

This course is equivalent to a college introductory biology course taken by biology majors during their first year. The labs done by AP students are equivalent to those done by college students. It aims to provide students with conceptual framework, factual knowledge, and analytical skills. The course emphasizes developing a detailed understanding of biological concepts. The topics covered fall into three general areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Please review the AP Section of the program of studies "Course Levels and Prerequisites" before selecting this course. **SUMMER ASSIGNMENTS ARE REQUIRED and STUDENTS WILL BE TESTED IN THE FALL. Prerequisites: Completion of H Biology and H Chemistry with a minimum grade of a "B". Teacher recommendation is required.**

ADVANCED PLACEMENT CHEMISTRY (Grades 11-12)
(2 credits – Full year course)
(SCI3015, SCI3016)

The AP Chemistry course focuses on topics in inorganic chemistry including stoichiometry, states of matter, aqueous and non-aqueous solutions, kinetics, thermodynamics, equilibrium and electrochemistry. The AP Chemistry curriculum also includes intensive laboratory experience. Please review the AP Section of the program of studies "Course Levels and Prerequisites" before selecting this course. **SUMMER ASSIGNMENTS ARE REQUIRED and STUDENTS WILL BE TESTED IN THE FALL. Science Prerequisite: H Chemistry with a minimum grade of a "B" / Math Prerequisite: H Integrated Math 3 with a minimum grade of "B". Teacher recommendation is required.**

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (Grades 11-12)
(2 credits – Full year course)
(SCI3019, SCI3020)

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Please review the AP Section of the program of studies "Course Levels and Prerequisites" before selecting this course. **SUMMER ASSIGNMENTS ARE REQUIRED. Prerequisite: H Biology and H Chemistry with a minimum grade of a "B". Math Prerequisite: H Integrated Math 3 with a grade of "B" or better. Teacher recommendation required.**

ADVANCED PLACEMENT PHYSICS C - MECHANICS (Grades 11-12)
(2 credits – Full year course)
DUAL ENROLLMENT (PHYS 0174)
(SCI3017, SCI3018)

The AP Physics C course focuses on topics of Newtonian mechanics. These topics are explored in great depth and at a very technical level. The use of calculus in problem solving and in derivations is expected to increase as the course progresses. This course is recommended for students interested in pursuing careers in science and engineering. AP Physics C is an excellent complement to an AP Calculus course. **PLEASE REVIEW THE AP SECTION BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENTS ARE REQUIRED. Prerequisite: H Chemistry with a grade of "B" and Math 4H with a "B" or better and concurrently enrolled in 5H OR completed H Precalculus with a "B". Teacher recommendation required. *Students who choose to pursue the dual enrollment option will earn 4 college credits from the University of Pittsburgh.**



ANATOMY & PHYSIOLOGY 1 (Grades 11-12)
(SCI3021)

This course is designed to provide students with an in-depth study of human anatomy (structure) and physiology (function). It is strongly recommended for students who have an interest in medicine, nursing, or other health careers. Emphasis is placed on the systems of the body, tissue types, blood, the heart, bones, and muscles. Students will describe the systems and compare patterns found in anatomy. Laboratory work will include various dissections and microscopic studies of tissues. Students will use appropriate methods for communicating verbally and in writing, the processes, and results of anatomical investigations. Students are encouraged to work cooperatively in laboratory situations and take an active role in their learning. **Prerequisites: Minimum grade of a "B" in Chemistry.**



ANATOMY & PHYSIOLOGY 2 (Grades 11-12)
(SCI3035)

This course is a continuation of Anatomy and Physiology 1 so that students can delve further into the study of the human body. It is strongly recommended for students who have an interest in health science careers. Emphasis is placed on the systems of the body not studied in Anatomy and Physiology 1 such as the Muscular, Nervous, Digestive, Respiratory, Endocrine, Urinary, and Lymphatic. Somatic and special senses are also covered. Laboratory work is a vital aspect of this course, and the dissections help students gain a real-life picture of the structure and function of organisms. Laboratory work will include various dissections and microscopic studies of tissues. Students will use appropriate methods for communicating verbally and in writing, the processes, and results of anatomical investigations. Students will be encouraged to work cooperatively in laboratory situations and take an active role in their learning. **Prerequisites: Anatomy and Physiology 1**



ASTRONOMY (Grades 10-12)
(SCI3023)

This course introduces the science of modern astronomy with a concentration on the solar system and its energy sources. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and stars. This course focuses on engaging philosophic group discussions on topics such as "where does one fit in the universe" and "life on other planets".



MODERN ASTRONOMY: STELLAR EVOLUTION, GALAXIES and COSMOLOGY (Grades 11-12)
(SCI3034)

Modern Astronomy is a survey of topics in cosmology and will begin with modern studies of the Sun which are the foundations for proper investigations of the universe based on modern physics; specifically, stellar evolution, neutron stars and black holes as well as the overall structure of the galaxy. **Prerequisites: Successful completion of Physics with a grade of "B" or better.**



ELECTRONICS (Grades 9-12)
(SCI3024)

Science and technology fields often require individuals to have a working understanding of electrical components and their functions. Students who are curious about how electrical circuits may be used to accomplish simple and even complex tasks will be introduced to the principles of analog and digital electronics beginning at the most basic level. As the course progresses, more sophisticated circuits will be introduced as new concepts are mastered. Ultimately, the student will combine several of the circuit elements presented to construct and test a culminating project**. Prerequisites: Completion of biology or currently enrolled in Biology or Applied Biology.**

FORENSIC SCIENCE (Grades 11-12)
(SCI3028)

Forensic science is an interdisciplinary course. It relates various sciences to the legal system. This course will use concepts and lab analysis techniques from the fields of chemistry, biology, physical science, and earth science. Technology such as chromatography, DNA analysis, fingerprinting, and fiber analysis will be utilized to analyze mock crime scenes. Students are expected to investigate, record, and present data from case studies and mock crime scenes. They will make use of critical thinking skills to evaluate a situation, apply appropriate technology to gather data, and assimilate important data to solve problems. **Science Prerequisites: Completion of Biology and Chemistry with a minimum grade of a "C" or Completion of Chemistry in the Community with a minimum grade of a "B".**

H-MICROBIOLOGY (Grades10-12)
(SCI3029)

This course provides a stimulating environment for students as they prepare for careers in academics, government, pharmaceutical or biotech research, and the health sciences. The course provides a basis of fundamental concepts in immunology and microbiology. The role of the immune system in infections, controls on cancers, transplant rejection, allergies and autoimmune disorders will be covered in addition to vaccine development and new immunological treatments. Includes formal lessons and many exciting lab experiments that mimic what occurs in the Biotech Industry. The course uses college textbook, assessments, and labs. Students that are self-directed and interested in life science in college or as a career should consider taking this course. **Prerequisites**: **Completion of Honors Biology with a minimum grade of a "B-"or Biology with a minimum of a "B+"**

INFECTIOUS DISEASES (Grades 10-12)
(SCI3031)

This course will cover the many aspects concerning the increasing number of infectious diseases such as Ebola, MRSA, STDs, and the re-emergence of diseases such as measles that are occurring throughout the world. Students will focus on infectious diseases that are caused by bacterial, viral, and fungal agents. The course will cover aspects of epidemiology (spread of disease) and factors that have led to their occurrence such as antibiotic resistance, genetic mutations, and natural occurrences. Additional topics will include Bio-warfare and bioethics. The course will include many labs, research, case studies, and presentations on infectious diseases. Also, the necessary skills to seek career opportunities in government and the health sciences such as pharmacy, medicine, and biotechnology will be developed. **Prerequisites: Completion of Biology with a minimum grade of a "B" or Honors Biology with a minimum grade of a "C"**



FOOD CHEMISTRY (Grades 11-12)
(SCI3027)

This course will examine how the principles of biology and chemistry apply to cooking, food, and food ingredients. The relationship between the molecular structure and the function of proteins, carbohydrates, and fats will be examined. Other topics will include chemical reactions during cooking, diets, vitamins, and food additives. This course is supplemented with laboratory experience. Food Chemistry is designed for college bound students and/or students interested in pursuing careers relating to healthcare, nutrition, or food services. **Prerequisites: Completion of Biology and Chemistry or Chemistry in the Community with a minimum grade of a "B-"**

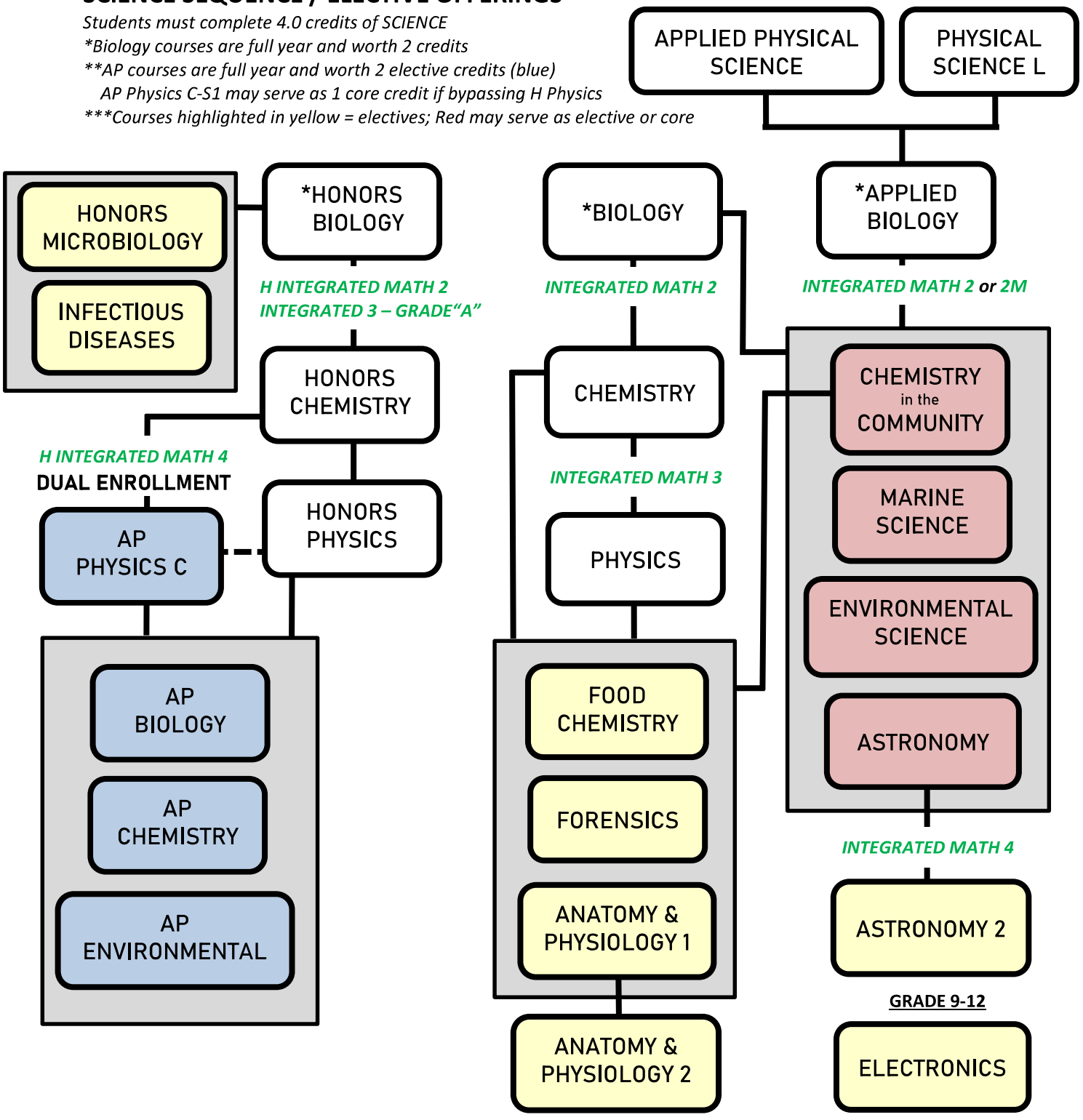


MARINE SCIENCE (Grades 10-12)
(SCI3036)

Marine Science will examine the geological, physical, chemical components of the ocean and how those aspects have shaped and continue to shape the biological aspects. An emphasis will be placed on understanding the marine biology and ecology of the ocean, its' beauty and importance to humans. Human impact on the ocean and its' impact on us will be woven throughout the units of study. Marine Science is designed for any student with an interest in the oceans. **Science Prerequisites: Successful completion/passing grade in academic, honors or applied biology.**

SCIENCE SEQUENCE / ELECTIVE OFFERINGS

Students must complete 4.0 credits of SCIENCE
**Biology courses are full year and worth 2 credits*
***AP courses are full year and worth 2 elective credits (blue)*
AP Physics C-S1 may serve as 1 core credit if bypassing H Physics
****Courses highlighted in yellow = electives; Red may serve as elective or core*



SOCIAL STUDIES

Honors Requirement: All students currently enrolled in an Honors class must maintain a minimum of a "B" average (80% or higher) to be recommended for Honors the following year. Academic courses who are interested in moving into Honors, they are required to have an "A" average (at least 90%) and teacher recommendation.

WORLD HISTORY, H WORLD HISTORY (Grade 9)
(SOC4056, SOC4057)

World History will investigate significant events, individuals, developments, and processes from 1750 to the present. By examining transformative changes during this period, students will develop a better sense of our past, present, and future while using skills, practices, and methods employed by historians. Students will analyze primary and secondary sources, develop historical arguments, make historical connections, and utilize reasoning about comparison, causation, and continuity and change over time in the quest to gain a greater understanding of our shared past and understand its connection to the world we live in today. The honors level course requires students to complete work outside of the classroom on a regular basis. **Honors Prerequisite: 8th Grade Teacher Recommendation**

ADVANCED PLACEMENT WORLD HISTORY (Grade 9)
(2 credits – Full year course in place of H WORLD HISTORY)
(SOC4058, SOC4059)

The AP World History is a full year, college level course in which students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources, developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. In addition, students will explore six themes to make connections among historical developments across time and place: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course is reading and writing intensive, including essays and document-based questions at the core of study. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE. Prerequisite: 8th Grade Teacher Recommendation**

HUMAN GEOGRAPHY, H HUMAN GEOGRAPHY (Grade 10)
(SOC4054, SOC4055)

Human Geography asks "Where? Why There? Why Care?" In this course, students will be introduced to a new way of thinking about the world - one that adopts a spatial perspective and focuses on how spaces and places are shaped by the interaction between people and the Earth. Students will engage with geographic tools and data to think critically about how space has, is, and will be used in local communities, entire countries, regional areas, and the world. Students will focus on current issues around the world to explore the environmental, demographic, cultural, economic, and political patterns, processes, impacts and relationships that exist in the world today to build a more sustainable future for all. A semester-long project will help students develop a detailed understanding of a country's physical geography, population characteristics, culture, economy, and government, apply course content toward developing sustainable solutions, and defend their thinking in a showcase-style event. This course is offered as both an academic and honors level class. **Prerequisite: World History or H World History**

ADVANCED PLACEMENT HUMAN GEOGRAPHY (Grade 10)
(2 credits – Full year course in place of H HUMAN GEOGRAPHY)
(SOC4017, SOC4018)

The AP Human Geography course is a full year, college level course in which students will explore the questions "Where?", "Why There?" and "Why Care?" to understand the world's people and places as well as the patterns and processes that shape societies around the world. Topics include, but are not limited to, the following: environmental sustainability, demography, migration, culture, economic development, globalization, ethnicity, gender, political systems, urbanization, industrialization, and agriculture. In this course, students will strengthen their existing skills by independently analyzing complex and detailed texts, maps, graphs, charts, and photographs, creating connections to real-world situations, developing solutions to difficult problems, and supporting opinions using evidence, conducting extensive research, writing clearly and accurately, and effectively utilizing technological tools. This course is reading and writing intensive and daily homework is assigned. Summer assignments are also required. It is strongly recommended that prospective students receive a recommendation from their 9th grade World History teacher. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE.**
Prerequisite: Recommended grade of "B" or better in AP or Honors course.

UNITED STATES HISTORY, H UNITED STATES HISTORY (Grade 11)
(SOC4000, SOC4001)

This course explores the major political, social, economic, and cultural developments that have shaped the United States from the dawn of the 20th century to the present day. Through a thematic approach, students will examine how historical forces have influenced modern America by engaging with four central themes: Role of Government, U.S. at War, Civil Rights, and Culture and Technology. Emphasis will be placed on developing historical thinking skills, including sourcing, contextualization, comparison, and interpretation, to deepen students' understanding of how history continues to inform civic life today. **Prerequisite: Human Geography or H Human Geography**

ADVANCED PLACEMENT UNITED STATES HISTORY (Grade 11)
(2 credits – Full year course in place of H US HISTORY)
(SOC4015, SOC4016)

This course is designed to present a college-level survey of American History from Native Americans to the present. Students will be exposed to both facts and controversies in American History. The course requires: (a) an understanding of the principles in United States history; (b) an awareness of the consequences of American relations with the rest of the world; and (c) an ability to analyze historical evidence using primary sources. The course is writing and reading intensive, with essays and document-based questions at the core of study. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE.** **SUMMER ASSIGNMENTS REQUIRED. Prerequisite: Recommended grade of "B" or better in AP or Honors course.**

US GOVERNMENT & POLITICS / H US GOVERNMENT & POLITICS (Grade 12)
(SOC4011, SOC4012)

This course is offered both as an Academic and Honors level course and provides opportunities for students to gain an understanding of the functions of the national and state governments in preparation for assuming responsible roles in the political process. The major units of study include Constitutional underpinnings, political participation, institutions and policy, and civil liberties and civil rights. Contemporary issues confronting the United States are discussed. Additionally, this course meets requirements set forth by Pennsylvania's Act 35, mandating the successful completion of a high school civics course in association with a final examination which mirrors the US Citizenship test.

ADVANCED PLACEMENT US GOVERNMENT AND POLITICS
(2 credits – Full year course in place of H US GOVERNMENT)
(SOC4020, SOC4021)

AP U.S. Government and Politics is a year-long, introductory college-level course that provides students with a comprehensive understanding of the foundations, structures, and functions of the U.S. government. Through the analysis of primary documents, data, SCOTUS cases, and current political events, students explore key concepts such as constitutionalism, liberty and order, political participation, and the balance of power among institutions. The course emphasizes the importance of active and informed citizenship, encouraging students to understand their role as participants in a representative democracy and to engage thoughtfully in civic life. In addition to mastering political principles and processes, students learn to analyze and interpret political data, evaluate government actions, and develop evidence-based arguments about political and constitutional issues. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE.** Additionally, this course meets requirements set forth by Pennsylvania's Act 35, mandating the successful completion of a high school civics course in association with a final examination which mirrors the US Citizenship test. **Prerequisite: Recommended grade of "B" or better in AP or Honors course.**

SOCIAL STUDIES ELECTIVES

H WESTERN CIVILIZATION (Grade 10-12)
DUAL ENROLLMENT (HIST 0101)
(SOC4009)

This is an introductory course in Western European History that handles topics from the Renaissance to the Cold War. This course provides a framework for those who may continue in the study of History. This course will introduce major questions of historical process, and it will emphasize chronological, comparative, and contextual reasoning and the construction of original arguments grounded in historical evidence. Each student will encounter and engage with secondary and primary sources, assigned regularly throughout the course. They will participate in detailed discussions and debates about these sources. Formal evaluations consist mainly of objective questions, essay–based quizzes, benchmark assessments, and a final exam. In all cases, students work to assimilate the different types of historical evidence and to develop their own interpretive analyses. By the end of the course students will gain a greater understanding of current world challenges while developing an appreciation for American heritage. **Recommended: Interested students should have excellent comprehension skills (primary source analysis), be able to conduct independent research, and develop original arguments to present verbally and/or in written form.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from The University of Pittsburgh.**

ADVANCED PLACEMENT EUROPEAN HISTORY (Grade 11-12)
(2 credits – Full year course)
(SOC4028, SOC4029)

This AP course is designed to build on the student's knowledge of the factual narrative: (a) an understanding of principle themes in modern European history; (b) an awareness of the consequences of European contacts with other areas of the world; and (c) an ability to analyze historical evidence. This college-level survey course examines in detail the social, political, religious, intellectual, technological, and economic themes in Europe from the Renaissance to present day. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE. Prerequisite: Recommended grade of "B" or better in AP or Honors course.**

ADVANCED PLACEMENT AFRICAN AMERICAN STUDIES (Grades 10-12)
(2 credits – Full year course)
(SOC4052, SOC4053)

AP African American Studies is a yearlong interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course was developed for all students who are self-motivated in and out of the classroom and possess the commitment to engage in critical, yet sometimes controversial, topics. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE ALONG WITH THE COLLEGEBOARD AP AAS FRAMEWORK**.

ADVANCED PLACEMENT MACROECONOMICS (Grades 10-12)
(2 credits – Full year course)
(SOC4022, SOC4023)

Macroeconomics focuses on principles of economics that apply to the economic systems. Throughout Macroeconomics, students will study economic performance measures, the financial sector, economic growth, and international economics with a particular emphasis on national income and overall price levels. In doing so, students will learn to use graphs, read charts, and analyze data to identify and describe these fundamental economic concepts. To succeed in this course, students should have a prior understanding of basic algebraic concepts. As an Advanced Placement (AP) course, AP Macroeconomics corresponds with one semester of an introductory college course. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE. Prerequisites; Grade of "A" in Social Studies or Math course or teacher recommendation.**

ADVANCED PLACEMENT MICROECONOMICS (Grades 11-12)
(2 credits – Full year course)
(SOC4039, SOC4040)

Microeconomics focuses on principles of economics that apply to the ***functions of individual decision-makers*** (consumers and businesses) within the economic system. Throughout Microeconomics, students will build on their knowledge of Macroeconomics to further develop their familiarity with the operation of product and factor markets, distribution of income and market failure as well as the role of government in promoting greater efficiency and equity in the economy. Students will learn to use graphs, read charts, and analyze data to identify and describe advanced economic concepts. Students enrolling in this course should be proficient in algebra and be comfortable with the content covered in AP Macroeconomics. As an Advanced Placement (AP) course, AP Microeconomics corresponds with one semester of an introductory college course. **Prerequisite: Macroeconomics with a grade of "A" and/or teacher recommendation. PLEASE REVIEW THE ADVANCED PLACEMENT SECTION BEFORE SELECTING THIS COURSE.**

ADVANCED PLACEMENT PSYCHOLOGY (Grades 11-12)
DUAL ENROLLMENT (PSY 0010) (2 credits – Full year)
(SOC4024, SOC4025)

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of humans and other animals. Students will be exposed to psychological facts and principles associated with the major subfields of psychology. They will learn the methods that psychologists use in conducting and reporting on research. This challenging course will be presented as an entry-level college course in psychology. **Prerequisite: Recommended grade of "B" or better in AP or Honors course. *Students who choose to pursue the dual enrollment option will earn 3 college credits from The University of Pittsburgh. PLEASE REVIEW THE AP SECTION BEFORE SELECTING THIS COURSE.**

BLACK & AFRICAN AMERICAN STUDIES: A SOCIOCULTURAL EXPLORATION (Grades 10-12) (SOC4050)

This course seeks to provide an understanding of not only the struggle of African Americans for freedom but also their fight to be acknowledged as full citizens of the United States introducing students to major themes and issues that have occurred in African American history from the origins of Africa to present day, with an emphasis on current issues. African American Studies focuses on the historical, cultural, legal, economic, and societal barriers that have promoted the inequities of African Americans within the United States of America. Students will investigate and discuss significant contributions that African Americans, and other historically marginalized groups, have made to American society.

CONFLICTS AND CONNECTIONS (Grades 10-12) (SOC4026)

This course is an analysis of conflict as an inescapable part of our daily lives. The examination of global, national, and personal conflict scenarios will enable students to draw connections and facilitate successful solutions. This course is designed for students seeking such solutions and for those interested in this field as a career possibility. This course contains both academic and project-based learning components.

H GENDER & IDENTITY: AN UNTOLD STORY OF US HISTORY (Grades 10-12) (SOC4051)

The study of political, social, and cultural movements has been woven into the fabric of the American story. A nation founded upon ideals of justice, equality, and freedom have for many come only after waves of monumental struggle. These changes have been forged through the bravery of movement leaders, dedicated organizations, and countless ordinary heroes and allies, whose bravery opened doors to future generations. The LGBTQ experience is one of those often-untold stories. This Gender and Identity course will help students understand concepts of gender identity, sexual orientation, the LGBTQ Movement, and current issues facing intersectional communities.

GENOCIDE STUDIES (Grades 10-12) (SOC4037)

By integrating the study of history, psychology, sociology and other social sciences, the student will develop an understanding and awareness of the events that led to the atrocities of genocide over the course of human history. Students will be provided with a forum to understand how human nature and behavior leads to the violation of human rights and apply this knowledge to multiple examples of injustice. A research project is required. **Prerequisite: Minimum grade of "B" in their last core Social Studies class.**

H ECONOMICS (Grades 10-12) (SOC4038)

This course is designed to deepen an understanding of the American economic system and fundamental economic principles. Emphasis is also placed on the economic institutions in the United States, the international marketplace, and comparative economic systems. Students will gain a greater understanding of economics from the viewpoint of the individual consumer in a global economy. An outside book is part of the curriculum.

IB SOCIAL & CULTURAL ANTHROPOLOGY 11 (Grades 11)
IB SOCIAL & CULTURAL ANTHROPOLOGY 12 (Grades 12)
(SOC4047, SOC4048)

Social and Cultural Anthropology is the comparative study of culture and human societies with the goal of understanding humankind in all its diversity. In studying this course students will come to appreciate how anthropology as a discipline contributes to an understanding of contemporary issues, such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. The study of social and cultural anthropology offers critical insight into the continuities as well as dynamics of social change and the development of societies, and challenges cultural assumptions. **This course holds IB weight and is a mandatory IB Career Programme Course in grades 11 & 12. Prerequisite: Application and admittance to a Career Programme cohort in either Design Technology, Business, or Art.**

PENNSYLVANIA HISTORY (Grades 9-12)
(SOC4041)

Students will investigate our remarkable state history that helped create the great nation of America. The course uses Pennsylvania history as a basis for understanding current state policies, economic dynamics, and cultural phenomena. Students will experience history through the words and deeds of the people who lived it, using primary documents, digital resources, and film/video. There is a focus on key persons in the state's history including William Penn, Ben Franklin, Milton Hershey, James Buchanan, Rachel Carson, and Andrew Carnegie. Pennsylvania geography will be studied as it continues to shape the development of the state. This project-based course has students spending a large portion of the class working collaboratively to achieve stated goals.

PSYCHOLOGY (Grades 9-12)
(SOC4030)

Psychology provides students with practical knowledge of the basic concepts necessary to help understand human behavior. This course allows for a scientific and objective approach to examine numerous forms of human behavior including development, the thinking and learning process, mental health awareness and problems of society.

SERVICE LEARNING (Grade 12)
(SOC4049)

Service Learning focuses on community service as a vehicle for learning and civic responsibility. Through service, students will develop and apply personal and social skills and gain experience in teamwork, decision-making and problem-solving. Students will have opportunities to show initiative and take responsibility while applying knowledge and skills to meet an identified and authentic community need. **Prerequisite: Students MUST have personal transportation.**

SOCIOLOGY (Grades 10-12)
(SOC4034)

This course introduces basic concepts and principles of social interaction and social institutions such as the family, the schools, the church, and government. Contemporary problems concerning these interactions and institutions will be explored.



WAR AND SPORTS: US IN CONFLICT AND COMPETITION (Grades 9-12)
(SOC4035)

This will be an in-depth study of continuity and change in 20th and 21st Century America through the lenses of conflict and sports. The course will follow a chronological sequence of the last century. Students will learn and then evaluate US actions during major wars going into depth of events and personalities beyond their studies in US History. In addition to studying war, students will evaluate social trends of different eras through the investigation of American sports and how those sports represent our culture then and today.

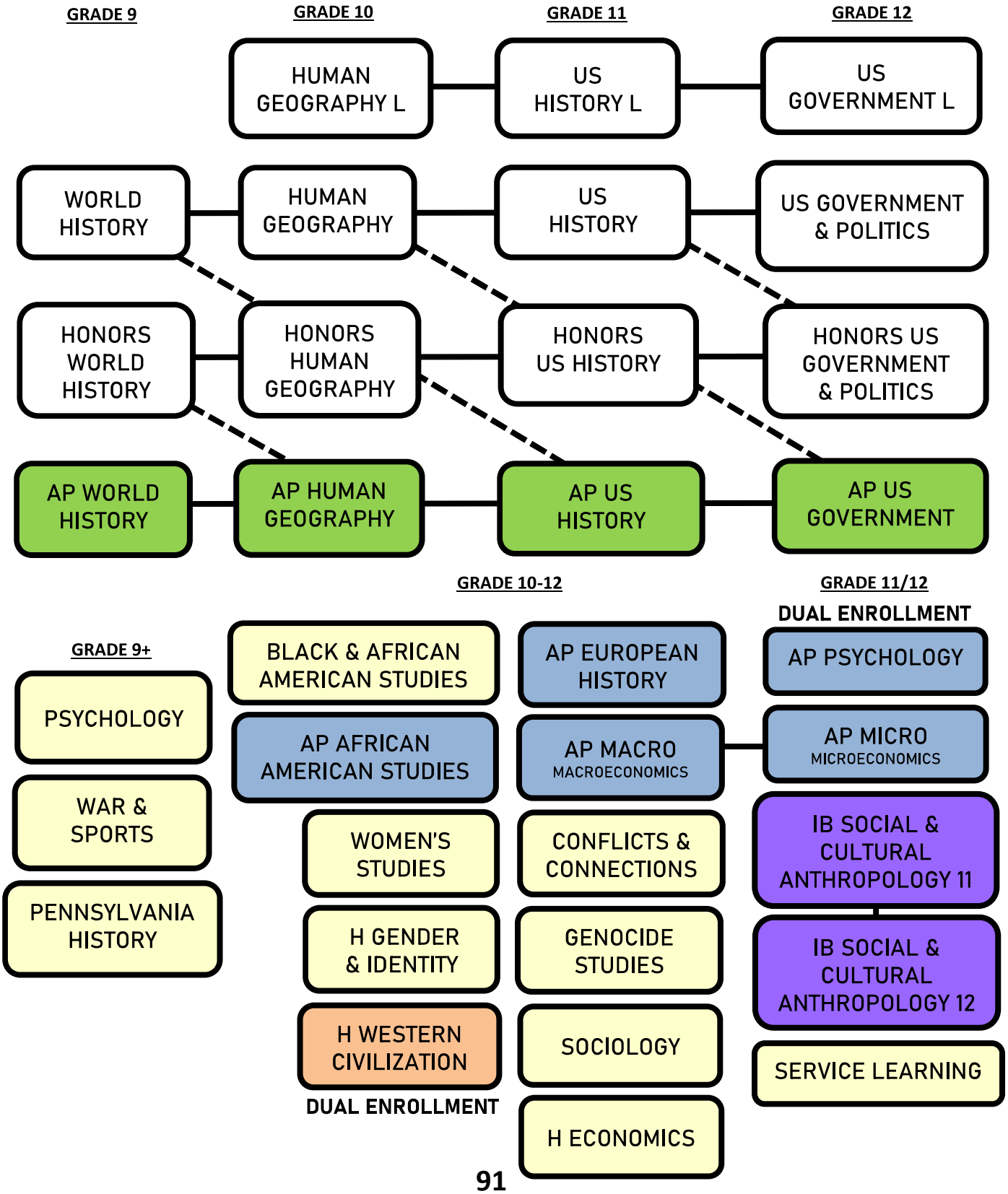


WOMEN'S STUDIES (Grades 10-12)
(SOC4036)

There are many ways to examine the history of the United States— this course will put women at the center of the story. The course traces several interrelated themes from the 19th century to the present. The course will consider which ideas and assumptions within American culture have changed and which have stayed the same. Students will gain an understanding of significant events in modern women's lives, the ways in which gender is and has been constructed, and the major interpretive issues shaping women's history.

SOCIAL STUDIES SEQUENCE / ELECTIVE OFFERINGS

Students must complete 4.0 credits of SOCIAL STUDIES as seen below.
**AP courses are full year and worth 1 core credit + 1 elective credit = (green); full year AP, no core credit = (blue)*
**IB SaCA courses are full year and worth 1 credit (purple) and alternate with IB Personal and Professional Skills*
***Courses highlighted in yellow = electives ***Dual Enrollment honors courses highlighted in orange=elective*



SPECIAL EDUCATION

Special Education courses are reserved for students in grades 9-12 who have special needs and are eligible for special education classes per the IEP process.

INTEGRATED MATH 1L, INTEGRATED MATH 2L
(SPE2900, SPE2901)

INTEGRATED MATH 1L focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. This course will focus on the major topics found in Integrated Math 1 in the regular education environment; however, topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on the development of linear, exponential, and radical functions, systems of equations, absolute value equations and inequalities, domain and range, and function notation. The TI graphing calculator is used to enrich problem solving skills and to develop graphing techniques. Students are provided with a graphing calculator for use throughout the semester.

INTEGRATED MATH 2L focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. This course will focus on the major topics found in Integrated Math 2 in the regular education environment; however, topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on the development of solving systems of equations and inequalities, properties of parallel lines, properties of exponents, factoring, operations with polynomials, and probability. The TI graphing calculator is used to enrich problem solving skills and to develop graphing techniques. Students are provided with a graphing calculator for use throughout the semester. **Prerequisite: Integrated Math 1L**

INTEGRATED MATH 3L (S1), INTEGRATED MATH 3L (S2)
(SPE2912, SPE2913)

This is the third and fourth course in the Learning Support Math sequence. It focuses on the building of skills connected with the core concepts of algebra and geometry. This course is a self-contained course taught by a Special Education teacher to ensure student understanding and will focus on the major topics found in the other regular education Integrated Math 3 courses. The topics will be covered at a slower pace to provide additional practice and processing time. Emphasis is placed on the development of basic algebraic concepts along with identifying and analyzing congruent and similar figures, modeling and solving quadratic functions, linear and exponential regression, characteristics of families of functions, and arithmetic and geometric sequences and series. The TI graphing calculator is used to enrich problem solving skills and to develop graphing techniques. Students are provided with a graphing calculator for the semester.

FOUNDATIONS - WORK MATH
(SPE2918)

WORK MATH provides comprehensive instruction that students need for independent living as adults. The course focuses on giving students the opportunity to learn and practice mathematics as it relates to their everyday lives. This course covers basic math concepts and skills before exploring the more specific topics. Clear explanations are followed by ample practice. This highly relevant course explores a wide range of topics, such as basic math review, real-life problem solving, using bank accounts, managing credit cards, and trade and professional-related math skills. Students eligible for this course need to be recommended by their IEP team and current math teacher.

FOUNDATIONS - LIVING MATH
(SPE2919)

This course provides comprehensive instruction that students need for independent living as adults. The course focuses on giving students the opportunity to learn and practice mathematics as it relates to their everyday lives. This course covers basic math concepts and skills before exploring the more specific topics. Clear explanations are followed by ample practice. This highly relevant course explores a wide range of topics, such as filing income tax returns, budgeting household expenses, renting and obtaining a mortgage, investing in stocks, bonds, and buying insurance. Students eligible for this course need to be recommended by their IEP team and current math teacher.

FOUNDATIONS – MATH 1 & 2
(SPE2914, SPE2915)

These courses focus on math associated with buying, saving, and spending money. Students will learn how to read a paycheck stub and a checking account statement. Students will learn how to make wise purchases when you shop for groceries, clothes, or furniture. As the courses progresses, students will learn about loans and interest, credit cards and insurance.

FOUNDATIONS – MATH 3 & 4
(SPE2916, SPE2917)

These courses pick up on key elements of Foundations Math 1 and 2 by building a solid foundation of math skills including rounding, using basic math operations with the support of a calculator, and converting decimals, fractions and percents. A primary focus throughout the course is to calculate total wages and total expenses. Elements of Algebra and Geometry are woven into the course to help solve everyday problems. Students will be asked to solve a proportion, create an algebraic equation from a scenario, calculate perimeter and area, and convert units of measurement. After a foundation of skills is built, students will apply to real-world situations like calculating tips, bills, taxes paid, gross pay and converting units of measurement.

APPLIED PHYSICAL SCIENCE (Grade 9)
(SCI3000)

This course is designed to emphasize conceptual understanding of introductory physics and chemistry through laboratory and project-based learning. Science literacy and practical applications of the physical sciences will be the focus of the course. Problem solving, scientific method, technology integration, organizational, reading and writing strategies are emphasized in this course.

PHYSICAL SCIENCE L (Grade 9)
(SPE3901)

This foundational science course is designed to emphasize both conceptual understanding of introductory physics and chemistry and scientific process skills through laboratory and project-based learning. Science literacy and practical applications of the physical sciences will be the focus of the course. Problem solving, applying science, engineering practices and technology integration as well as organization, reading and writing strategies are emphasized and supported in this course.

APPLIED BIOLOGY (Grade 10)
(2 credits – Full year course)
(SCI3002, SCI3003)

This course is designed to assist students in developing an understanding of the life processes of living things and the scientific method. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. Skills that will be reinforced include experimental procedure, laboratory safety, data collection, and problem solving. Topics that will be addressed include the scientific method, cell biology, genetics, ecology, and evolution. Students are expected to actively participate in class discussions, activities, and to develop lab reports.

READING FOR SUCCESS: COMPREHENSION (Grades 9-12)
(SPE1910, SPE1911)

This course is appropriate for students with demonstrated needs in comprehension. Students will learn and apply fiction and nonfiction reading strategies, note-making, and close reading through engaging and challenging materials. Instruction for word study and fluency will be incorporated as needed. A variety of technologies will be used. PA Core Released Tasks and assignments will be used to prepare students for the rigor of reading in the content area.

FOUNDATIONS OF READING: DECODING and COMPREHENSION (Grades 9-12)
(SPE1908, SPE1909)

This course utilizes multi-sensory, structured language techniques to teach students how to fluently and accurately decode words. Through balanced use of whole and small group instruction students will receive instruction throughout the semester designed to improve skills and techniques targeting comprehension and fluency.

HUMAN GEOGRAPHY L (Grade 10)
(SPE4906)

Human Geography L explores the dynamic relationship between people and the planet. Students will examine how environmental, demographic, cultural, economic, and political factors shape the world. Various activities will strengthen participant's reading, writing, and analytical skills.

US HISTORY L (Grade 11)
(SPE4901)

U.S. History L focuses on the impact of key milestones, social movements, and cultural changes in 20th-century America. The course provides the opportunity for students to analyze historical sources as they develop reading, writing, and critical thinking skills.

US GOVERNMENT L (Grade 12)
(SPE4900)



U.S. Government L is designed to support students in developing vital reading, writing, and critical thinking skills. Learners will gain an understanding of government and politics, equipping them to become active and informed citizens. Additionally, this course meets requirements set forth by Pennsylvania's Act 35, mandating the successful completion of a high school civics course in association with a final examination which mirrors the US Citizenship test.

ENGLISH 1L, ENGLISH 2L
(SPE1921, SPE1922)

English 1L (S1) is offered in the fall and designed to give freshmen fundamental writing skills in the five domains (focus, content development, organization, style, and conventions). The writing curriculum focuses on grammar, vocabulary, and on sentence and paragraph construction. The reading component of this course addresses elements of fiction, non-fiction, and poetry. Students enrolled in this course are expected to take Language Arts 9: Part 2 the following semester.

English 2L (S2) is offered in the spring and designed to assist freshmen in refining their skills in the five writing domains (focus, content development, organization, style, and conventions). The writing curriculum includes research fundamentals and incorporating quotes from literature into an essay. The reading component of the curriculum focuses on examining reading materials and creating arguments that can be supported using quotes from the text.

ENGLISH 3L (S1), ENGLISH 3L (S2)
(SPE19023, SPE1924)

This is a full year English course. English 3L (S1) is offered in the fall and designed to assist sophomores in writing skills, emphasizing a process approach which includes persuasive and expository writing. Oral presentations and vocabulary development is a semester-long activity. The literature component of this course includes the reading, understanding, and analysis of novels, short stories, nonfiction, fiction, plays, and poetry.

English 3L (S2) is offered in the spring and designed to assist sophomores in refining their writing skills, which emphasizes a process approach, and includes descriptive and narrative writing. Oral presentations, projects, and vocabulary development is a semester-long activity. The literature component of this course includes the reading, understanding, and analysis of novels, short stories, nonfiction, fiction, plays, and poetry. **Prerequisite: Successful completion of English 2L**

ENGLISH 4L
(SPE1925)

English 4L focuses on British and American literature with an emphasis on self-identity. Through texts such as The Canterbury Tales, Macbeth, and I Am Not Your Perfect Mexican Daughter, along with selected short stories and poetry, students will explore the effects of internal and external conflicts, cultural identity, personal relationships, and moral and social dilemmas. The course includes various speaking, listening, and writing assignments. Students will complete formal writing tasks, including MLA-format papers, argumentative essays, and creative pieces. Additionally, there will be a strong focus on daily grammar exercises and vocabulary enhancement in each unit. **Prerequisite: Successful completion of English 3L**

ENGLISH 5L
(SPE1926)

English 5L focuses on American literature spanning from the Colonial period to the 20th century. Students will engage with works from various authors, including The Crucible, Benjamin Franklin, Patrick Henry, Edgar Allan Poe, and Go Ask Alice, alongside selected short stories and poetry. The course focuses on themes such as societal pressure, personal upbringing, cultural values, persuasive communication, symbolism, and the quest for belonging. Students will participate in a variety of speaking, listening, and writing assignments, including MLA-format papers, argumentative essays, and creative pieces. Each unit will also prioritize daily grammar exercises and vocabulary development. Additionally, the course will introduce transitional topics to prepare students for expectations in the workforce. **Prerequisite: Successful completion of English 4L**

EDUCATIONAL SUCCESS (S1), EDUCATIONAL SUCCESS (S2)
(SPE6903, SPE6904)

The Educational Success Course is a placement that must be recommended by a student's Individual Education Plan Team. This course provides support for students who have emotional and behavioral needs that impede academic success in the classroom. Students will learn new behavioral strategies to help them find success in the classroom, school, and community. In addition to the affective and behavioral curriculum, students will be provided support with coursework from their other academic and elective environments. **Classes may be repeated for additional credit.**

LEARNING SKILLS FOR SUCCESS (Grades 9-12) *

The LEARNING SKILLS for SUCCESS program is designed for students in grades 9-12, and participation is determined by the IEP process. The program utilizes a functional academic curriculum in language arts and mathematics which also targets social skills, living skills and work readiness. Students participate in an annual rotation of community-based instructional activities, and work training experiences to provide them with opportunities to develop and improve employment skills. The program emphasizes transition skills and making connections with post-secondary agencies to assist students after graduation from PWHS.

SOCIAL PERSPECTIVES
(SPE1915)

Students with specific diagnoses can be enrolled in this course through the IEP process. It is part of a program designed to provide these students with explicit instruction in social thinking and related social skills. It gives students tools and practice to enable them to think about how they interact with others and to consider the impact of their behaviors on those around them in different social contexts. One credit is granted for each semester, but grade is pass/fail. **Classes may be repeated for credits.**

MODIFIED ELECTIVES



7 HABITS OF HIGHLY EFFECTIVE TEENS
(SPE1913)

Sean Covey's "7 Habits of Highly Effective Teen's" will be the centerpiece of this course. Students will learn about the timeless principles outlined in the book and apply them to the tough issues and life-changing decisions teens face. This course will focus on helping teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with their parents, and much more. Activities will support an understanding of each of the '7 Habits' allowing students to apply those habits into their daily lives. Students will be expected to demonstrate their learning and understanding through collaboration in group activities, engaging in group discussions, creating presentations, participating in writing activities, and taking unit tests.

COMMUNITY BASED WORK PROGRAM (Grade 12)
(SPE6920, SPE6921)



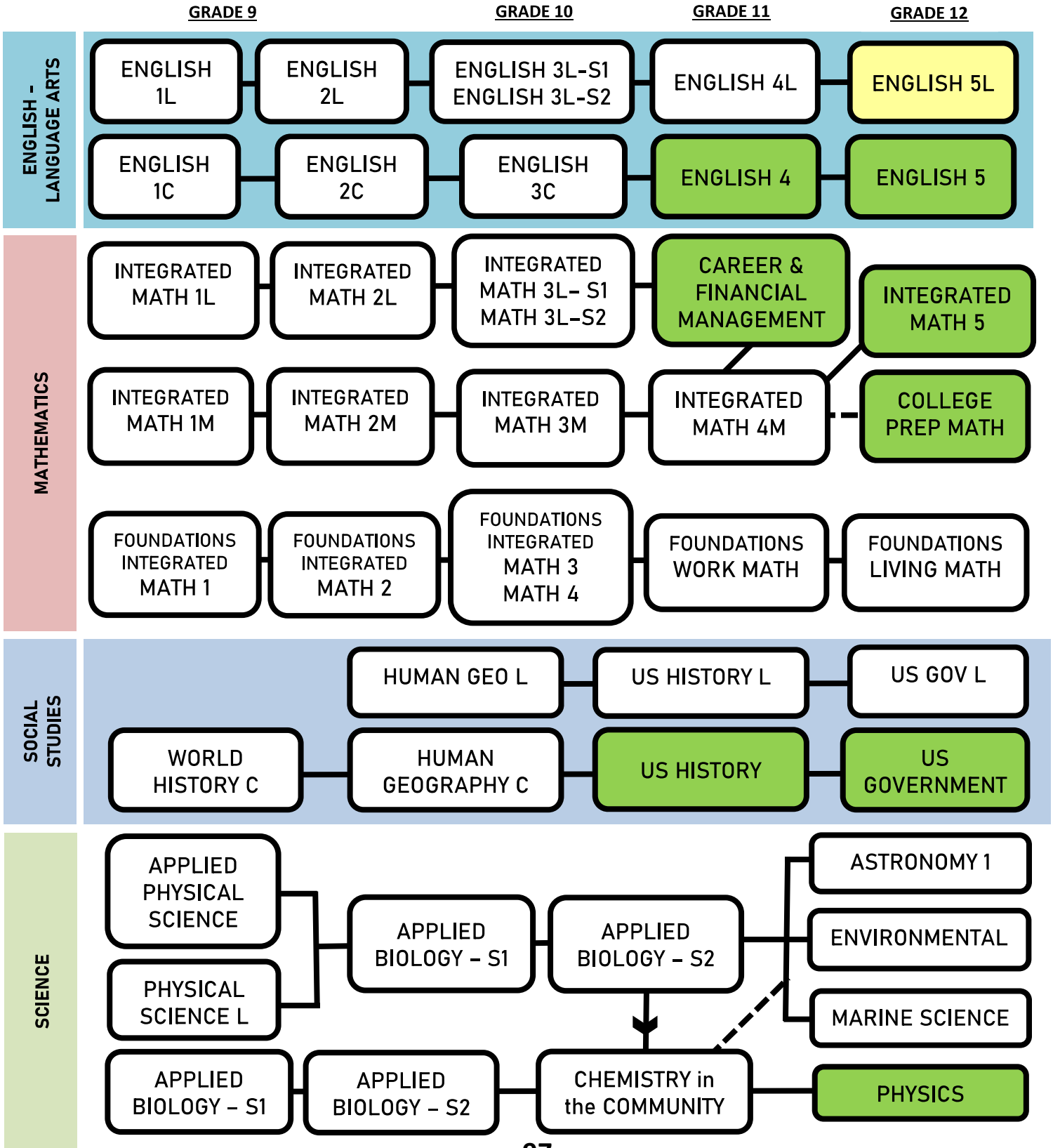
The Community Based Work Program (CBWP) experience is a school-to-work transition program with the intent of providing students with paid/on-the-job training as determined by a student's IEP. Placements are considered an extension of the classroom and comply directly with Pennsylvania Child Labor Laws. CBWP students are assigned to the PW Transition Coordinator who will oversee the experience, conduct visits and communicate with the receiving organization; student progress is monitored and evaluated by the school liaison and employer on a continual basis. Duration in the field will depend on credits earned through grade 12 and be determined by the transition coordinator. Students will work with the transition coordinator to acquire approved placements.

SPECIAL EDUCATION SEQUENCE IN THE CONTENT AREA

Standard sequence progression of core courses are listed below, although it should be noted that a student's IEP (IEP team) will determine individual student credit needs toward graduation

Key: Yellow = Elective (not required; alternate core credit option) Green = Academic Course

L = Learning Support M = Modified C=Co-taught Applied = Modified



WORLD LANGUAGES

SEQUENCING AND AGE APPROPRIATENESS

The World Languages curriculum establishes what students will be able to do at designated benchmarks, Levels 1A through Advanced Placement, throughout their middle and/or high school career.

Students must either have successfully completed the previous level of instruction or have demonstrated the required proficiency designated in the course description. Because students may begin formal language learning at various stages of development, content and vocabulary may be adjusted to reflect age-appropriate interests.

Course levels do not correspond to a student's grade level. Any student may begin study of a world language at any point in their academic career. Course levels offered at the middle school and the high school are sequential. Therefore, if a student successfully completes a course at the middle school, that student should enroll in the next course in sequence at the high school. Students may study two course levels within one academic year if they choose to take a world language in both the fall and spring semester dependent upon their schedule.

WORLD LANGUAGES COURSE ACCELERATION

Students may accelerate their world language enrollment through formal study of the language in another structured setting, residence/study abroad or approved language immersion experience. To advance to a language level without taking the prerequisite course(s), a student must demonstrate proficiency on departmental assessments and obtain approval from the department head.

CREDITS EARNED

Students at PWHS are **encouraged to earn a minimum of two language credits** which are attributed to Pennsylvania's required Arts and Humanities elective credits for graduation. Students who successfully complete credits in any of the provided world languages do demonstrate cultural awareness and a better understanding of the global community, making it a valuable skill for future education and career opportunities; most colleges continue to maintain and recommend at least two credits in a foreign language for acceptance.

MODERN LANGUAGES (FRENCH & SPANISH)

The study of modern world languages can foster the ability of students to do these tasks:

- communicate and interact with people in the target language
- improve their understanding, and sensitivity, to cultural similarities and differences
- develop an appreciation for cultural difference
- succeed in an ever-changing and competitive global community
- enter into a diverse workplace and/or continued education
- improve critical thinking and problem solving skills
- engage in life-long learning
- participate in the local, national and world communities

The philosophy, therefore, in teaching modern world languages is developing communicative and cultural competence. Students should be able to communicate in the three communicative modes of target language (interpretive, interpersonal, and presentational), and should develop proficiency as they progress through the curriculum. Since the curriculum is proficiency based, each course has as a benchmark the achievement of a certain level of proficiency as described by the ACTFL guidelines.

FRENCH 1A, FRENCH 1B
(WLA5000, WLA5001)

FRENCH 1A focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. *Completion of Level 1A = Novice Mid-level proficiency per ACTFL Proficiency Guidelines.*

FRENCH 1B focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. The major means of communication between students and instructors will be in the target language. *Completion of Level 1B = Novice High level proficiency per ACTFL Proficiency Guidelines.*

FRENCH 2
(WLA5002)

The Level 2 French course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. Students begin to show a greater level of accuracy when using basic language structures and when exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. *Completion of Level 2 = Intermediate-Low level proficiency per ACTFL Proficiency Guidelines.* **Prerequisite: Successful completion of a Level 1 course and/or are at a Novice-High level of proficiency.**

FRENCH CIVILIZATION AND CULTURE 3
(WLA5003)

The purpose of this class is to allow students interested in the study of French to continue their studies in a class focusing in large part on the language and cultures of the Francophone world. This course serves as an alternative to the AP/Honors French track and will culminate in French Civilization and Culture 4. The French Civilization and Culture 3 course will enable students to continue to develop listening and speaking proficiency with a focus on culture proficiency at a higher level. Students will explore what it means to be Francophone (French speaking) including history and cultural practices of French speaking communities. **Prerequisite: Successful completion of French 2 and/or proficiency level of Intermediate Low.**

H FRENCH 3
(WLA5005)

This course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. It assumes that the students have successfully completed a Level 2 course and/or are at an Intermediate-Low level of proficiency. The major means of communication between students and instructors will be in the target language. *Completion of Level 3 = Intermediate-Mid level proficiency per ACTFL Proficiency Guidelines.* **Prerequisite: Successful completion of French 2 and/or proficiency level of Intermediate Low**



FRENCH CIVILIZATION AND CULTURE 4
(WLA5004)

This course is offered as an alternate course of study for those students of French interested in pursuing an interest in the language and cultures of the Francophone world. This course runs parallel to the AP/Honors French track and will develop speaking and listening proficiency while expanding students' cultural proficiency. **Prerequisite: Successful completion of French 3 and/or proficiency level Intermediate-Mid.**

H FRENCH 4
(WLA5006)

This course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. Students can understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). It assumes that the students have successfully completed a Level 3 course and/or are at an Intermediate-Mid level of proficiency. The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills. By the end of Level 4, students will exhibit Intermediate-High level proficiency in listening, speaking, reading, and writing according to the ACTFL Proficiency Guidelines. **Prerequisite: Successful completion of French Honors 3 and/or proficiency level of Intermediate Mid.**

FRENCH CIVILIZATION AND CULTURE 5
(WLA5009)

The purpose of this class is to allow students interested in the study of French to continue their studies in a class focusing primarily on the language and cultures of the Francophone world. This course serves as an alternative to the AP/Honors French track. The French 5 Civilization and Culture course will enable students to develop and refine listening and speaking proficiencies with a focus on cultural competence. Students will explore a variety of themes relevant to the Francophone world outside of France, including the history and cultural practices of the selected French speaking communities. **Prerequisite: Successful completion of French Honors 4 or French Civilization and Culture 4 and a proficiency level of Intermediate Mid.**

H FRENCH 5
(WLA5007)

Honors French 5 is specifically for students who want to continue with advanced studies of French but do not desire to take the AP exam. This course is presented as identical to the first semester of AP French Language and Culture without any modifications. Students taking H French 5 are not expected to continue into the second semester nor take the AP French Language and Culture exam. **Prerequisite: Successful completion of Honors French 4, a demonstrated proficiency in all four language skill areas appropriate to this level, and teacher recommendation.**

AP FRENCH LANGUAGE AND CULTURE
(2 credits – Full year course)
(WLA5030, WLA5031)

This course is the equivalent of a third-year college course in advanced French writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking this course, emphasizing the use of French for active communication, have the following objectives:

1. the ability to comprehend formal and informal spoken French
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in French
3. the ability to compose expository passages
4. the ability to express ideas orally with accuracy and fluency

All students who enroll in this course are required to take the AP exam to receive full weighted credit. Students who do not intend to sit for the AP Exam will not receive AP credit. **Prerequisite: Successful completion of Honors French 4, a demonstrated proficiency in all four language skill areas appropriate to this level, and teacher recommendation.**

SPANISH 1A, SPANISH 1B
(WLA5010, WLA5011)

The Level 1A Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills. By the end of Level 1A, students will exhibit Novice Mid-level proficiency in listening, speaking, reading, and writing according to the ACTFL Proficiency Guidelines.

The Level 1B Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. It is expected that students have completed Spanish 1A or have had some previous study of the language. The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills. By the end of Level 1B, students will exhibit Novice High level proficiency in listening, speaking, reading, and writing according to the ACTFL Proficiency Guidelines.

SPANISH 2
(WLA5012)

The Level 2 Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. It assumes that the students have successfully completed a Level 1 course and/or are at a Novice-High level of proficiency. The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills. By the end of Level 2, students will exhibit Novice-High to Intermediate-Low level proficiency in the three modes of communication according to the ACTFL Proficiency Guidelines.

SPANISH 3, H SPANISH 3
(WLA5013, WLA5015)

With over 34 million people speaking Spanish in the United States, students can expect to encounter the language in a variety of work environments after graduation. SPANISH 3 will enable students to continue to reinforce communicative proficiency. This course is an alternative to the AP curriculum that continues with H Spanish 3 or Spanish 4. By the end of this course, students can expect to use Spanish in a variety of settings. **Prerequisite: Completion of Spanish 2 and/or a prof. level of Novice-High to Intermediate Low.**

HONORS SPANISH 3 focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. It assumes that the students have successfully completed a Level 2 course and/or are at a Novice-High to Intermediate-Low level of proficiency. The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources outside of the classroom to improve their speaking and listening skills. By the end of Level 3, students will exhibit at least Intermediate-Low level proficiency in the three modes of communication according to the ACTFL Proficiency Guidelines. **Prerequisite: Successful completion of Spanish 2 and/or a proficiency level of Novice-High to Intermediate Low.**

SPANISH 4, H SPANISH 4
(WLA5014, WLA5016)

SPANISH 4 will build upon students' communicative proficiency. The Spanish 4 course is an alternative to the AP curriculum. By the end of this course, students can expect to be prepared to use basic, but functional Spanish in a variety of everyday communicative settings. **Prerequisite: Successful completion of Spanish 3, H Spanish 3, or a demonstrated proficiency level of Intermediate-Low.**

HONORS SPANISH 4 focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. Students will gain confidence by recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. Students are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students can understand material presented on a variety of topics related to contemporary events and issues in the target culture(s) as presented through a variety of authentic sources such as film, music, literature, audio clips and news articles. By the end of Level 4H, students will exhibit Intermediate-Mid level proficiency in the three modes of communication according to the ACTFL Proficiency Guidelines. **Prerequisite: Successful completion of Honors 3 and a proficiency level of Intermediate-Low.**

H SPANISH 5
(WLA5017)

HONORS SPANISH 5 focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. Students will gain confidence by recombining learned material of the language, creating in the language in order to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. Students are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students can understand material presented on a variety of topics related to contemporary events and issues in the target culture(s) as presented through a variety of authentic sources such as film, music, literature, audio clips and news articles. By the end of Level 5H, students will exhibit Intermediate-Mid to Intermediate High levels of proficiency in the three communicative modes according to the ACTFL Proficiency Guidelines. **Prerequisite: Successful completion of H Spanish 4 and/or a proficiency level of Intermediate-Mid.**

H SPANISH 6
(WLA5018)

HONORS SPANISH 6 focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. This course is designed to be either a course parallel to – or in the place of – the AP Spanish Language and Culture course. For some students that have the desire and the availability in their schedule, this course can be used as an additional semester of development prior to the AP Spanish Language and Culture course.

Honors Spanish 6 leverages the themes of the AP Spanish Language and Culture, such as personal and private identity, migration, beauty/aesthetics, etc. This course provides a highly communicative context in which students will interact with a wide variety of authentic texts, discuss their reactions and opinions in class, and conclude their thoughts following an academic process that prepares students for success in the next level of their academic tenure. By the end of Level 6H, students are expected to exhibit Intermediate High levels of proficiency in the three communicative modes according to the ACTFL Proficiency Guidelines. **Prerequisite: Successful completion of H Spanish 5 and/or a proficiency level of Intermediate-Mid.**

AP SPANISH LANGUAGE AND CULTURE
(2 credits – Full year course)
(WLA5019, WLA5020)

This course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking this course, emphasizing the use of Spanish for active communication, have the following objectives:

1. the ability to comprehend formal and informal spoken Spanish
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of authentic texts both in print and electronic media, as well as of modern literature in Spanish
3. the ability to compose expository passages
4. the ability to express ideas orally with accuracy and fluency

Prerequisite: H SPANISH 5. Only students who have demonstrated proficiency in the three modes of communication advance to this level. Only students with a teacher recommendation will be admitted to AP Spanish Language. All students who enroll in this course are required to take the AP exam to receive full weighted credit.

AP SPANISH LITERATURE – INDEPENDENT STUDY
(1 credit / 1 semester)
(WLA5028, WLA5029)

This course is intended to be the equivalent of a third-year college Introduction to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. The function of the AP Spanish Literature course is to prepare students:

1. demonstrated proficiency with Spanish lecture and discussion
2. to do a close reading of literary texts of all genres in Spanish
3. to analyze critically the form and content of literary works (including poetry) orally and in writing using appropriate terminology

This course is run as an independent study for students who have demonstrated proficiency in all four language skill areas appropriate to this level and have demonstrated success in AP Spanish Language. **Prerequisite: AP SPANISH LANGUAGE with teacher recommendation. All students who enroll in this course are required to take the AP exam to receive full weighted credit.**

SPANISH FOR SPANISH SPEAKERS
(WLA5039)

Spanish for Spanish Speakers is designed for students with a uniquely advanced level of Spanish proficiency according to ACTFL's Proficiency Guidelines due to their heritage/home life and/or extended immersive experiences. Unlike the traditional PWHS Spanish language course program that caters to second language learners with limited prior knowledge of Spanish, this course leverages students' existing communication skills, targets their distinctive needs, and provides opportunities for peer-to-peer learning, collaboration, and leadership development in the shared language.

Spanish for Spanish Speakers is designed with a rotating curriculum that allows students to enroll in this course over multiple semesters prior to graduation. The curriculum design provides a novel experience each semester that is based around AP themes and leverages community-oriented project-based learning opportunities, preparing interested students to matriculate into terminal-level Spanish courses (e.g., AP Spanish Language, AP Spanish Literature) or other dual enrollment courses while also contributing to preparedness for the Seal of Biliteracy. **Prerequisite: Counselor or teacher recommendation.**

CLASSICAL LANGUAGES (LATIN)

The study of classical world languages:

- gives access to two of the world's great literatures and cultures, Greek and Roman
- radically improves English vocabulary, since 2/3 of modern English is Latin-based and modern technical vocabularies are derived from Greek and Latin
- helps students learn the structure of English grammar while improving written & spoken communication

Classical world language curriculum, unlike its modern counterpart, is not proficiency oriented. Those who study a classical language try to communicate less orally with each other and more with the ancient authors and cultures, primarily through reading. While the emphasis is on reading, both traditional and newer teaching methods stress pronunciation, reading aloud, recitation and short-spoken dialogues as important aids to learning.

LATIN 1
(WLA5021)

This course introduces the vocabulary of basic daily Roman life and simple sentences using present, imperfect, and perfect verb tenses in all four conjugations. Nouns in the first three declensions are used in the nominative, dative, accusative, and ablative cases. Short Latin passages are read and comprehended. Cultural aspects of Roman life are studied with a concentration on the city of Pompeii circa 78 A.D.

LATIN 2
(WLA5022)

This course extends vocabulary with increased complexity of sentences. The pluperfect tense, genitive case, ablative case, vocative case, relative pronouns, commands, and participles (present and perfect passive) are introduced. Longer passages are read and comprehended encompassing multi-cultural diversity within the Roman Empire (Roman Britain and Egypt). Roman mythology and history are studied.

H LATIN 3
(WLA5024)

This course builds upon the vocabulary and grammatical concepts learned in previous Latin courses. It introduces such grammatical concepts as all remaining tenses, the passive voice, deponent verbs, indirect statement, uses of the subjunctive mood, and the supine. The cultural and historical aspects of the course focus primarily on the Roman military and engineering in the early empire. Students begin to read authentic Latin texts and are prepared to read more challenging passages in the original Latin.

H LATIN 4
(WLA5025)

This course completes all forms of the subjunctive mood. Gerunds and the gerundive are introduced allowing students to read authentic materials by ancient Latin authors such as Martial, Phaedrus, Ovid, Vergil, Pliny, and Cicero. **Prerequisite: Successful completion of H Latin 3.**

H LATIN 5
DUAL ENROLLMENT (LATIN 0220)
(WLA5026)

In this course, students read and interpret authentic materials by ancient Latin authors such as Ovid, Catullus, Livy, and Caesar. **Prerequisite: Successful completion of H Latin 4.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from The University of Pittsburgh.**

AP LATIN (Grades 11-12)
DUAL ENROLLMENT (LATIN 0210) (2 credits – Full year)
(WLA5032, WLA5033)

This course is in conformity with college Latin studies in the fourth through sixth semesters. The basic objective is to progress in reading, translating, understanding, analyzing, and interpreting Latin. Students are expected to be able to translate the poetry or prose they are reading accurately from Latin into English and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral part of the advanced work in this course. In addition, the course includes the study of cultural, social, and political context of the literature on the syllabus. **Prerequisite: H LATIN 5 with teacher recommendation.** ***Students who choose to pursue the dual enrollment option will earn 3 college credits from The University of Pittsburgh.**

ADDITIONAL ELECTIVES

ROMANCE CULTURES (Grade 10-12)
(WLA5037)

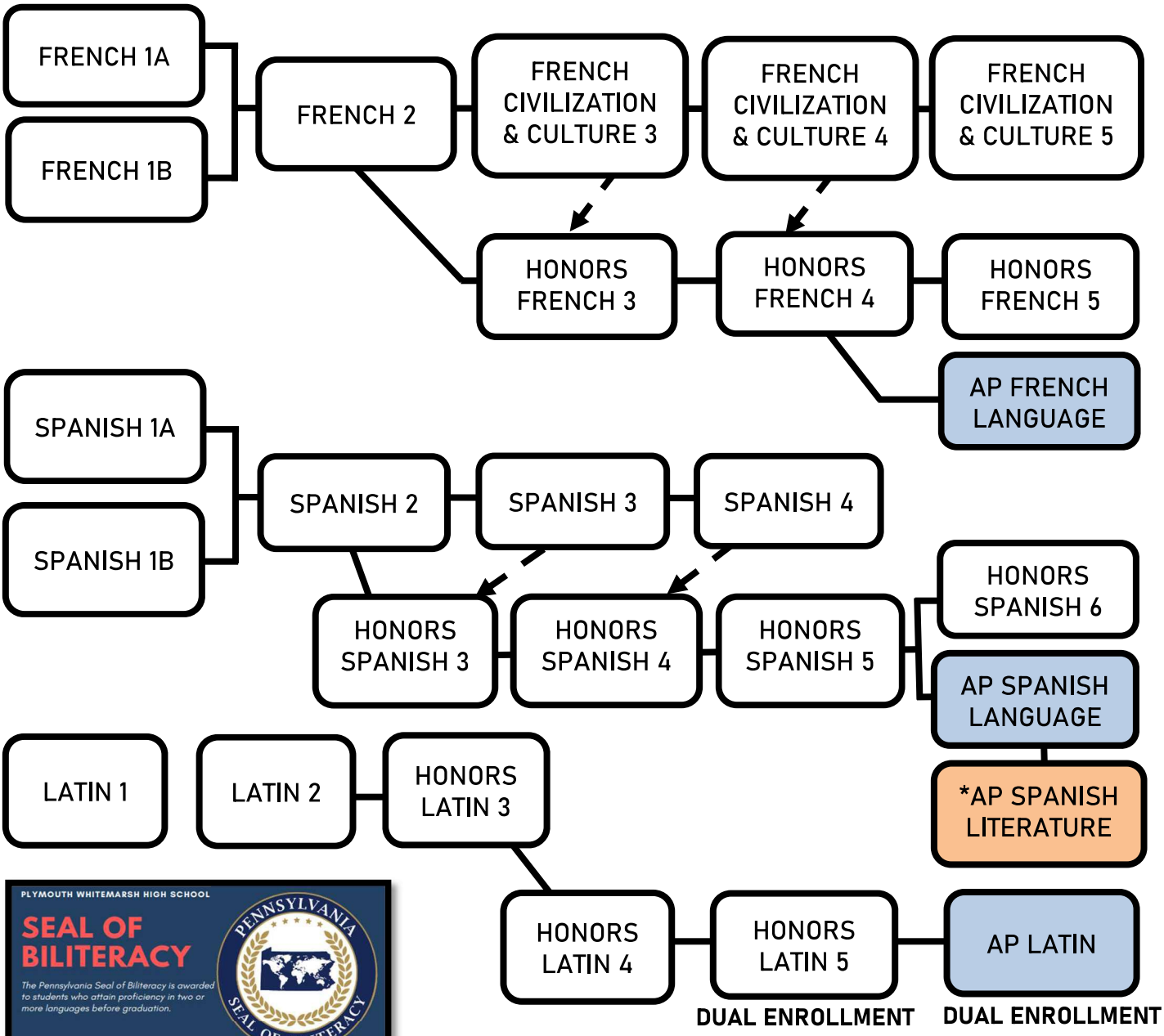
This course will provide students with an overarching cultural and linguistic comparative analysis through all three Romance languages offered at PWHS. Specifically, it will provide students an opportunity to meaningfully interact with literary exemplars from the target culture in students' first language and critically compare products, practices, and perspectives across cultures. **Prerequisite: Completion of French 2, Spanish 2 or Latin 2 with a grade of "B-"or better.**

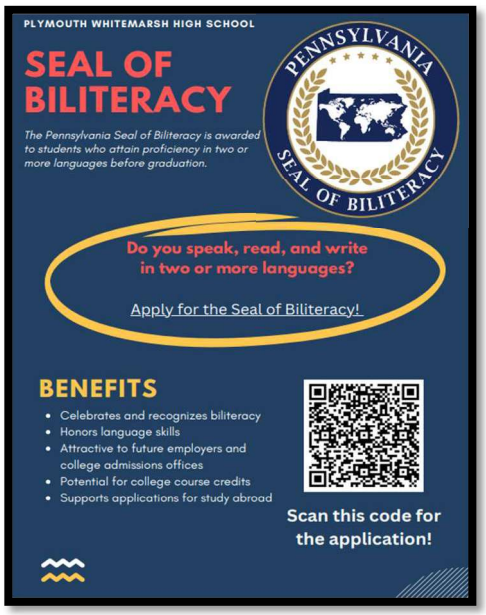
ACCELERATED FRENCH FOR BEGINNERS (Grade 10-12)
(WLA5034)

The purpose of this course is to provide students with previous successful language experience to study introductory French at an accelerated pace. Since students will have already demonstrated mastery of the basic mechanics of language in previous Spanish and/or Latin classes, more time will be devoted to the application of skills and development of communicative competencies instead of the mechanical skills themselves. By the end of Accelerated French for Beginners, students will exhibit at least Novice High proficiency according to ACTFL proficiency guidelines and be able to seamlessly transition to French 2. **Prerequisite: successful completion of Spanish 2 and/or Latin 2.**

WORLD LANGUAGES SEQUENCE / ELECTIVE OFFERINGS

Students are encouraged to complete 2.0 credits of WORLD LANGUAGES (college required) as seen below.
**Full year AP courses worth 2 elective credits (blue); AP course independent study is 1 semester/1 credit (orange)*
***Courses highlighted (yellow) are electives outside of a specific language sequence*





GRADE 10-12

ROMANCE CULTURES

ACCELERATED FRENCH FOR BEGINNERS