RADNOR HIGH SCHOOL

Program of Studies

2026-2027

Revised 8/26

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It is the policy of the Radnor Township School District not to discriminate on the basis of race, color, age, creed, religion, gender, gender identify, gender expression, sexual orientation, ancestry, national origin or handicap/disability in its educational and vocational programs or employment as required by Title IX, Section 504, and Title VI. Assurance is given that service, activities, and facilities are accessible to and usable by handicapped persons. For information regarding civil rights and grievance procedure, contact the Radnor Township School District at 135 South Wayne Avenue, Wayne, PA 19087,(610) 688-8100.

CONTENTS

Radnor Township School District 4
Choosing Courses 5
The Annual Scheduling Cycle 6
Graduation Requirements 9
Annual Credit Requirements 10
Keystone Exams Pathways to Graduation 10
Course Leveling & Expectations 11
AP Test Policy 12
Homework 13
School Counseling Department 14
Career Pathways 17
Career Pathways Courses 18
Career & Technical Education 23
University of Pittsburgh Dual Enrollment Program 24
Advanced Placement (AP) and Project Lead the Way (PLTW) Pathway Program 25
Project Lead the Way (PLTW) 26
Flexible Modular & Flexible Cyber Courses 27
Grades & Grading 28
Special Programs and Scheduling Opportunities 29
Student Athlete NCAA Eligibility Standards 31
How to Read and Use Course Descriptions, Glossary of Terms 33

Departmental Course Descriptions

Art Department 34
Business Education Department 37
English Department 39
English Language Development Program 46
Family and Consumer Sciences Department 47
Health, Physical Education & Aquatics Department 49
Mathematics 52
Music Department 59
Science Department 63
Skill Development Courses 69
Social Studies Department 72
Technology Education Department 78
    TV Studio Production 81
Theater Arts 82
World Languages 84

RADNOR TOWNSHIP SCHOOL DISTRICT

Mission Statement

The mission of the Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.

Strategic Vision

Each student will demonstrate caring by enhancing community through ongoing choice and action.

Each student will consistently demonstrate excitement and persistence by constructing knowledge and developing novel solutions.

All students will demonstrate dedication to the pursuit of their passions.

Core Values

- Respecting and valuing diversity is essential for communities to thrive.
- Lifelong learning is essential to creating a better life and world.
- Nurturing is critical for individual and community growth.
- Faith in one's potential fosters confidence which motivates effort and ultimately leads to accomplishment.
- All people have worth and the capacity to grow and learn.
- The most powerful learning results from meaningful active engagement.
- There is a direct connection between the pursuit of one's passion and the joy of learning.

Inspiring and Empowering Learners

Radnor High School Program of Studies 2024-2025

CHOOSING YOUR COURSES

One of the most important decisions you face each year as a student in high school is the selection of courses for the following year. Your decisions affect not only an entire year of high school life but also your extended future as a student and worker. Please choose courses wisely, balancing your courses with your other commitments, and considering four crucial areas:

- Graduation requirements and the required courses for your grade level.
- The recommended and required courses for your post-high school career and educational plans.
- Prerequisites (courses you must have successfully completed before taking a specific course) and co-requisites (courses you must take at the same time as a specific course).
- The level of difficulty of the courses you select. The explanation of levels and their expectations appears on the following pages.

Pay careful attention to the sequencing of courses from grades 9 to 12. English, Social Studies, Science, Mathematics and World Language course descriptions have been enhanced with charts that assist in the construction of a coherent four-year plan.

In the School Counseling Department section of the Program of Studies (POS), you will find a planning sheet for your four years at Radnor High School. Take some time to thoroughly read through the POS making sure you mark down any electives and courses that have pre-requisites. There are some examples that follow the blank template. Use the planning guide to create a sketch of what your four years will look like. Your school counselor is happy to sit down with you and go through your planning sheet.

Although you will receive help from parents, teachers, and counselors in selecting courses that best suit your needs and abilities, the responsibility for these choices is ultimately in your hands. Your parent/guardian may override the professional opinion of your teachers by completing an Override Form with your School Counselor if you and your parent(s)/guardian(s) decide to choose a non-recommended course. Students, it is your life–take advantage of the power you have to shape your future and the opportunity to explore interests and develop talents.

Note: All new courses and additions are in red.

THE ANNUAL SCHEDULING CYCLE

PREPARATION FOR SCHEDULING

Working cooperatively with the Board of School Directors, district-wide curriculum committees, administrators, and staff, updates and corrections to the *Program of Studies* are prepared. Once the *Program of Studies* is approved by the Board of School Directors, it, along with other materials necessary for the completion of course scheduling, is distributed to students and parents. The documents students receive represent the culmination of the efforts of all involved in the process.

The High School Administration and 9th Grade Counselor will present an evening, 8th grade parent meeting on **Tuesday, January 6, 2026 at 6:30 pm** to discuss the course selection process.

The Radnor High School Department Chairs hold an evening course selection meeting for all parents of current 8th grade students called "Winterfest" which will also take place on **Tuesday, January 6, 2026 at 7 pm**. Additional meetings and venues for parent and student questions are also held.

COURSE SELECTION & REGISTRATION

The first task that students and parents actively engage in is the process of course selection. Generally, course selection involves the following steps:

1. Students have access to the Program of Studies on-line. Please refer to this link**,** https://www.rtsd.org/people/departments/teaching-and-learning/curriculum to view the current syllabi for each course offering (*Course syllabi are subject to change*).

2. As part of the course selection process, teachers and counselors make suggestions and recommendations for courses that would be appropriate for students. These recommendations are made based on available data from test scores, student grades, and classroom performance.

3. Recommending teachers complete the on-line course recommendations for any course that carries a grade/course/teacher prerequisite.

4. Students electronically submit their on-line course selections via HAC for electives. Students who do not have access to the internet at home may seek assistance from guidance to complete their selections.

5. Counselors will meet and discuss course selections with each student prior to processing of requests for the new school year.

6. Parents are able to view course recommendations and student course selections via the student's HAC account beginning **Monday, February 23, 2026**. If there are any questions after viewing HAC, please contact your student's school counselor.

Students must notify guidance staff about any needed change to requested courses before course selection deadline on Friday, March 20, 2026. All selections are final after Friday, March 20, 2026.

CHANGING REQUESTS

After students finalize their course selections with their counselor, the requests can be verified by students and parents through the student's HAC account. **The final opportunity to change a course for the coming school year is Friday, March 20, 2026. A student must realize that changes may or may not take place based on the spaces available in the courses, especially when changing electives.** The reason for this deadline is because any change in the number of students requesting a course has a direct impact for both the high school and district budget. **After this date, the only changes that will be considered will be those that correct clerical errors, address a student's failure to meet a course prerequisite, or result from completion of a summer school course.**

If parents or guardians decide to override a course recommendation, the override form must be completed and turned in before the course will be changed in HAC. The deadline for all override forms is also Friday, March 20, 2026.

SCHEDULE CONSTRUCTION & EVALUATION

Driven by the data generated by the course selection process and budgetary constraints, the high school and central administration make decisions about the course offerings and the numbers of sections that will be offered in the coming school year. These decisions must necessarily take into account student requests; at the same time, they must conform to all constraints in building staff and space. It is at this point in the scheduling cycle that some courses may be canceled because of an insufficient number of requests. Students affected by cancellation of courses will be contacted by school counselors to make substitutions.

Once the final number of sections is determined, the schedule is built by the high school administration, and the information about the number and placement of sections is programmed into the computer system. The students' course requests are then loaded into the schedule and students are scheduled into classes. If the results of this process are not satisfactory, the high school administration makes the necessary changes to the schedule and the process is repeated. This is done repeatedly until a maximum number of students have schedules that reflect all of their course requests.

RESOLVING INEVITABLE COURSE CONFLICTS

There is no perfect, conflict-free schedule. The master schedule for the school is created each year based on the needs and wishes of the student body at large and is constructed in such a way as to fulfill the requests of the maximum number of students. **While every effort is made to minimize course conflicts for all students, there is no guarantee, expressed or implied, that each and every student will be able to roster every combination of requests that he or she makes.**

Students with conflicts will be contacted by school counselors to discuss alternate requests in an effort to resolve all of the conflicts. This process necessarily involves compromise.

NOTIFICATION OF SCHEDULING SUCCESS

Complete schedules with teachers' names and class meeting times will be posted to the student's HAC account in August. Schedules will also be distributed to students on the first day of school in homeroom.

SCHEDULE CHANGES

All course requests are due **Friday, March 20, 2026.**

April 7th through the release of schedules in August

No changes to courses/requests will be honored between **Friday, March 20, 2026 and the release of schedules in August**. The only schedule changes that will be permitted include: students newly admitted to RHS, scheduling errors, academic misplacements by the teacher, counselor or administration. Academic misplacements include, but are not necessarily limited to, failure to meet prerequisites or an improper level placement. Requests to change courses of this nature will be handled by the School Counseling Department.

Schedule release date in August through September 8.

Changes to course requests will be honored during this period. Students should reach out to their school counselor via email, as counselors are only in the building intermittently throughout the summer. Counselors will do their best to honor change requests made during this period, but these requests are not guaranteed as they will be dependent on availability of seats in the requested class(es) and the ability to fit the requested course(s) in the student's schedule.

September 8 through September 18

No changes to course requests will be honored between **September 8 through September 18**.

September 22, 2026 until the end of the first quarter (November 10, 2026)

Schedule changes are permitted as long as the student follows the steps and rules outlined below.

The following rules apply to all change requests:

- Preferential changes (one elective for another or moving a class from one period to another) are not permitted.
- Parallel changes (teacher preference) are not permitted under any circumstances.
- A high school administrator must approve all schedule changes. During this time, changes will be contingent upon space availability and the opportunity for the student to make up work missed in the new class.
- **A student may not apply for a withdrawal until after the first ten (10) class meetings and no withdrawals will be honored after the first marking period for first semester and after the first semester for year-long courses. *Only teacher-initiated withdrawals will be considered after Thanksgiving recess.***
- **Second semester courses will not be considered for withdrawal until after ten (10) class meetings and no withdrawal from a second semester course will be honored after the third marking period. *Only teacher-initiated withdrawals will be considered after the third marking period for second semester courses.***

The following steps must occur before a schedule change will be considered after the school year has begun:

- Parent/Teacher/Student conference must be held via phone or in person (e-mail communication is not acceptable).
- Student must document the dates he/she initiated extra help in course work. (If available, use of the writing center, math center, academic success center, or individual meeting with teacher)
- Student/Counselor/Parent meeting via phone or in person.
- Review of attendance and homework completion per class.
- Administrative approval

ON-LINE SYLLABI

Please click on this link to view the current syllabi for our course offerings: https://www.rtsd.org/people/departments/teaching-and-learning/curriculum (*Course syllabi are subject to change from year to year*.)

COURSE AVAILABILITY

All programs and course offerings proposed and/or presented in the RHS Program of Studies will run in the subsequent school year contingent upon adequate enrollment and annual budget considerations.

Course Sequence and Levels for Core Courses

	Level	Grade 9	Grade 10	Grade 11	Grade 12
English (four course minimum)	AP/I	Integrated TheAmerican Experiment	IntegratedGlobal Issues	AP English Language & Composition Integrated Viewpoints on Modern America	AP English Literature & Composition Integrated Senior Seminar
	H	English 9: Literature & Composition H	World Literature H	American Literature H	British & Modern Literature H
	A	English 9: Literature & Composition A	World Literature A	American Literature A	British & Modern Literature A
English Electives	Creative Writing I A, Creative Writing II H, Film Analysis I A, Film Analysis II H, Journalism I A, JournalismII H, Public Speaking, Topics in Philosophy & Writing, Women in Literature and Society, Young Adult Literature				
Mathematics (three course minimum)	S/H	Seminar Geometry Geometry H Algebra 1 H	Seminar Algebra 2 Algebra 2 H Geometry H	AP Precalculus AP Statistics Algebra 2 H	AP Calculus BC APCalculusAB AP Statistics
	A	Algebra I A Alg. 1 A Part 1 Alg. 1 A Part 2	Geometry A	Algebra 2 A Algebra 2	PrecalculusA Statistics A Algebra 3 & Trigonometry A
Math Electives	Multivariable Calculus, Linear Algebra H, AP Statistics, Calculus 1 A, AP Computer Science ***A student's math level does not always match up with their grade level.***				
Science (three course minimum)	AP/ H	Biology H	Chemistry H	AP Physics I	AP Biology APChemistry AP Physics 2 AP Physics C AP Environmental Science Principles of Biomedical Science H
	A	Biology A Scienceandthe Environment A	Biology A Chemistry A	ChemistryA Physics H Physics A Physical Science A	Anatomy & PhysiologyA Bioethics Genetics Earth & Space Science A
Science Electives		Anatomy & Physiology A, Bioethics, Genetics, Earth & Space Science A, Principles of Biomedical Science, Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Physics 2, AP Physics C			
Social Studies (three course minimum)	AP/I	Integrated TheAmerican Experiment	IntegratedGlobal Issues AP World History	IntegratedViewpoints on Modern America AP United States History	Integrated Senior Seminar
	H	Government& Economics H	World Studies H	American Studies H	Social Studies Electives
	A	Government& Economics A	World Studies A	American Studies A	Social Studies Electives
SocialStudies Electives	AP European History, AP Psychology, Psychology A, AP United States Government & Politics, AP Macroeconomics, Sociology A, AP Art History, AP African American Studies				

Instructional Levels: Advanced Placement (AP), Integrated (I), Seminar (S), Honors (H), Advanced (A)

GRADUATION REQUIREMENTS

Students who graduate from Radnor High School must complete a minimum of 22.5 credits to qualify for a diploma from Radnor Township School District. All students are required to take the minimum of 6.5 credits each year. At this time, the Pennsylvania High School Graduation Requirement, as outlined in Act 158 of 2018, is in place and **is a graduation requirement for the class of 2023 and beyond**. For more information, please visit our https://rhs.rtsd.org/academics/keystone-exams . ***NOTE:*** *These graduation requirements are governed by Radnor Township School Board Policy #217.*

Requirements by Department

ENGLISH

Four Courses Minimum

9th Grade English or Integrated The American Experiment* ..... 1 credit
World Literature or Global Issues* ..... 1 credit
American Literature, AP English Lang and Comp, or Viewpoints* ..... 1 credit
British/Modern Literature, AP English Lit, or Senior Seminar* ..... 1 credit

**Integrated The American Experiment, Global Issues, Viewpoints, and Senior Seminar each provide one Social Studies credit in addition to one English credit.*

SOCIAL STUDIES

Three Courses Minimum

Government and Economics or Integrated The American Experiment (grade 9) ..... 1 credit
World Studies, AP World History, or Global Issues*(grade 10) ..... 1 credit
American Studies, AP United States History, or Viewpoints* (grade 11) ..... 1 credit

**Integrated The American Experiment, Global Issues, Viewpoints, and Senior Seminar each provide one Social Studies credit in addition to one English credit.*

MATHEMATICS

Three Courses Minimum

Mathematics Courses ..... 3 credits

SCIENCE

Three Courses Minimum

Science Courses (Biology, Chemistry, Physics) ..... 3 credits

HEALTH AND PHYSICAL EDUCATION

Two Health Courses and One PE course (minimum*) ..... 1.5 or 1.75 credits
PE 9 ..... 0.5 credit
Health (9th grade) ..... 0.5 credit
**Beginner Swimming* ..... *0.25 credit*
Health (10th grade) ..... 0.5 credit

**Swimming is a life skill. If a student cannot swim, they are required to take Beginner Swimming (0.25 credits) during their sophomore year.*

TECHNOLOGY/BUSINESS

One Course Minimum ..... 0.5 credits

MUSIC/ART/THEATRE/FACS ELECTIVES

One course Minimum ..... 0.5 credits

ARTS & HUMANITIES ELECTIVES

Arts & Humanities Electives ..... 2 credits total

ADDITIONAL ELECTIVES

Electives ..... 5 credits total

For the class of 2030 and beyond, the additional electives credits will be reduced from 5.0 to 4.5 and all students are required to take a Personal Finance course (0.5 credit) during their sophomore year.

TOTAL MINIMUM CREDITS REQUIRED FOR GRADUATION ..... 22.5 credits

For the class of 2023 and beyond, in each of the test areas, students must achieve a proficient score or higher on each of the Keystone Exams or successfully complete of one of the Graduation Pathways in order to meet the PA state graduation requirement. Please see the following page for more information on the five possible Graduation Pathways as outlined by PDE.

ANNUAL CREDIT REQUIREMENTS
All students are required to be enrolled in a minimum of courses to total 6.5 credits annually. Course credit loads between 6.5 and 7.0 credits are quite common, especially for students wishing to continue study after high school at competitive colleges and universities.

Seniors must enroll in enough courses during the senior year to meet requirements to acquire the 22.5 credits (*see note on previous page regarding the discussion of graduation requirements)* necessary for graduation. Under unusual circumstances, with the approval of the Principal, a student who has failed to meet graduation requirements may participate in graduation ceremonies. The diploma will be held until all credits are certified.

PROMOTION REQUIREMENTS
In order to be promoted to the next grade, a student must meet the following requirements:
(*Note: As graduation requirements are reviewed, thresholds for promotion are also being reviewed)*

Promotion From	Minimum Requirements
9th to 10th Grade	5.5 credits
10th to 11th Grade	11.5 credits
11th to 12th Grade	17 credits

Students who have not earned enough credits to be promoted will be notified by a counselor over the summer. If students are able to successfully make up their credit deficiency through summer school or through work in the subsequent school year, they may rejoin their original class.

KEYSTONE EXAMS PATHWAYS TO GRADUATION
PA Act 158 shifts Pennsylvania's reliance on Keystone Exams as the sole path for meeting state mandated graduation requirements and now provides alternatives for high school students to demonstrate readiness for postsecondary success. Formerly, a student's path to graduation was passing all three Keystone Exams: Algebra I, Literature, and Biology or completing the Project Based Assessments (PBA) for each subject area.
Beginning with **the Class of 2023**, students can fulfill the state graduation requirements by completing one of the five pathways described below. Additional information on Keystone Exams Pathways to Graduation is available at https://rhs.rtsd.org/academics/keystone-exams.

1. Scoring Proficient or Advanced on each of the three Keystone Exams.

2. Earning a satisfactory composite score of 4,452 on three Keystone exams. The composite score is contingent upon at least one (1) proficient or advanced Keystone score, and no score of below basic. A composite score of 4452 must be comprised of three (3) numeric exam results.

3. Achieve a passing grade in a Keystone trigger courses (Algebra 1, Biology, Literature), and earn a minimum score on an approved alternate assessment: a) advanced coursework and achieves the following scores: Advanced Placement (AP) level course with a minimum score of three (3) or dual enrollment International Baccalaureate course (IB) with a minimum score of four (4); b) a minimum cut score on an alternative standardized assessment: PSAT (970), SAT (1010), ACT (21), or ASVAB (minimum score for acceptance to armed services); c) acceptance into a four- year non-profit institution of higher education.

4. Earning a locally established minimum grade on a Radnor High School course that is associated with each Keystone Exam and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration. Achieve a passing grade in a Keystone trigger courses (Algebra 1, Biology, Literature), and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.

5. Achieve a passing grade in a Keystone trigger courses (Algebra 1, Biology, Literature) at Radnor High School, and demonstrating readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to the student goals and career plan. Examples of evidence will include SAT subject tests, AP level dual enrollment coursework, higher education acceptance, a community service project, or completion of an internship, externship, co-op, or full-time employment.

6. A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

*** Should your child wish to retake a Keystone Exam, please contact Mr. Gabriel Presley grabriel.presley@rtsd.org, at RHS.***

COURSE LEVELING & EXPECTATIONS

Seminar/Integrated/Advanced Placement
Seminar, Integrated, and Advanced Placement courses follow an extremely rigorous curriculum prescribed by each department and develop higher-order thinking skills using an accelerated pace and enriched content. These courses prepare students in their progress toward meeting the challenges of extremely competitive college work. Students enrolled in a Seminar, Integrated, or Advanced Placement course undertake a very demanding workload that involves extensive reading, writing, problem solving, and critical thinking; they must consistently demonstrate independence and learn to think conceptually. Students receive weighted grades in Seminar, Integrated, or Advanced Placement courses. The designation of Seminar, Integrated or Advanced Placement will be reflected in the course title.

Honors (H)
Honors courses follow a rigorous curriculum prescribed by each department and develop higher-order thinking skills using a challenging pace and enriched content. These courses prepare students in their progress toward meeting the challenges of very competitive college work. Students enrolled in Honors courses undertake a demanding workload that involves extensive reading, writing, problem solving, and critical thinking; they must demonstrate independence and learn to think conceptually. Students receive weighted grades in Honors courses.

Advanced (A)
An Advanced course follows a demanding curriculum prescribed by each department to help students progress toward meeting the challenges of competitive college work. Advanced courses aim to develop higher order thinking skills, using accelerated pace and content. Students enrolled in an Advanced course undertake a challenging workload that involves reading, writing, problem solving, and critical thinking; they will continue to develop independence both inside and outside the classroom. Students receive an un-weighted grade in an Advanced course.

Consolidation of Academic Levels
The elimination of College Prep level begins with English and Social Studies classes for Freshmen in the 2021-2022 school year. The Freshmen courses will be integrated into Advanced-level courses. Please reference the following chart for the five-year consolidation steps:

Year	Grade-Level(s)	Subjects
2021-2022	9	English Social Studies
2022-2023	9	Math Science
2023-2024	9-10	English Social Studies
	9-10	Math Science
	9-11	English Social Studies
2024-2025	9-11	Math Science
2025-2026	9-12	English Social Studies
	9-12	English, Math, Science Social Studies

The goal of consolidating the College Prep and Advanced level began in 2021-2022 for the Class of 2025 and is expected to be a five year process. This process started with the consolidation of our Humanities courses, English and Social Studies, for our ninth-grade `students. The consolidation for Math and Science courses will begin in the 2022-2023 school year, as well as the progression of collapsing levels for our sophomore Humanities' courses. There are many benefits to the academic consolidation of levels which include: a smaller average class size for Advanced courses, opportunities for more rigorous coursework, closing the opportunity and achievement gap, and offering more flexibility for scheduling of students. Academic support for students is available through Academic Success Courses, Essentials Classes, the Extended Learning Program, the Math and Writing Centers, Teacher Office Hours, Peer Mentorship Program, and our Multi-Tiered Systems of Support (MTSS).

ADVANCED PLACEMENT (AP) TEST POLICY

An AP course follows the College Board's goals, challenges students with college-level work in both rigor and expectations, and prepares students to take the AP exam. Students enrolled in an AP course undertake a rigorous workload that involves extensive reading, writing, problem solving and critical thinking. Essential to success in these courses is the ability to learn independently outside the classroom. Students receive a weighted grade in Advanced Placement courses

All students enrolled in an Advanced Placement (AP) course are required to take the AP exam for the course at the end of the school year. If a student chooses not to take the AP exam, the AP designation will be removed from the transcript/report card, and the course will be designated as Honors. (*Example: AP World History will be listed as World History H*.) If a student decides in May not to take the chosen AP Exams, then the AP designation will be removed from the final transcript.

For the 2027 AP exams, students at Radnor High School will be registering online in two steps.

1. College Board registration will be coordinated with the student's AP teacher in each class. AP teachers will provide a specific code for their class that students will use to register online.

2. Students will also need to register and pay for their exams online via Total Registration.

To avoid late fees, students should complete their registration prior to October 16, 2026. This registration can be completed from any computer with Internet access to register. Students are eligible for partial refunds until March 2027. Students requiring financial assistance should contact their counselor. Online exam registration will begin in early September.

Students requiring financial assistance should contact their counselor. Online exam registration will begin in early September. In order to register, students should click on the link provided on the RHS website or the Total Registration website to register.

FINAL EXAM OPT OUT FOR ADVANCED PLACEMENT (AP) COURSES

The goal of an Advanced Placement (AP) course is to prepare students to be successful on the AP exam in May. Throughout the course of a year, a significant amount of work is put forth by teachers and students to prepare for these exams. Students enrolled in AP courses are expected to take the exams in May. AP exams are essentially cumulative course exams.

It is the responsibility of Radnor High School to put our students in a position to be successful on these "high stakes" tests. In order to reduce the burden of over testing, students will be eligible to opt out of the final exam for a particular AP course if they meet the following criteri a:

1. Must earn a B+ or better for all 4 quarters for the course in question
2. Must sit for the AP exam in question
3. May not have an "M" for any of the quarter grades or midterm exam for the course
4. Must have all incompletes (I's) resolved for all courses by June 1 and may not use an "I" for the course in question for the 4th quarter.

During the weeks leading up to the AP and Keystone exams, all teachers are asked to be cognizant of the amount of work they are assigning. Effective preparation for the AP exams is crucial to a student's success. To ensure a student's workload is balanced, the two weeks prior to the AP exams will be designated for practice exams and review. Based on the College Board's order of exams, teachers have the ability to assign practice exams, projects, homework and other activities to assist their classes in preparing for the AP exams. If they choose to assign this type of graded review work, teachers must give their course specific practice exams or review assignments during their designated week.

The following courses require an AP Exam:

Art
APArtHistory
AP Studio Art

English
AP English Language and Composition
AP English Literature and Composition
Viewpoints on Modern America
AP English Language and Composition

Math
APPrecalculus
AP Calculus AB
AP Computer Science A
AP Statistics
AP Calculus BC

Music
AP Music Theory

Science
APBiology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics 2
AP Physics C: Electricity and Magnetism
AP Physics C: Mechanics

Social Studies
AP Macroeconomics
AP European History
AP U.S. Government and Politics
AP Psychology
AP U.S. History
APWorldHistory
AP African American Studies

World Languages
AP French Language and Culture
AP German Language and Culture
AP Spanish Language and Culture
AP Latin

2027 Advanced Placement exam dates can be found at the following website:
https://professionals.collegeboard.com/testing/ap/about/dates/next-year

Homework

Homework is any school assignment or studying intended for students to work on outside of school hours.

Purposes of Homework

1. Develop students' background knowledge or interest in a topic that will be taught in greater depth during school hours.
2. Provide information that informs the teacher's instruction.
3. Provide practice that develops student's knowledge and skills, including their study skills and ability to work independently.
4. Help students reflect upon and apply their learning of major concepts from the curriculum.

Quality Homework Assignments

1. Have an academic or social-emotional purpose aligned with curricular goals.
2. Help students achieve learning targets without requiring unnecessary time or effort.
3. Can be completed independently by students and have a positive effect on student sense of competence.
4. Promote student ownership of their own learning.
5. Are not assigned as a punishment or reward.

Homework in High School

1. On average, time for all homework across all subjects should not exceed a total of 2.5 hours per instructional day.
2. Course levels may have different homework workloads.
3. Homework in AP, Integrated, Seminar, and Honors courses should reflect greater depth and complexity than in Advanced courses.
4. If a parent/guardian overrides a course placement recommendation, they should be aware that it may take their child more time to complete homework.
5. Homework shall not be given over breaks, but summer assignments may be required. Summer assignments should be designed so students have access to all necessary materials and can complete them independently.

Homework – Policy 130

Homework – Administrative Regulations

SCHOOL COUNSELING DEPARTMENT

The mission of the RHS School Counseling Department is to promote a comprehensive developmental program that provides services to students in grades nine through twelve and supports students' individual academic, social, and personal goals. Our goal is to encourage a positive, safe and healthy learning environment for all our students and at the same time celebrate and appreciate their individual differences. Radnor High School's ultimate goal is for every student to be challenged and for every student to experience success. This comes from students learning to take responsibility for their education and developing a love for learning. Counselors will provide support in developing a student's self-advocacy skills, educational and post-high school planning, career awareness, and social/emotional concerns. In addition to meeting with students individually and in the classroom, the School Counseling Department delivers several student and parent programs throughout the school year. Information can be found on the School Counseling Department website.

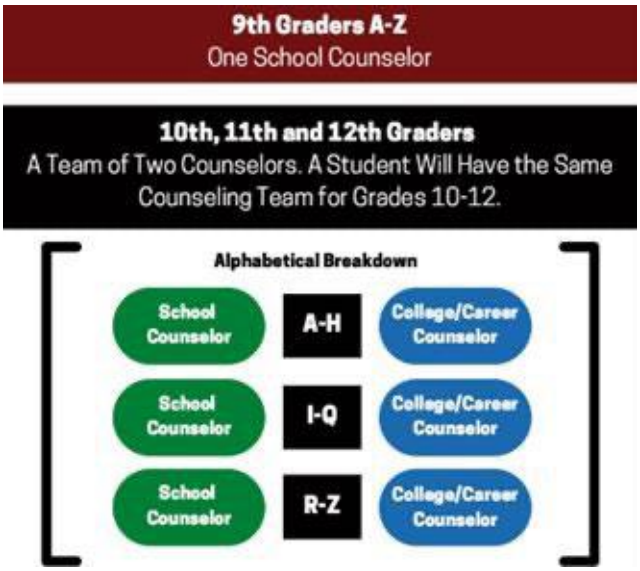
New School Counseling Structure and Supports (as of the 2023-24 school year)

Beginning in the 2023-24 school year, the Radnor High School Counseling office began re-structuring. The new structure includes a dedicated ninth grade counselor, three traditional School Counselors and three College and Career Counselors. The ninth grade School Counselor will support all ninth-grade students with academic planning, course scheduling, career exploration, and social emotional needs as they transition to the high school. They will also help students access additional supports in the building as needed. Students in tenth through twelfth grades will be split into three groups, by alphabet, each group assigned to a two-person team consisting of a traditional School Counselor and a College and Career Counselor. This two-person team will share responsibility for supporting each student in their alphabet band.

The traditional School Counselor will support their assigned students with academic planning and social-emotional needs. They will meet with students each year for course selection and make sure that their schedule reflects their short- and long-term academic plan and goals. In addition, counselors will connect students with academic supports and resources available in the building and attend IEP, GIEP and 504 meetings as needed. They will also support students' social emotional journey through high school, providing individual help and support when necessary, connecting with internal resources, counseling, and support, and serving as a liaison with community supports.

College and Career Counselors will assist students with Career Exploration and post-secondary planning, whether they are headed to a 2- or 4-year college, trade or technical school, the military or directly to the work force. These counselors will work with each student individually and in small groups. The College and Career Counselor will develop a post-secondary plan with the student, providing support and structure in the development of this individualized plan. In addition, an asynchronous Schoology course will be developed by our College and Career Counselors to assist with the college process. This course will include assignments and instructional videos to assist students in developing an appropriate list of colleges and help guide them through the application process.

Providing each student with two counselors, each focused on a particular area of need and with expertise in their specialty area, will allow Radnor High School to provide students with a comprehensive support structure that will give them the best possible opportunity for success in high school and beyond.





Web-Based Resources for Students and Parents

Smart Futures
Smart Futures is a career exploration tool where all students will complete a series of tasks and activities to help them in the process of creating a career plan. Students will complete these activities in classrooms during ninth and tenth grade. The completion of these activities also meets the requirements outlined by the Pennsylvania Department of Education for the district's Chapter 339 plan.

Schoology
Schoology is a web-based content and teaching platform that will be used in support of college and career programming. Lessons on multiple aspects of the career and college search process will be provided for both virtual and in-classroom engagement. Content created will span 9th - 12th grades, with the majority being accessed in the 2nd semester of 11th and 1st semester of 12th grades.

School Counseling Department Webpage
https://rhs.rtsd.org/supports-services/school-counseling

School Counseling Services

Personal & Mental Health: School counselors meet with students individually and in small groups to discuss a variety of social/emotional needs. Counselors are also active participants in the Student Assistance Program (SAP) at the High School. Students may be referred to SAP for a variety of reasons including the following: emotional concerns, drug and alcohol concerns, attendance, behavioral concerns, discipline or policy violations, academic concerns, and/or medical concerns. Counselors can also connect students and families to our School Social Worker, Mrs. Kulp, when appropriate. Mrs. Kulp collaborates with school staff and agency providers and can help connect families to outside community resources.

Freshman Year: Freshman counseling program includes an individual check-in meeting with each student within the first marking period of the year to engage and monitor the transition to the high school and continues with small group and individual meetings as needed. Students will also complete an individualized four-year academic plan with the support of their counselor, making connections with the rich career and future readiness options available to them over the course of the next four years. An evening program will be available for freshman parents in October, called High School 101, covering the transition to high school and the resources and supports available to parents and students in the building. Freshman will also take the PSAT's in October.

Sophomore Year: Students in sophomore year will transition to their two-person teams and will now be supported by both a traditional School Counselor and a College & Career Counselor. School Counselors will meet with all sophomores in the fall to build relationships and provide academic and emotional supports when necessary. Students will take the PSAT's again in October of sophomore year. In addition, there will be a parent evening program in the spring dedicated to standardized testing and mental health awareness.

Junior Year: Counselors host a Junior College Planning program for parents and students at the beginning of December providing information about the college application process, including research, college visits, appropriate list building and more. Counselors offer meetings with parents and students individually to review the college search and application process. Students will take PSAT's one final time their junior year. Students should also register to take the ACT's, SAT's, ASVAB, or any other necessary standardized tests.

College Visits
Over **150** college and university representatives visit the Student Services Center each fall. This is an opportunity for juniors and seniors to attend an information session, meet the college representative, ask questions about the admission process and learn about the campus. It is also an excellent way to gain information about a college when a trip to the campus itself is not possible. This resource is for students only.

Evening Programs for Parents & Students (subject to change/expand in the 2025-2026 school year)
September: Senior College Planning Night
October: High School 101 (Freshman Parent Program)
December: Junior College Planning Night
March: Sophomore Springboard Program
March: Freshman Parent Transition (Counseling Program Overview)

Student Services Department
The district employs seven school psychologists with extensive experience in assisting students through our Department of Student Services. Additional psychologists are also available should the need arise. Parents and students seeking additional resources, including contact information for various helplines, can visit the Student Services section of the website.

College and Career Transition Prep (FM05999950)
0.25 Credit; Unweighted
Length: Semester; Format: Cycle Days
Grade: 11

In this course, students will work to identify their post-secondary goals and work to develop a plan of action that encapsulates the best fit for each of their unique circumstances. Students will gain an understanding of the skills necessary for developing future career paths and applying to post-secondary institutions (college, vocational, military, etc.). All topics are geared to ensure access to a viable and challenging instructional experience that better prepares students for the career and college selection process including, but not limited to resume building, college essay writing, securing letters of recommendation, NCAA eligibility, finding internships/relevant work experiences, Gap Year considerations, and interview skills. At the end of the course, students will have access to their digital portfolio for use with the post-secondary transition.

Student Technology Ambassadors Program

Student Technology Ambassadors Internship (05151270)
0.5 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
This hands-on internship, great for experience and resumes, offers students in grades 10–12 the opportunity to work "behind the screens" with the school's Technology Department and Help Desk, supporting teachers and fellow students with real-time technical issues. Interns will work alongside our technology team during an assigned class period and will gain valuable experience in troubleshooting, customer service, and communication while learning how technology systems operate in an educational environment. Beyond technical support, students will collaborate with technology staff and leadership to share student perspectives and help shape the future of technology and services in the school. No prior tech expertise is required - just a genuine interest in learning and helping others. Interviews are required for acceptance, and space is limited, so apply early to be part of this dynamic and impactful experience!

RHS Career Pathways

Career exploration is an important aspect of a student's journey through high school. Though we recognize that high school students might not know with certainty the career they want to pursue, we believe in the importance of providing them with structure and opportunity to explore potential options. The Pennsylvania Department of Education (PDE) provides a basic framework for Career Exploration and Development that includes 5 career fields, described below. Each career field includes multiple possible Career Pathways. The goal of Career Pathways is for all students to develop a vital and meaningful education and career plan that supports the transition to post-secondary success.

As students create an academic plan for high school, one of the factors we encourage them to consider is how their course work connects with and prepares them for possible career fields. To support students in this endeavor, Radnor High School has created a Career Pathways document that suggests courses available to students that would best prepare students for their personal plan.

If students aren't sure what Career Field or Pathway might be best for them, there are multiple resources that they could utilize to explore possible options, including:

https://www.smartfutures.org/

https://www.pacareerzone.org/

https://www.onetonline.org/

HEALTH SCIENCES & TECHNOLOGY

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

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

Careers in this pathway relate to the business environment. These include entrepreneurship, sales, marketing, finance, accounting, personnel, economics and management.

ENGINEERING & INDUSTRIAL TECHNOLOGIES

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

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.

RHS Career Pathways Courses

Design Technology

- Design Technology & Manufacturing
- Computer Science
- Commercial Art
- Computer Graphics
- Intro to Engineering & Design
- Principles of Engineering
- Civil Engineering & Architecture
- Aerospace Engineering
- Principles of Photography
- STEM Guitar
- *DCTS-School of Engineering & Computer Science
- *DCTS-School of Construction Technology
- *DCTS-School of Logistics, Distribution & Transportation

Engineering

- Intro to Engineering & Design
- Principles of Engineering
- Civil Engineering & Architecture
- Aerospace Engineering
- Computer Science
- Principles of Biomedical Science
- Chemistry
- Physics
- Precalculus
- Calculus
- *Creative Workshop*
- STEM Guitar
- *DCTS-School of Engineering & Computer Science

Media & Journalism

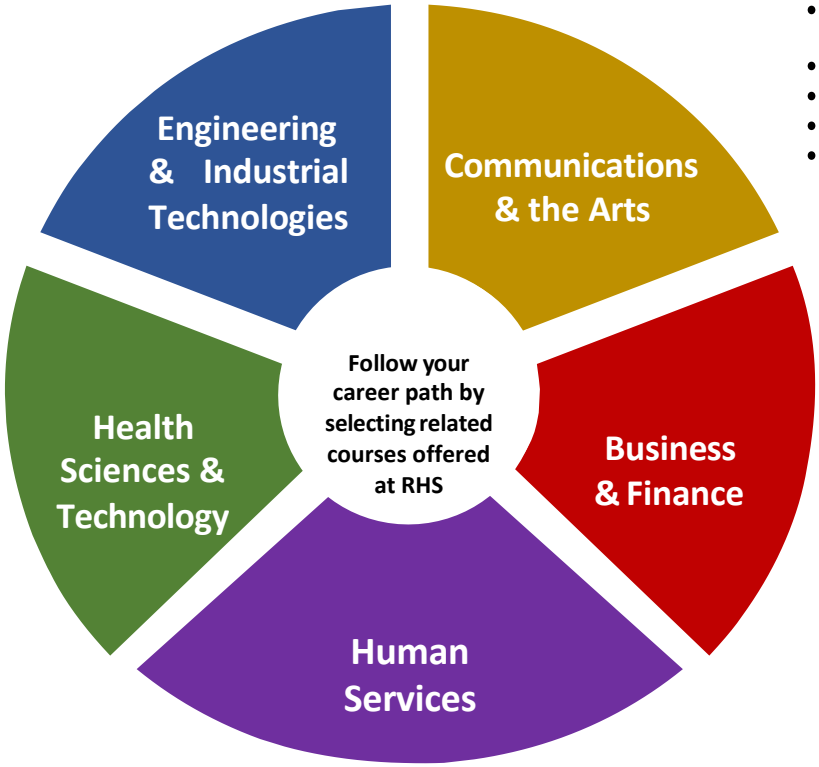
- Video Production & Broadcast Journalism I, II
- Commercial Art
- Public Speaking
- Film Analysis I, II
- Journalism
- Sports & Entertainment Management
- Computer Graphics
- Principles of Photography
- Creative Writing I, II
- Topics of Philosophy & Writing
- World Languages (French, German, Latin, Spanish)

Visual Arts & Design

- Art Studio I, II
- Art History
- Introduction to Ceramics
- Advanced Ceramics
- Behind the Scenes Workshop
- Commercial Art
- Silkscreen & Printmaking
- Metals & Jewelry
- Mixed Media
- Sculpture
- Drawing
- Painting
- Creative Writing I, II
- Film Analysis I, II
- Textile Arts I, II
- Video Production & Broadcast Journalism I, II
- Principles of Photography
- Computer Graphics
- Intro to Engineering & Design
- *DCTS-School of Engineering & Computer Science

Health Sciences

- Psychology
- Sociology
- Lifeguarding & CPR
- Mindful Fitness
- Anatomy & Physiology
- Bioethics/Genetics
- Principles of Biomedical Science
- Precalculus
- Calculus
- Statistics
- Biology
- Chemistry
- World Languages (French, German, Latin, Spanish)
- *DCTS-Medical Careers
- *DCTS-School of Health & Biosciences



Performing Arts

- Musical Theater
- Performance Theater
- Acting
- Public Speaking
- Technical Theater
- Behind the Scenes Workshop
- Creative Writing I, II
- Film Analysis I, II
- Video Production & Broadcast Journalism I, II
- Guitar I, II
- *Rock Band*
- Band
- Meistersingers
- *Cantabile*
- Orchestra
- Jazz Ensemble
- *Music in the Media*
- *Song Writing*
- Textile Arts I, II
- World Languages (French, German, Latin, Spanish)

Environmental Sciences

- Environmental Science
- Earth & Space Science
- Bioethics
- Biology
- Chemistry

Law & Criminal Justice

- Business Law & Marketing
- Topics of Philosophy & Writing
- Public Speaking
- Government & Politics
- Psychology
- Sociology
- Statistics
- Bioethics
- Principles of Biomedical Science
- World Languages (French, German, Latin, Spanish)

Education

- Public Speaking
- Psychology
- Sociology
- PE Majors
- Statistics
- World Languages (French, German, Latin, Spanish)
- *DCTS-Teacher Prep Academy
- **DCCC-Teacher Education Program

Business & Finance

- Business Administration
- Business Law & Marketing
- Sports & Entertainment Marketing
- College Accounting
- Personal Finance
- Independent Living
- Economics
- Precalculus
- Calculus
- Statistics
- WorldLanguages(French, German, Latin, Spanish)

Computer Science & Robotics

- Computer Science
- Computer Graphics
- *Creative Workshop*
- Precalculus
- Calculus
- STEM Guitar
- *DCTS Engineering & Computer Science

**DCTS - Delaware County Technical High School **DCCC - Delaware County Community College*

Radnor High School Four-Year Planning Sheet

Use this worksheet to develop a four-year plan for meeting promotion and graduation requirements. Students are required to take a minimum of 6.5 credits er year and complete 22.5 credits to qualify for a diploma from Radnor Township School District. Graduation requirements are listed below:

- English- 4 credit minimum
- Social Studies- 3 credit minimum
- Mathematics- 3 credit minimum
- Science 3 credit minimum
- Health- 1 credit minimum
- Physical Education- 0.5 or 0.75 credit minimum
- Technology/Business- 0.5 credit minimum
- Music/Art/Theatre/FACS- 0.5 credit minimum
- Arts & Humanities- 2 credit minimum
- Additional Electives- 5 credit minimum

Courses	Grade 9	Cr	Grade 10	Cr	Grade 11	Cr	Grade 12	Cr	Cr Total
English (4.0)									
Social Studies (3.0)									
Math (3.0)									
Science (3.0)									
Health (1.0)									
P.E. (0.5 or 0.75)									
Tech/Business (0.5)									
Music/ Art/ Theatre/ FACS (0.5)									
Arts & Humanities (2.0)									
Additional Electives (5)									
	Minimum Credits/ Year	6.5		6.5		6.5		6.5	26.0
	Scheduled Credits/Year								
	Cumulative Credits								

Example #1

Courses	Grade 9	Cr	Grade 10	Cr	Grade 11	Cr	Grade 12	Cr	Cr Total
English (4.0)	Integrated: The AmericanExperiment	1.0	Integrated: Global Issues	1.0	Integrated: Viewpoints on Modern History /AP English Language & Composition	1.0	AP English Literature	1.0	4.0
Social Studies (3.0)	Integrated: The AmericanExperiment	1.0	Integrated Global Issues / AP World History	1.0	Integrated: Viewpoints on Modern History / AP United States History	1.0	AP Economics	1.0	4.0
Math (3.0)	Geometry H	1.0	Algebra 2 H	1.0	Pre-Calculus H	1.0	AP Calculus AB	1.0	4.0
Science (3.0)	Biology H	1.0	Chemistry H	1.0	AP Physics 1	1.0	AP Physics C	1.0	4.0
Health (1.0)	Ninth Grade Health	0.5	Tenth Grade Health	0.5	X	0.0	X	0.0	1.0
P.E. (0.5 or 0.75)	Ninth Grade Wellness	0.5	PE Team Sports	0.5	X	0.0	PE Team Sports	0.5	1.5
Music/ Art/ Theatre/ FACS (0.5)	Guitar I	0.5							0.5
Tech/Business (0.5)	Intro to EngineeringH	1.0	X	0.0	BusinessLaw and Marketing	1.0	Sports and Entertainment Management	1.0	3.0
Arts& Humanities (2.0)	Latin 2 H	1.0	Latin 3 H	1.0	Latin 4/5 H	1.0	AP Latin	1.0	4.0
Additional Electives (5)			AP Biology	1.0	AP Chemistry	1.0	Public Speaking	1.0	3.5
	Minimum Credits/Year	6.5		6.5		6.5		6.5	26.0
	Scheduled Credits/Year	7.5		7.0		7.0		7.5	29.0
	Cumulative Credits	7.5		14.5		21.5		29.0	29.0

Example #2

Courses	Grade 9	Cr	Grade 10	Cr	Grade 11	Cr	Grade 12	Cr	Cr Total
English (4.0)	English9:Literature& Composition A	1.0	World Literature A	1.0	American Literature A	1.0	British& Modern Literature A	1.0	4.0
Social Studies (3.0)	Government A	1.0	World Studies A	1.0	American Studies A	1.0	Psychology A	1.0	4.0
Math (3.0)	Algebra 1 A	1.0	Geometry A	1.0	Algebra 2 A	1.0	Algebra 3 & Trigonometry A	1.0	4.0
Science (3.0)	Science&the Environment A	1.0	Biology A	1.0	Chemistry A	1.0	Physics A	1.0	4.0
Health (1.0)	Ninth Grade Health	0.5	Tenth Grade Health	0.5	X	0.0	X	0.0	1.0
P.E. (0.5 or 0.75)	Ninth Grade Wellness	0.5	Beginner Swimming	0.25	Team Sports	0.5	Mindful Fitness	0.5	2.0
Tech/Business (0.5)	Computer Graphics	0.5	ASC ASCEF	0.5 0.5	Personal Finance	0.5	X	0.0	1.5
Music/ Art/Theatre/ FACS (0.5)	Essentials of Cooking	0.5			Creative Cooking	0.5			1.0
Arts & Humanities(2.0)	Foundations of Alg. 1	0.5	Art Studio I	0.5	Art Studio II	1.0	Sociology	1.0	3.0
Additional Electives (5)	ASC	0.5	Public Speaking	0.5	ASC	0.5	CreativeWriting Film Analysis I	1.0	3.5
	Minimum Credits/Year	6.5		6.5		6.5		6.5	26.0
	Scheduled Credits/Year	7.0		6.75		7.0		6.5	27.25
	Cumulative Credits	7.0		13.75		20.75		27.25	27.25

Example #3

Students in grade 10-12 have the opportunity to participate in a career and technical school at Delaware County Technical High School (DCTS). In grades 10, 11 and 12 students will be awarded 3.0 credits through their program that will be applied to the graduation requirements at Radnor High School. Students will complete their **core academic courses** (English, Social Studies, Math, and Science) at Radnor High School.

Courses	Grade 9	Cr	Grade 10	Cr	Grade 11	Cr	Grade 12	Cr	CrTotal
English (4.0)	English9: Literature & Composition A	1.0	World Literature A	1.0	American Literature A	1.0	British & Modern Literature A	1.0	4.0
SocialStudies (3.0)	Government A	1.0	World Studies A	1.0	American Studies A	1.0	Psychology A	1.0	4.0
Math (3.0)	Algebra 1 A	1.0	Geometry A	1.0	Algebra 2 A	1.0	Algebra 3 & Trigonometry A	1.0	4.0
Science (3.0)	Science&the Environment A	1.0	Biology A	1.0	Chemistry A	1.0	Physics A	1.0	4.0
Health (1.0)	Ninth Grade Health	0.5	X	0.0	X	0.0	X	0.0	0.5
P.E. (0.5)	Ninth Grade Wellness	0.5	Career and Technical Education	3.0	Career and Technical Education	3.0	Career and Technical Education	3.0	11.5
Music/ Art/ Theatre/ FACS (0.5)	Essentials of Cooking	0.5							
Tech/Business (0.5)	Computer Graphics	0.5							
Arts & Humanities(2.0)	Intro to Ceramics	0.5							
	Minimum Credits/Year	6.5		6.5		6.5		6.5	26.0
	Scheduled Credits/Year	6.5		7.0		7.0		7.0	27.5
	Cumulative Credits	6.5		13.5		20.5		27.5	27.5

CAREER & TECHNICAL EDUCATION

at

DELAWARE COUNTY CAREER AND TECHNICAL SCHOOLS

Radnor Township School District participates in career and technical education at Delaware County Technical High School (DCTS). The Delaware County Technical High School is *preparing today's students for tomorrow's opportunities* by meaningful career training and a foundation for lifelong learning with support from business, industry and the community. Each course is an extension of the high school program, and elective credits towards high school graduation will be awarded. The courses are scheduled on a half-day basis. There are four clusters for students to choose from. Please click on https://www.dciu.org/dcts to find out more specifics about each cluster listed below and the course offerings.

Career and Technical Education (*05091601)*
3.0 Credits; Unweighted
Length: Year; Format: Meets daily for a halfday
Grade(s): 10, 11, 12
Prerequisites: Vary by program
Students develop the technical knowledge, basic skills, work habits, and attitudes required for efficient performance in various fields of work. Students earn credits toward high school graduation and for college admissions. Three credits are awarded each year for the courses at DCTS. Students attend all academic courses at Radnor High School for half a day. The other half of the day is at DCTS. Listed below are the Career and Technical Education clusters and courses offered in each cluster. Please refer to the website for specific program descriptions.

Applications for career and technical education programs are available at http://www.dciu.org/dcts. Please see your counselor if you are interested in applying or touring a DCTE campus. The application process must begin during course selection starting in February.

**Medical Careers is a Career and Technical Education School offering 2.0 credits and does require students to arrive at Radnor early morning in order to take a bus to the hospital location. This program is not a full-half day. Students in medical careers can carry more academic courses upon their return from the program which is why it is only a 2.0 credit course. Medical Careers is only offered to seniors and is an Honors level course. A competitive application and interview process is required for admission.*

Please click on links below to find out more information about each School at DCTE.

- Construction Technology
  - Building Trades [CIP 46.0401]
  - Carpentry [CIP 46.0201]
  - Electrical Construction Technology [CIP 46.0399]
  - Heating, Ventilation, and Air Conditioning/Plumbing [CIP 47.0201]
- Health and Biosciences
  - Biomedical Technology and Laboratory Sciences [CIP 51.9999]
  - Dental Occupations [CIP 51.0601]
  - Emergency and Protective Services [CIP 43.9999]
  - Exercise Therapy and Sports Science [CIP 51.2604]
  - Health Sciences [CIP 51.9999]
  - Medical Careers **(Honors)** [CIP 51.9999]
- Hospitality, Tourism and Human Services
  - Cosmetology [CIP 12.0401]
  - Culinary Arts & Hospitality [CIP 12.0508]
  - Early Childhood Education [CIP 19.0708]
- Logistics, Distribution and Transportation
  - Automotive Technology [CIP 47.0604]
  - Collision Repair Technology [CIP 47.0603]
  - Logistics and Inventory Management [CIP 52.0203]
- Engineering and Computer Science
  - Advertising Design and Commercial Art [CIP 50.0402]
  - Computer IT Programming and Software Development[CIP 51.1201]
  - Computer Networking and Digital Forensics [CIP 11.0901]
  - Engineering andRobotics [CIP 15.9999]

University of Pittsburgh Dual Enrollment

Radnor Township School District invests in excellence and that always begins with our students. Over the past four years the RHS administrative team, in collaboration with the curriculum office, has worked to establish a relationship with the University of Pittsburgh. Radnor High School and the University of Pittsburgh will partner again to provide an opportunity for students enrolled in Linear Algebra to earn college credit.

College in High School (CHS) offers regional high school students the opportunity to earn both high school and University of Pittsburgh credit in courses taught right in their classrooms. College in High School is an academically rigorous program for motivated students seeking an intellectual challenge within a supportive high school environment.

For 36 years, College in High School's success has stemmed from close collaboration between the Kenneth P. Dietrich School of Arts and Sciences and regional high schools. CHS-certified high school teachers work closely with Pitt's world-class faculty to teach a high school course that is also a University of Pittsburgh course. Students use college-level textbooks, take college-level exams, and upon successful completion of the class, earn college credit that is recorded on an official University of Pittsburgh transcript.

General Information about Math 0280, *Introduction to Matrices and Linear Algebra*:

It is **not a requirement** to be dual enrolled to take Linear Algebra at Radnor High School. As a pre-requisite to enroll in Linear Algebra (Math 0280, *Introduction to Matrices and Linear Algebra)* and earn credit from the University of Pittsburgh, students must have taken AP Calculus AB or BC with a score of 4 or higher on the AP exam. The cost of the course, which provides the opportunity to earn college credit, is $225 per student. The class will be taught by an RHS certified mathematics teacher. The class will use the syllabus provided by University of Pittsburgh. The syllabus can be found at http://calculus.math.pitt.edu/syllabi/0280syllabus.html.

AP + PLTW Pathway Program

AP + PLTW: Partnering to Create More Opportunities for Students

To help prepare all students for the global workforce, the College Board and Project Lead The Way (PLTW) have partnered on a program to encourage student participation in science, technology, engineering, and math (STEM) courses and build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and Project Lead The Way's applied learning programs.

Get Students on the Path

The first element of the program is a set of college and career pathways in three fields — engineering, biomedical science, and computer science — that incorporate both AP and PLTW courses. Each pathway emphasizes applied learning and consists of three components:

- PLTW courses designed to introduce all students to the field
- AP courses and exams that provide an opportunity for advanced placement and/or college credit
- PLTW specialization courses that focus on knowledge and skills needed for rewarding careers

To earn this student recognition, you must complete three courses in a pathway - one AP course; one PLTW course, and a third course, either AP or PLTW - and earn a qualifying score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End-of-Course (EoC) Assessment(s).

***Radnor High School courses offered in the AP+PLTW pathway**

Level	Engineering	Biomedical Science	Computer Science
College AP courses	AP Biology AP Calculus BC AP Calculus AB AP Precalculus AP Chemistry AP Environmental Science AP Physics I AP Physics II AP Physics C: Electricity and Magnetism AP Physics C: Mechanics AP Statistics	AP Biology APChemistry	AP Computer Science A
Career – PLTW courses	Introduction to Engineering Design Principles of Engineering Civil Engineering and Architecture Aerospace Engineering	Principles of Biomedical Science	Computer Science Essentials



PLTW curriculum goals:

Project Lead The Way (PLTW) believes that all students beginning at a young age require access to real-world, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond. Through PLTW's programs, students develop in-demand, transportable skills such as problem solving, critical and creative thinking, collaboration, and communication. Students will use these skills both in school and for the rest of their lives. As PLTW students progress, they are empowered to explore career paths, engage in problem solving and process thinking, develop technical knowledge and skills, and build communication skills. PLTW prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity, and innovation within all of our students.

Radnor High School currently offers the following PLTW courses:

1. Introduction to Engineering Design
2. Principles of Engineering
3. Civil Engineering and Architecture
4. Aerospace Engineering
5. Principles of Biomedical Science
6. Computer Science Essentials
7. Cybersecurity (TBD)

Earning college credit for PLTW courses:

Students can earn college credit for PLTW course work, just like the Advanced Placement courses by:

1. Completion of one of the above listed courses
2. Earning a minimum of 80% in the class
3. Earning an 80% on the PLTW standardized final exam

If the above requirements are satisfied, students are eligible to apply for college credit at one of the Affiliate Universities. Different schools use PLTW credits in different ways. Some use them towards a 2-year degree while other use them towards a 4-year program.

Students can apply to receive college credit by visiting the university affiliates page at the PLTW site. There students will find a list of the schools involved in the PLTW Pathway to Engineering Program. Students are encouraged to review the information provided as colleges and universities have different procedures for applying and using the credits. Make sure to look only into institutions that have the blue ENG icon. Some of the specialized courses like Aerospace Engineering are accepted by fewer schools. There are deadlines to apply for credit. Please look into each university's policy as deadlines and requirements vary from school to school.

Students may see their PLTW teacher or School Counselor if they have any questions.
More information about PLTW can be found at here.

FLEXIBLE MODULAR & FLEXIBLE CYBER COURSES

The Flex Mod (Flexible Modular) course introduces flexible pace and space according to the learning modules (mods) within a course, units of study, and to student needs. Learning modules (whole group, lab, small group, conferences, etc.) determine the space where learning happens during the class period, whether in the classroom or in a flexible space within the school building. The flexibility allows students and teachers to vary the pace at which they progress through learning modules or units and allows for greater focus on learner needs providing windows of time for targeted enrichment and remediation.

In these selected courses, students will be assigned a class period where they will meet in the physical classroom for anywhere between 20-100% of their week depending on the learning module for a given topic or unit. Small groups or individuals could be working with the teacher in the classroom for more days depending on their personalized journey. During other learning modules in that scheduled period, teachers can allow students to work in designated flexible spaces in the school to continue their coursework on group assignments, individual tasks, online or flipped learning modules, or other tasks as assigned by the instructor.

The Flex Mod is being piloted at Radnor High School in the 26-27 school year with a few courses offered by teacher innovators. Courses include:

- **FM College and Career Transition (FM05999950)**
- **FM World Lit A (FM05010122)**
- **FM World Lit H (FM05010120)**
- **FM American Lit A (FM05010132)**
- **FM American Lit H (FM05010130)**
- **FM British and Modern Lit A (FM05010142)**
- **FM Public Speaking (FM05030380)**
- **FM AP Environmental Science (FM05030380)**

Each of these courses will also have a traditional section offering. Students can elect or opt-in to a Flex Mod section during scheduling.

More Information, please see our website **http://www.rtsd.org/flexmod** or contact your school counselor.

Flex Cyber:

Flex Cyber is a program where select courses are offered during 8th period to accommodate diverse needs, goals, and schedules. With around 95% of the course work completed online, there also will be times students or classes will meet in person for conferences, presentations, exams, etc. Teachers will share with the class when the in-class sync points will be.

Flex Cyber is ideal for:

- Athletes who frequently must miss 8th period classes,
- Students who have community internships or employment,
- Students who want to experience an online course in preparation for online courses in college.

Attributes that make an ideal Flex Cyber student: In Good Academic Standing, Self-Motivated, Self-Disciplined, Can Work Independently, Strong Organizational Skills, Self-Advocacy, Self-Directed, Study Skills, Responsible for Own Learning, Time Management Skills, Able Focus, Attention Technological Literacy.
Flex Cyber courses for the 26-27 school year include:

- **FC British and Modern Lit H**
- **FC Sports and Entertainment Management H**

For more information, please contact your school counselor.

GRADES AND GRADING

PASS-FAIL GRADES

A student carrying more than 6.5 credits may choose to be graded on a Pass-Fail basis in one or more of the courses above the 6.5 credit minimum. The student declaring his/her intention to be graded on a Pass-Fail basis must designate the course(s) to be graded by completing the Pass-Fail request form **at least** two weeks prior to the end of the first marking period. Administrative approval is required before a student can be graded in any course on a Pass-Fail basis. Should a course(s) be dropped, thereby reducing the pupil's load to 6.5 credits or fewer, the course(s) designated as Pass-Fail will then revert to the grading policy used by the teacher for students taking the same course for a more traditional grade. In those areas where specific academic levels of proficiency are required for continued study, the teacher required to grade on a Pass-Fail basis will provide a written statement regarding the pupil's ability to pursue a higher-level course. Pass-Fail grading is acceptable for summer enrichment course(s), but not remedial courses, provided that the grading decision is announced before the summer course begins. Pass-Fail courses are not included in GPA. **Courses required for graduation may not be taken on a Pass-Fail basis.**

The teacher being asked to grade on a Pass-Fail basis will use the same grading scale that is used for students being graded in a more traditional manner; however, a teacher grade of A, B, C or D will be entered as a P (Pass). A grade of F using the traditional scale will be recorded as an F for students who have elected to be graded Pass-Fail. It is understood that a staff member who has concerns about a student's request to be graded on a Pass-Fail may ask for a conference with the student and his/her parents. This conference will be held prior to beginning Pass–Fail grading.

GRADE POINT AVERAGE (GPA) AND GRADING SCALE

1) All full-year and half-year major subjects are used in computing GPA. GPA is cumulative, grades 9 to 12.
2) Onlygrades in Advanced Placement, Integrated, Seminar, and Honors courses are weighted.
3) Courses taken Pass-Fail are not included in the GPA.
4) Radnor has a dual GPA system. The transcript of every Radnor student indicates a weighted and an unweighted GPA.
5) Radnor high school does not compute class rank.
6) These grade points are assigned to grades:

Grade	Numerical Range	Weighted GPA	Unweighted GPA
A+	98.50% to 100%	4.6667	4.3333
A	92.50% to 98.49%	4.3333	4.0000
A-	89.50% to 92.49%	4.0000	3.6667
B+	86.50% to 89.49%	3.6667	3.3333
B	82.50% to 86.49%	3.3333	3.0000
B-	79.50% to 82.49%	3.0000	2.6667
C+	76.50% to 79.49%	2.6667	2.3333
C	72.50% to 76.49%	2.3333	2.0000
C-	69.50% to 72.49%	2.0000	1.6667
D+	66.50% to 69.49%	1.6667	1.3333
D	62.50% to 66.49%	1.3333	1.0000
D-	59.50% to 62.49%	1.0000	0.6667
F	0% to 59.49%	0.0000	0.0000

HONOR ROLL (ACADEMIC RECOGNITION)

Radnor High School gives recognition for academic excellence through honor rolls computed on **quarterly grades only**. The requirements are listed below:

1. Distinguished Honor Roll
   a. The student must carry a minimum load of five major subjects and earn a **grade point average (GPA) of 3.7 or better in all subjects.**
   b. Those who receive an incomplete mark or no mark at all in any course are excluded from honor roll.
2. Honor Roll
   a. The student must carry a minimum load of five major subjects and earn a grade point average of **3.2 or better in all subjects**.
   b. Those who receive an incomplete mark or no mark at all in any subject are excluded from the honor roll.

ANNUAL CREDIT REQUIREMENTS

All full-time students are required to be enrolled in a minimum of 6.5 credits.

Seniors must enroll in enough courses during the senior year to meet requirements to acquire the 22.5 credits necessary for graduation.

SPECIAL PROGRAMS AND SCHEDULING OPPORTUNITIES

GIFTED EDUCATION

The purpose of gifted programming in Radnor Township School District is to support the academic and social-emotional needs of gifted and advanced students by providing learning opportunities which are more in-depth and may be presented at a faster pace. In keeping with the Pennsylvania Department of Education's Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed annually for students who are identified mentally gifted. A student is identified mentally gifted if they have a full-scale IQ of 130 or above, or if multiple criteria strongly indicate gifted ability. Specifically Designed Instruction for students with a GIEP primarily takes place in regular education classrooms. Radnor High School's sequence of four double-period team-taught interdisciplinary courses and variety of rigorous science and mathematics courses are designed to provide an academic challenge and depth of learning appropriate for many gifted students.

SPECIAL EDUCATION

LEARNING SUPPORT PROGRAM – The Learning Support Program offers support to students who have learning differences as documented in their Individualized Education Program (IEP). Enrollments in these specific courses are dependent upon recommendations made by the IEP team.

EMOTIONAL SUPPORT –Placement is determined by a student's IEP. Students in the Emotional Support Programs are typically assigned to at least one period in an emotional support class.

COLLEGE COURSE WORK

Radnor High School students may enroll part-time in nearby colleges or institutions with the approval of the principal. Exceptionally able students may leave Radnor prior to the senior year to attend approved colleges full-time at the discretion of the school district. A Radnor diploma will be awarded to these students upon successful completion of the freshman year of college (School Code: Sections 7-144, 7-145). The District will not incur the cost for such enrollment.

INDEPENDENT STUDY

1. Independent Study is offered only to students in 11th and 12th grades, and the student must be carrying 6.5 credits to be considered making the Independent Study an additional .5 or 1 credit.
2. A Faculty member who is certified in the discipline of the chosen Independent Study must sponsor a student. The Faculty Sponsor is responsible for all grading and monitoring of student progress.
3. An Independent Study proposal cannot include a currently offered Radnor High School course.
4. The proposal must include the following:
    a. The objective of the Independent Study.
    b. Clearly outlined and detailed benchmarks as defined by the Faculty Sponsor to monitor progress of student. Two benchmarks are required for a semester Independent Study, and four benchmarks are required for a full year Independent Study.
    c. A final summative assessment which is to be graded by the Faculty Sponsor is to be submitted with the initial proposal.

Independent Study will be awarded credit based on length. A semester Independent Study will be awarded .5 credit and a full-year Independent Study will be awarded 1.0 credit. The length of the Independent Study will be determined by the Faculty Sponsor. The credit will not be placed on the transcript until the Independent Study is complete.

SUMMER SCHOOL

Credit for a course taken in summer school in order to make up for a course that was failed will be given if the course meets the requirement of 60 clock hours of class time. Credit for a course taken in summer school for original credit (where a student has not been exposed to the content) will be granted credit if and only if the course meets for 120 clock hours. It is a student's responsibility to get a report card or transcript to the school counselor upon completion of the course if a summer course will require a schedule change. Students must meet with their counselor **before** enrolling in any summer program. An approved summer school list, including courses available at RHS and those accepted from outside institutions, is posted on the RHS School Counseling website.

GRANTING CREDIT

Any course completed at Radnor High School by a Radnor Middle School student **will not be granted graduation credit**. **The grade will not appear on the transcript and will not be included in the GPA**.

Any student taking a university course, for which he/she receives credit from that university, may also receive Radnor High School credit. The grade will not appear on the Radnor High School transcript and will not be counted in the GPA. The official university transcript will be attached to the RHS transcript.

Any course taken outside Radnor High School at an accredited high school will be granted credit; however, the grade will not appear on transcript and will not be counted in the GPA. The accredited High School transcript, if available, will be attached to the RHS transcript.

University summer school courses for which college credit is granted may be granted high school credit only through the prior approval of the course by the principal.

Note: Credit requirements are in the process of being reviewed and are subject to change. As the requirements change, students will be notified of the changes that affect them. The District will not incur the cost for summer school or college courses.

EARLY GRADUATION

Applicants for early graduation (i.e. those who wish to accelerate and complete graduation requirements in less than four years) should make requests in writing to the chairperson of the School Counseling Department by the end of junior year or no later than first marking period of senior year. The student's individual counselor and the principal will consider the request and forward it to the Superintendent of Schools. Any student approved for early graduation may be placed in a senior homeroom if he or she can complete all required credits for senior status by the end of his/her third year in high school.

SUMMER WORK (***S***)

Some of the more demanding courses require students to complete summer work. These courses are denoted with an ***(S)*** at the end of the course description. Note: Summer work does not include books on the summer reading list associated with all core English classes.

STUDENT ATHLETE NCAA ELIGIBILITY STANDARDS

Student athletes wishing to participate in a sport at a Division I or II college are required to meet certain eligibility requirements set forth by the NCAA that include: completing 16 NCAA approved core courses, earning a minimum GPA, and earning an SAT or ACT score that matches your core-course GPA.

School Counselors will discuss NCAA requirements with students during their individual course selection meetings. In addition, our college and Career Counselors will monitor NCAA academic progress once the student identifies their intent to participate in college athletics.

Visit www.eligibilitycenter/courselist and enter **394133** for Radnor High School's NCAA school code for a list of our approved courses. Please refer to the information below for an overview of course requirements and a timeline for preparedness.

DIVISION I

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



For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

DIVISION II

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



GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- Division I requires a minimum 2.3 core-course GPA.
- Division II requires a minimum 2.2 core-course GPA.

DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

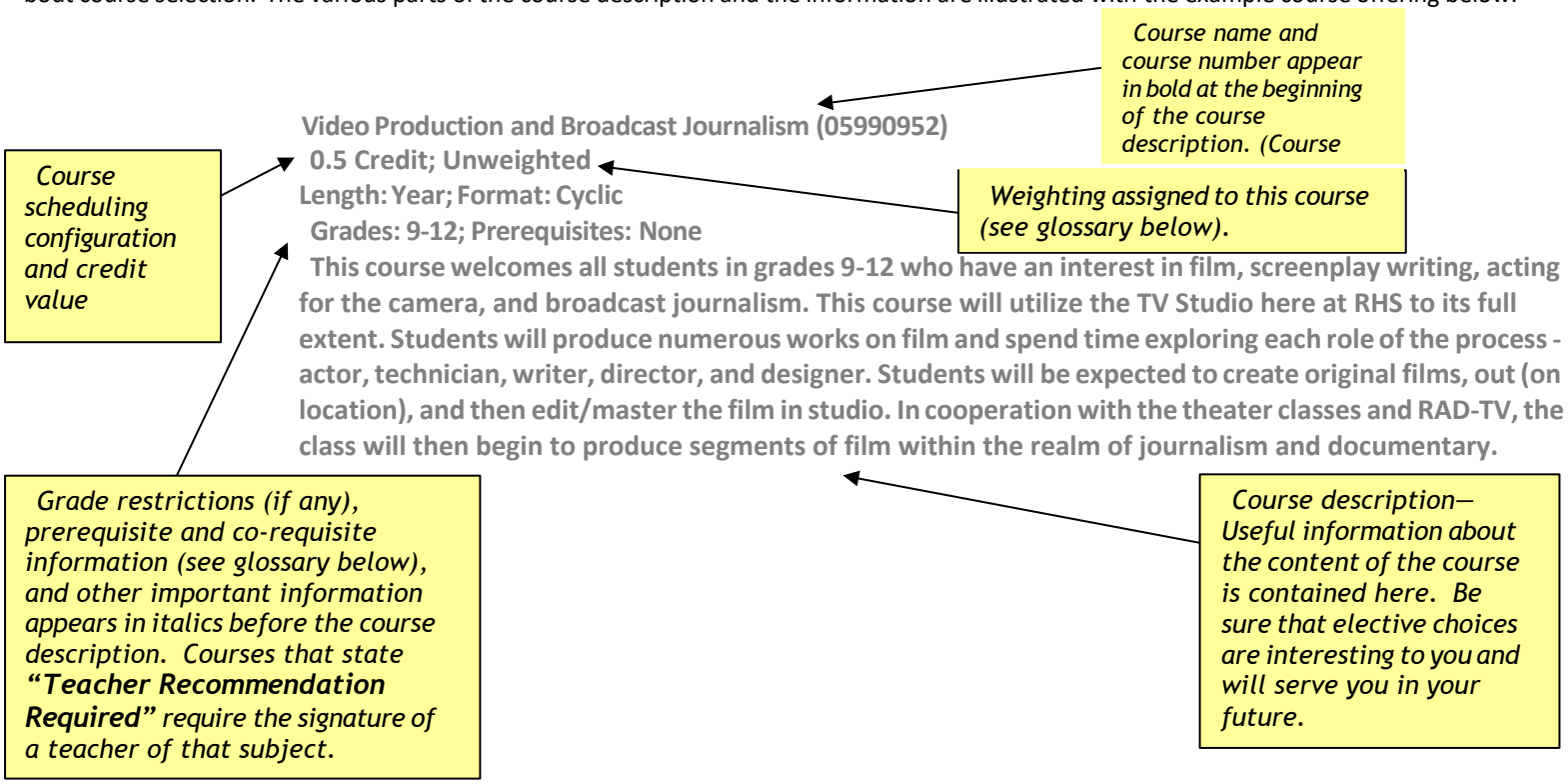
More information regarding the impact of COVID-19 and test scores can be found at* **on.ncaa.com/COVID19_Spring2023.

NCAA Eligibility High School Timeline



HOW TO READ AND USE COURSE DESCRIPTIONS

Course descriptions in this guide are designed to provide students and parents with all of the information required to make informed decisions bout course selection. The various parts of the course description and the information are illustrated with the example course offering below:



GLOSSARY OF TERMS USED IN COURSE DESCRIPTIONS

Credits ---------- Each course is worth a certain number of credits. Generally, courses that meet for a single class period for the entire school year are worth 1 credit. Courses that are scheduled differently may carry different numbers of credits. Most students schedule 6.5 or more credits per academic year.

Length ---------- Courses are either scheduled to meet for the full year or for a semester (½ of a school year).

Format---------- Radnor High School's schedule contains a 10-day cycle. Most courses are scheduled to meet every day of the 10-day cycle. Some courses meet on alternate cycle days only.

Grade(s)---------- These are the grade levels (9, 10, 11, and/or 12) that are permitted to take a given course. If there is no statement made about what grade levels can take a course, it is open to all students in the high school.

Weighting --------For the purposes of calculating GPA, some courses are weighted because they are more demanding. Generally, these are Honors and Advanced Placement courses. More GPA information is on the previous pages and in the Student Handbook.

Prerequisite ------ A prerequisite is a course that a student must have COMPLETED before being eligible for another course.

Co-requisite --------A co-requisite is a course that does not necessarily have to be completed before a student is eligible to enroll in a course, but must be scheduled in the same academic year, if not already completed.

DEPARTMENTAL COURSE OFFERINGS

ART DEPARTMENT

All courses in the Creative Art Center are elective and taught within a studio/workshop atmosphere. Art courses are not only for those planning a future in the arts but also for those who have an interest in art and desire to increase their understanding and appreciation of art. Course offerings in the Art Department provide both group and individual experiences. The staff in the Art Department feels that initiative, creativity, and a desire to explore art are more important than prior knowledge, experience, and talent.

Art Studio I *(05070721)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Grade(s): 9, 10, 11, 12
Art Studio 1 is geared towards students of all ability and skill levels who enjoy art and prefer a variety of art activities. Projects are designed to teach the elements and principles of art in an open studio atmosphere. Students will produce a variety of 2D and 3D assignments; the RHS Art Center has an amazing array of art supplies, tools and equipment to facilitate student creativity. This course is a good introduction to taking any other courses in the art center.

Art Studio II (*05070722*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Note(s): No previous Art courses required
This course is designed for students who enjoy art or who are interested in going on to advanced art classes. Students will develop and refine a variety of art skills in the areas of drawing, color theory, painting, design, sculpture, computer graphics, pottery, metals, jewelry, printmaking, and many other types of art. Art skills, art theory, and art appreciation are taught through assigned projects while other projects will be based on student choice. Students will be required to keep a sketchbook as a homework component. This course will prepare students for future advanced classes.

Art Studio H (*05070723)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): A- or better in Art Studio II
Teacher Recommendation required.
Students interested in a more challenging, in-depth art experience enjoy Art Studio Honors. These students are interested in advancing their creativity and skill levels. All students in the class have a very high skill level and an enthusiastic interest in art. Students are required to work similarly to a professional artist. They thoughtfully frame their personal goals and objectives, mapping out the direction in which they want their work to progress. They then design projects that lead them to accomplish their goals. Homework is in the form of assigned projects.

Advanced Placement Art and Design: 2D Art and Design (*05070740A)*
Advanced Placement Art and Design: 3D Art and Design (*05070740B)*
Advanced Placement Art and Design: Drawing (*05070740C)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): A grade of "B+" or better in Art Studio H Teacher Recommendation Required
The Advanced Placement Art and Design course is designed for students who are seriously interested in the practical experience of art at an Advanced Placement level. Students in this class prepare a portfolio that can be used to enhance their college application. The course follows the curriculum and instructional goals of the Advanced Placement Art and Design program as determined by the College Board. Emphasis is placed on further development of technical, creative, and critical thinking skills and the ability to think artistically at an independent level. All assigned work prepares students to take the Advanced Placement Art and Design exam that allows them to receive college credit/placement. ***(S)***

Advanced Placement Art History (*05990730)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Art history is a humanities course which explores history, culture and civilization through art. It's a course for students who want to understand art and its historical context. Students will examine the major forms of visual art expression from early man to the present and from a variety of cultures. Students learn how society has influenced art and how art has influenced our understanding of history. Psychology, religion, and economics are explored in relation to history and art. This is a good course for students who plan to travel in the future, as it provides an understanding of art and culture around the world. Students electing this course may receive college credit or placement in the humanities by taking the Advanced Placement Art History exam. There is no prerequisite for this course, but students should be prepared to read and write at a college level. This is an academic course, not a studio course and requires no artistic ability.

Intro to Ceramics (*05070713)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Students will experience the satisfaction of designing, building, and glazing their own clay work. Throughout the course, students will focus on developing hand-building techniques as they pinch, roll and flatten clay into creative and functional 3D works of art. Students will be mesmerized by the potter's wheel as they develop basic throwing skills necessary to create a variety of functional vessels. The creative fun begins when students combine their hand-building and throwing skills to create one of a kind works of art. All clay works are glazed; students will learn a variety of surface decorations and glazing techniques suitable to both decorative and functional pieces. Working with clay is physical; it's a perfect fit for students who are kinetic learners because creating clay requires students to move around the studio space as they work.

Advanced Ceramics (*05070714)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 10, 11, 12
Prerequisite: Intro to Ceramics
Advanced Ceramics is designed for students who want to continue their work in clay. It teaches production pottery techniques of mold making and mosaic design/setting to further students' knowledge and experience ceramic arts outside the classroom. Like every skill, the key to success for a ceramic artist is practice; this course will allow students the opportunity to practice clay techniques beyond a basic application. Students will work to find their "clay voice," defining who they are as a ceramic artist as they propose and create projects based on individual strengths and interests.

Behind the Scenes Workshop (05070516)
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Behind The Scenes Workshop is a course designed specifically for students who wish to showcase their unique artistic interests and talents in a big way. This course will allow you to leave your mark at RHS through direct involvement in the creative hands-on production of many school-wide projects and events. Shine a spotlight on your talents as you help design, paint and construct sets and props for the LM pep rally, theatrical productions, and musicals. Work collaboratively with peers to paint murals around RHS, highlighting the many wonderful facets of our school community. Join a crew of dedicated artists, working "behind the scenes". This course is open to all students and ability levels.

Note:
Sculpture, Drawing, and Painting will not run in the 2026-2027 school year and run again in the 2027-2028 school year.

Sculpture *(05070706)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Using wood, stone, foam, plaster, wire, metal, clay, and other media, students create their own free-standing, wall-hanging, mobile, and low-relief sculptures. Students learn how to address positive and negative spaces in their work as well as how to problem solve through their designs. A variety of tools will be used to produce an array of three-dimensional pieces in stone, plaster, wire and mixed-media. This course is a great "hands- on" experience and appropriate for all levels of artistic ability.

Drawing *(05070704)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
All forms of art are based on an ability to first show an idea by drawing. Learning to draw and improving your drawing skills is a very satisfying experience. This course teaches the student how to see as an artist and more accurately record their observations via drawing. Techniques such as observational drawing, figure drawing, shading, design, and perspective are explored. Students will use a variety of materials such as markers, colored pencils, and pastels. Sketchbooks will be used for out-of-class assignments. This is a great class for students who would like to learn how to draw and for those who would like to draw even better.

Painting *(05070703)*
0.5 Credit; Unweighted
Length: Semester: Meets Daily
Grade(s): 9, 10, 11, 12
The focus of this course is learning how to paint by using various techniques and media. During the semester, specific techniques will be taught to create effects in student work as ideas are explored. Students will learn color theory and its importance to painting. A wonderful variety of painting materials are covered in this course. Including watercolor, acrylic, oil and some mixed media. Different subject matter will be explored such as landscape, fantasy art, still-life, abstractions, etc. This is a great class for students who would like to paint and for those who would like to paint better.

Note:
Commercial Art, Silkscreen Printmaking, Metals and Jewelry, Mixed Media, and Adaptive Art Education will run in the 2026-2027 school year. They will not run again in the 2027-2028 school year and run again in the 2028-2029 school year.

Commercial Art *(05070708)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Commercial art plays a key role in the shaping of our popular culture today. If you love television, movies, magazines, and technology, this course is for you! Students will be introduced to the varied fields of commercial art, including illustration, advertising, and graphic design with a variety of hands-on and technology-based projects. Students will explore the connection between Commercial Art and Pop Art icons, such as Andy Warhol, Roy Lichtenstein and Claus, through traditional art projects such as silk-screens, comic strips and monumental sculptures. Creativity and innovation with technology is shaping the future; it's an exciting time to learn new software or explore the creative potential of one that is familiar.

Silkscreen & Printmaking *(05070709)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Students will study a wide range of printmaking concepts and techniques, working hands-on with fundamental printmaking disciplines. Why take print making? It's trendy! Create your own wearable art; students will learn how to create and cut stencils for single and multi-colored silk- screen designs. It's traditional! If you love to sketch with graphite, the techniques of Intaglio will allow you to create highly detailed and textured value compositions similar to graphite drawings. Mass production! All printmaking techniques create multiples; students will be able to keep and share their work with family and friends. Relief printing on linoleum or woodblocks challenges students to think creatively with positive and negative space; beautiful designs can be made into everyday items like stationary. Innovative thinking! Printmaking techniques, when combined with other artistic interests, offer students a highly creative, hands-on experience appropriate for any level of artistic ability.

Metals and Jewelry *(05070710)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
This course is an introduction to the art of metals. Students learn to fabricate original metal designs using a variety of metalsmithing techniques such as forming, soldering, casting, enameling, and direct construction. Students can choose from copper, brass, or nickel-silver metals in their work. Some drawing is required on selected projects. This course is a great "hands-on" experience and appropriate for all levels of artistic ability.

Mixed Media *(05070715)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
It's time to reinvent the rules! This course is designed for students who like to try new things and for those who thrive on finding creative solutions. Mix-media art is all about exploring the combination of possibilities of mixing different art materials and techniques. Students will discover that self-expression happens when they create with a variety of media/techniques and only when they lose the fear of doing something "wrong." Projects include creative art journals; book binding and paper making and weavings; creation of "yarn" from a variety of recycled materials including fabric and plastic. Let's change physical properties; what happens when glass and plastic is melted? Students will redefine the "rules" of media and production by sewing on paper, casting printing plates, water coloring plaster. It's time for students to get out of their comfort zone, apply what they know and reinvent the rules; "the worst mistake is not to make any" because, "mistakes are the greatest teachers.

Adaptive Art Education *(05070712)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 9, 10, 11, 12 Prerequisite(s): Teacher Recommendation
The adaptive art education program is designed to meet individual needs of students that focus on students' interests and abilities in a variety of art making activities designed to emphasize tactile and sensory input. Educators and students will work together to develop appropriate individual goals to strengthen and enhance motor skills in a creative setting. Socialization between peers is encouraged while supporting and modeling positive and age-appropriate interactions. Students will increase independence toward art production and demonstrate care for and management of art supplies related to their art activities. Students will be recommended for this course based on specific needs.

BUSINESS EDUCATION DEPARTMENT

Business Administration (*05081020*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s):10, 11, 12
Business Administration is designed as an introductory course for students who intend to continue their education after high school. The course focuses on the business environment, forms of business organization, business planning, fundamental management techniques, marketing, risk management, promotion, personal finance. The course materials include outside readings, films, and case studies profiling various industry and business leaders of the twenty-first century. Field trips and guest speakers are used to supplement course material.

Personal Finance (*05081030*)
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 10, 11, 12
This course covers topics essential to being an informed and financially literate member of society. This fast-paced course teaches aspects of financial management that are essential to sound financial decision making as an adult. Topics covered include savings and investment, money management and budgeting, taxation, real estate, credit, risk management and insurance. The course uses a student workbook and exercises as well as information from up-to-date sources.

Integrated College Accounting H (*05081090*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
College Accounting is a year-long course designed to introduce students to the field of accounting. The course covers the fundamental principles and vocabulary of accounting, highlighting balance sheet and income statement evaluation, preparation, and presentation. It covers the learning objectives of traditional college courses in financial and managerial accounting. The course presents accounting theory and practice in analysis of business transactions. The complete accounting cycle and the interpretation of financial data and ratios are stressed. Topics include accounting information systems, the accounting equation, financial statement analysis/preparation, financial ratio analysis, sales and receivables. It is an essential course for potential college business or accounting majors. It will also help students decide if a business or accounting major is a good fit for them.

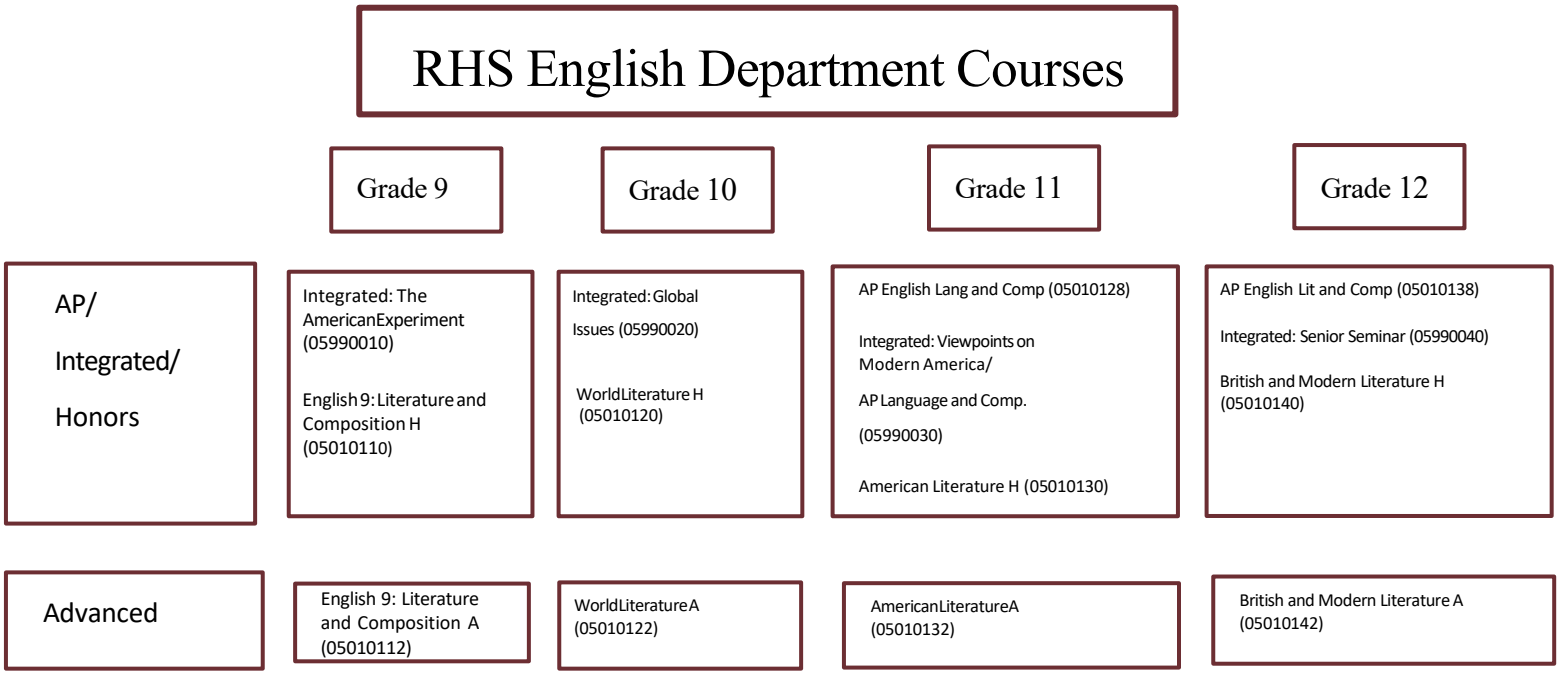
Business Law and Marketing (*05081080*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, and 12
This class is designed to expose students to two broad areas of business study – Business Law and Marketing. The course will help students discover if they have an interest in either of these majors/fields. In the Business Law portion of the class, students will learn about the history of U.S. law, civil law, criminal law, the elements of contract law, as well as other legal regulations pertaining to businesses. Students will practice legal theories by analyzing real world cases and studying court decisions. The Marketing section of the class exposes students to a wide variety of marketing topics, beginning with the marketing concept of creating and sustaining productive customer relationships. Students will study product, pricing, promotion, distribution theories, and decisions using historical and current day product and company examples. Students will also study consumer buying behaviors and the techniques that marketers use to try to increase sales. Social responsibility is discussed in relation to sales and marketing techniques. The course is essential for any students who have made the decision to study or practice business after high school. It will also greatly assist any student in developing their business vocabulary and acumen as well as help them narrow down an area of college study.

Independent Living (*05991151*)
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 10, 11, 12
This course targets skills that will help students transition to the demands of the "real world." Writing resumés, interviewing successfully, budgeting money, opening a checking account, saving, investing, understanding the advantages and disadvantages of using credit, handling debt problems, understanding insurance and paying taxes will be covered. Aspects of daily living such as renting an apartment, basic cooking skills, and laundry will be taught. Goal setting, decision making, communication skills, and conflict resolution will be an integral part of the various discussions dealing with the challenges of living on your own. Students will learn financial responsibility through fun, experiential learning by participating in a classroom economy. This course can count as a Business or an additional elective credit.

Sports and Entertainment Management H (*05081100*) or **FC Sports and Entertainment Management H (FC05081100)**
1.0 Credit; Weighted
Prerequisite: Business Law & Marketing
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
The Sports and Entertainment Management course provides students with an opportunity to study the numerous products, services, processes, and strategies in these huge industries. The curriculum focuses on marketing content, specifically as to how marketing is planned and implemented in the sports and entertainment industries. Students will study customer needs and the economics of supply and demand in sports and entertainment. They will look at aspects of the product design, promotional and selling strategies, including the use of social media, and the design and management of distribution channels.

ENGLISH DEPARTMENT

The Radnor High School English curriculum consists of full-year grade-level courses for freshmen, sophomores, juniors, and seniors. (See below for specific requirements.) In addition to courses carrying "English" credit, the English department offers students opportunities to take courses carrying "Elective" or "Humanities" credit. (See "Graduation Requirements" at the beginning of this publication.) Essential elements and specific requirements of Radnor High School's English program are listed below. Technology is integrated whenever possible. Students should examine individual course descriptions carefully for their prerequisites and grade-levels.



1. Requirements for all students:
   - Students must take one credit in English each year.
   - All students are required to take the appropriate grade-level course. Students who fail a grade-level course will be required to repeat that course in the following year.
   - English department members will assist students in choosing courses that match their abilities. With teacher recommendation, students can move from one level to another.
   - Students who are English Language Learners may take English for English Language Learners instead of one of the above courses for their English credit. They may also take ELL for credit in addition to one of the above courses.

2. Students of exceptional ability may be recommended for grade-level honors classes. Please see your school counselor for more information.

3. Flex Mod (FM) – The Flex Mod (Flexible Modular) course introduces flexible pace and space according to the learning modules (mods) within a course, units of study, and to student needs. Learning modules (whole group, small group, conferences, etc.) determine the space where learning happens during the class period, whether in the classroom or in a flexible space within the school building. The flexibility allows students and teachers to vary the pace at which they progress through learning modules or units and allows for greater focus on learner needs providing windows of time for targeted enrichment and remediation.

   In these courses, students will be assigned a class period where they will meet in the physical classroom for anywhere between 20-100% of their week depending on the learning module for a given topic or unit. Small groups or individuals could be working with the teacher in the classroom more days depending on their personalized journey. During other learning modules in that scheduled period, teachers can allow students to work in designated flexible spaces in the school to continue their coursework on group assignments, individual tasks, online or flipped learning modules, or other tasks as assigned by the instructor.

4. Flex Cyber (FC) – Flex Cyber is a program where select courses are offered during 8th period to accommodate diverse needs, goals, and schedules. With around 95% of the course work completed online, there also will be times students or classes will meet in person for conferences, presentations, exams, etc. Teachers will share with the class when the in-class sync points will be.

5. In all English courses, students do a variety of writing assignments on a regular basis. The frequency, length, and specific nature of writing assignments vary from course to course in order to meet the needs of individual students and the aims of the course as outlined in course descriptions.

6. The following electives offered by the English department may be taken in addition to required English courses but do not count toward the required four credits in English.

- Creative Writing I A
- Creative Writing II H
- Film Analysis I A
- Film Analysis II H
- Journalism I: Reporting and Distribution A
- Journalism II: Voice-Driven H
- Topics in Philosophy & Writing
- Public Speaking
- Women in Literature and Society
- Young Adult Literature

NINTH GRADE OFFERINGS

Integrated The American Experiment (*05990010)*
2.0 Credits; Weighted
Length: Year; Format: Double Period, Meets Daily
Grade(s): 9
Prerequisite(s): Teacher Recommendation
This team-taught course, first in a sequence of four interdisciplinary courses, provides students with an opportunity to study the key concepts of government and economics accompanied by a wide variety of literary genres and themes. This two-period course requires students to be active and independent learners capable of making connections across themes and time. The Parallel Curriculum allows for analysis of works of varying genres and media, including a challenging level of analytical writing. Higher-level thinking and writing skills are emphasized through the use of synthesis, analysis, and evaluation. Students are engaged in a number of activities designed to foster acquisition and understanding of literature and government concepts: reading primary and secondary sources, Socratic discussion, frequent written expression, visual media, creative projects, and simulations. Government topics include: the components of citizenship, the constitutional basis of American democracy, political parties and beliefs, elections, campaigns, individual rights, and the structure of U.S. government (Congress, presidency, and the courts). Economics topics include economic theories; the global economy; macro-economic concepts such as monetary policy, fiscal policy, the Federal Reserve, money, and banking; and micro-economic concepts such as supply and demand, competition/monopolies, business organizations, entrepreneurship, and the stock market. ***(S)***

Ninth Grade English: Literature and Composition H (*05010110)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 9
Prerequisite(s): Teacher Recommendation
This course focuses on various themes in literature, as well as on literary genres, and seeks to develop the ability to find meaning by asking and answering critical questions. Students are taught to demonstrate an awareness of the principles of literary analysis through individual and group activities and presentations. Opportunities for exploring creative expression and developing critical thinking skills are integral parts of students' study of literature. As students learn to write effectively, they focus on developing their vocabulary as well as on improving the structure of sentences, paragraphs, and essays. Projects also require the growth of library and research skills in addition to speaking and listening skills.

Ninth Grade English: Literature and Composition A (*05010112)*
1.0 *Credit; Unweighted*
Length: Year; Format: Meets Daily
Grade(s): 9
Prerequisite(s): Teacher Recommendation
This course, designed to be a transition between middle school reading and language arts and the more challenging English classes at Radnor High School, involves the study of literature, writing, vocabulary, and communication skills. Students establish effective study skills and appropriate learning behavior. Through the genre approach to literature, students read short stories, novels, drama, and poetry, emphasizing the distinct elements of each through the analysis of that type of literature. Additionally, this course helps students develop research, speaking, and listening skill.

TENTH GRADE OFFERINGS

Integrated Global Issues (*05990020)*
2.0 *Credits; Weighted*
Length: Year; Format: Double Period, Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation
This team-taught seminar, second in a sequence of four interdisciplinary courses, uses a Parallel Curriculum Model to combine advanced work in international studies with intense analysis of literary works from non-Western cultures with some key additions from the English-speaking world. The focus is on the non-Western world, concentrating on area studies of the Middle East, Africa, Russia, South and Central Asia, and East Asia. Students analyze current issues by interpreting key historical events and exploring the cultural heritage of each region. Important global issues such as human rights compliance, arms proliferation, conflict resolution, and trade are also studied in depth. By combining a comprehensive social studies approach (geopolitical, environmental, economic, demographic, anthropological, and sociological) with integrated language arts (novels, short stories, poetry, art, film, and music), this course develops critical thinking about contemporary international issues and universal themes. Exercises in creative and analytical writing, public speaking, debate, and research are combined with extensive group and independent work, hands-on projects, and simulations to create an active learning experience. A research project requires that students develop an original thesis, evaluate and select resources, take notes, produce an outline, write an essay, and provide thorough documentation. At the conclusion of this project, students present their findings to the class. In the spring, students will take the Keystone Literature Exam. ***(S)***

World Literature H (*05010120)* or **FM World Literature H (FM05010120)**
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation
This course stresses two important areas for the well-rounded English student: extensive study of world literature, and intensive practice in a variety of writing forms and styles. Units of study, organized by region or by theme, focus on literature in a variety of genres to investigate the different treatment of universal themes across cultures and time periods. Students are expected to think and read independently as well as analyze ideas and information in mature expository and creative essays. A controlled research paper focusing on the development of an original thesis, note-taking, outlining, and basic documentation skills is required. In the spring, students will take the Keystone Literature Exam.

World Literature A *(05010122)* or **FM World Literature A (FM05010122)**
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation
This course continues students' sequential study of literature, composition, vocabulary, and oral communication skills. Critical reading, critical thinking, and literary analysis focus on expanding students' examination of various genres of world literature. Students produce a variety of written assignments, including a refined five-paragraph essay, as well as personal and creative expressions. A controlled research paper focusing on the development of an original thesis, note-taking, outlining, and basic documentation skills is required. In the spring, students will take the Keystone Literature Exam.

ELEVENTH GRADE OFFERINGS

Integrated Viewpoints on Modern America/AP English Language and Composition (*05990030)*
2.0 Credits; Weighted
Length: Year; Format: Double Period, Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This course is a combination of American Literature Honors, Advanced Placement Language and Composition, and American Studies Honors.
This team-taught course, third in a sequence of four interdisciplinary courses, combines study of American history, politics, literature, and culture. The approach to curriculum, both chronological and thematic, reflects on essential questions about the American character. Readings include primary and secondary documents and extend into the related arts with particular attention to the genre of film. Methods used include active discussions, examinations of current political and social issues, lecture, group work, simulations, and presentations. Along the way, a variety of expository and creative writing assignments call on students to synthesize, argue, and analyze. The involvement of teachers in both delivery and assessment enriches the curriculum and increases students' awareness of varied points of view, new ideas, and core information about their national culture. The Parallel Curriculum approach encourages students to connect history and literature as well as extend their studies into individualized areas of practice and interest. Assessments are consistent with methods used on the Advanced Placement English Language and Composition exam, which is taken in the spring. ***(S)***

Advanced Placement English Language and Composition
(*05010128)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This college-level course is designed for students with talent and interest in composition. Requirements include a superior ability to understand and deconstruct non-fiction and fiction texts in terms of reason, structure, rhetoric, and argument. Reading high-quality, highly challenging works by American authors, along with other important historical and journalistic documents, students will closely consider how authors construct meaning through their syntactical choices and organizational decisions. Writing assignments include essays that call for synthesis, analysis, and argument on specific topics, as well as papers of broader scope and greater length. Assessments are consistent with methods used on the Advanced Placement exam, which is taken in the spring.

American Literature H (*05010130*) or **FM American Literature H (FM05010130)**
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This course stresses two important areas in the background of a well-rounded English student: extensive study of American literature and intensive practice in a variety of writing forms and styles. Examination of literature involves chronology, genre, and themes. Students are expected to think critically, to analyze and synthesize ideas and information logically, and to read independently. A major purpose of the course is to develop perceptive readers who enjoy significant literature and articulate writers who can control and structure language in order to express critical responses to their reading. This course helps students develop mature analytical, expository, argumentative, and narrative writing that moves beyond the five-paragraph essay. Library work culminates in a thoroughly documented research paper in which students synthesize aspects of the American experience.

American Literature A (*05010132)* or **FM American Literature A (FM05010122)**
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This course continues the sequential study of literature, composition, vocabulary, speaking, and thinking skills begun in grades 9 and 10. A thematic and/or chronological approach to major American literature aims at increasing proficiency in critical reading and thinking, as well as increasing literary appreciation. An emphasis on both creative expression and effective exposition should help college-bound students move closer to the kinds of writing skills demanded by advanced study. A step-by-step approach to the research paper is included as part of the course's aim to increase proficiency in both critical thinking and composition. Oral communication assignments further enhance students' academic and interpersonal skills.

TWELFTH GRADE OFFERINGS

Integrated Senior Seminar (*05990040)*
2.0 Credits; Weighted
Length: Year; Format: Double Period, Meets Daily
Grade(s): 12
Prerequisite(s): Teacher Recommendation
This team-taught seminar, fourth in a sequence of interdisciplinary courses, uses a Parallel Curriculum Model to combine history, literature, philosophy, and science in their broadest senses. This course examines humankind's ideas about the universe, life, and consciousness, and the struggle between the individual and society. Students focus on the philosophical idea of leadership and how leaders have affected, and currently affect, society in various cultures, including: cultural self-conceptions, the nature of progress, and elements of power. The curriculum is organized both thematically and chronologically. The "student-as-worker" approach to high-level learning experiences includes simulations; focused writing assignments, both analytical and creative; close analysis of literary, historical, and visual sources; large and small group instruction; and problem-based learning.

Advanced Placement English Literature and Composition (*05010138)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): Teacher Recommendation
This college-level course is designed for students with unusual academic talents and interest in literary analysis. Requirements include a superior ability to respond sensitively and intelligently to literature and solid skills in writing clear expository prose. Reading works suggested by the

Advanced Placement Committee in English, students closely consider selections of world literature of all genres from various periods. Writing assignments include short papers on specific and limited topics, as well as papers of broader scope and greater length. Assessments are consistent with methods used on the Advanced Placement exam, which is taken in the spring.

British and Modern Literature H (*05010140)* or FC British and Modern Literature H (FC05010140)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 12
This course explores the development of British Literature from its Anglo-Saxon beginnings through the modern period. Students examine the changing image of the hero by reading poetry, drama, short stories, and non-fiction. Concurrently, they investigate how literature from specific periods not only reflects the artistic, intellectual, and social developments of the times but also affects the development of the English language. Students will practice, in an intensive manner, a variety of writing forms and styles. Students are expected to think critically, to analyze and synthesize ideas and information logically, and to read independently. A major purpose of this course is to develop perceptive readers who enjoy significant literature and articulate writers who can control and structure language in order to express critical responses to their reading. This course helps students develop mature analytical, expository, argumentative, and narrative writing that moves beyond the five-paragraph essay. The second half of this course continues to pursue the goals and develops the skills set forth in the first semester through the study of modern literature.

British and Modern Literature A (*05010142)* or FM British and Modern Literature A (FM05010142)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): Teacher Recommendation
After an initial unit in which students write an essay to submit with their college applications, this course explores the development of British Literature from its Anglo-Saxon beginnings through the works of Shakespeare. Students examine the changing image of the hero through their reading of poetry, drama, and nonfiction. Concurrently, they investigate how literature from specific periods reflects the artistic, intellectual, and social developments of the times and affects the development of the English language. Students become perceptive readers, articulate writers, proficient researchers, and culturally aware learners, capable of meeting the demands of collegiate work in language and literature. The second half of this course continues to pursue the goals and develop the skills set forth in the first semester through the study of modern literature.

ENGLISH DEPARTMENT ELECTIVES

*The following courses carry elective (or Humanities) credit but **do not** fulfill students' credit requirements in English.*

Journalism I: Reporting and Distribution A (05010161)
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9,10, 11,12
Prerequisite: None
Available to all students, the course will approach journalism through the genres of creative non-fiction and comedic writing, grounding students in the fundamentals of the personal essay and the art of conveying social commentary through satire and parody. Students will generate memoir-inspired articles and expressions that feature a range of comedic technique, from pure goofs to the intriguing fusion of straight reporting with essay.

Journalism II: Voice Driven H (05010180)
0.5 Credit; Weighted
Length: Semester or Cycle Day
Grade(s): 10, 11,12
Prerequisite: Successful Completion of Journalism I
Available to those students who have taken Journalism I, this course will approach journalism through exploring how to use core reporting techniques to generate content and how the use of modern distribution formats affects the way readers interact with information. Using investigative and experiential journalism techniques—fact-finding through interview, document, review, cultivating of sources, and first-person observation—students will report on current cultural phenomenon. Concurrently, students will consider how form affects function in formats like radio or Internet documentaries, podcasts, graphic journalism, and the art of the zine.

Creative Writing I A (*05010162)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Prerequisite: None
"The two most engaging powers of an author are to make new things familiar and familiar things new," wrote Samuel Johnson. Creative writing encourages students to develop their own unique style of writing as they express themselves and their ideas, creating poetry and prose in a

workshop setting. This course is suited to all academic levels. Painting pictures with words ("show, don't tell"), utilizing rich sensory descriptions, and taking creative risks are all part of this fun and challenging elective course. In addition to focusing on the writing and appreciation of writing, this course emphasizes the notion of creativity – how unique thought is generated. Students will collectively meditate on and engage in the various stages of the creative process: generating ideas, draft writing, editing, final revision, workshopping (dynamic feedback), and defense of the artist's ideas. As a key aspect of the process, each student will be coached on how to record observations in a journal in order to understand the relationship between raw observation and artistic expression.

Creative Writing II H (05010166)
0.5 Credit; Weighted
Length: Semester or Cycle Day
Grade(s): 10, 11, 12
Prerequisite: Creative Writing I A
"A word after a word after a word is power." – Atwood. Writing makes life more meaningful for the writer and the reader. It can excite, clarify, heal, inspire, and truly create change in our world. Creative Writing I allowed you to explore multiple genres of writing, and this course will allow you to build on skills that you learned in that class. An explicit emphasize on creativity and how to generate unique thought using various aspects of the creative process such as brainstorming, drafting, writing, editing, workshopping, and publishing. In addition, to writing, students will read and analysis poems and stories to enhance the writing process.

Topics in Philosophy & Writing (*05010163)*
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
If you've ever won an argument—or lost one, for that matter—you may understand how important it is to be able to consider, reason, and argue effectively. This course aims to introduce students to the intellectual and moral issues that have challenged people since the dawn of society, equip them to consider those issues more carefully, and teach them how to express their opinions and arguments orally and in writing. The class will consider questions like, "Should we feed the starving?", "Is terrorism evil?", "What is Art?", and "Is there justice in the world?" Students will use writing to improve their ability to clarify, summarize, communicate, persuade, and read. The goal is to help students become better thinkers, communicators, and citizens.

Film Analysis I A (*05010171)*
0.5 Credit; Unweighted
Length: Semester; Format: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Prerequisites: None
Lights! Camera! Action! This course exposes students to the greatest movies, the most influential directors, and the most respected actors and actresses of the film era. It offers a behind-the-scenes look at classic films, old and new. Classic and modern directors (who may include Alfred Hitchcock, Christopher Nolan, Lee Butler, Orson Wells, Kathryn Bigelow, Mike Nichols, Mel Brooks, Steven Spielberg, Spike Lee, Ridley Scott, and M. Night Shyamalan) are studied, as are films representing a variety of genres and styles. The course also deals with such issues as censorship and discrimination in the movie industry. Classes involve lecture, viewing, discussion, projects, and written analysis of the films. This course is suited to all academic levels.

Film Analysis II H (*05010176*)
0.5 Credit; Unweighted
Length: Semester; Format: Semester or Cycle Day
Grade(s): 10, 11, 12
Prerequisite: Film Analysis I (0171)
Film Analysis II provides an introduction to the concept of "film theory." This course will concentrate on understanding film theories and other philosophical theories that can be applied to and analyzed in film. Students will need to have mastered the film terminology offered in Film Analysis I and be able to understand and evaluate film theories. This course will explore the following topics: Auteur Theory, Genre Theory, Feminist Theory, Ethical Theory, and Social Theory. This course will analyze films as a "whole" and how theoretical discourse is applied to film.

Public Speaking (05010945) or FM Public Speaking (FM05010945)
0.5 Credit; Unweighted
Length: Semester
Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisites: None
Repeat the Course: No
Welcoming all students, Public Speaking is perfect for the student who wishes to pursue a career that may require public speaking and communications of any kind. Those students who might be considering careers in management, government, business, medicine, law, journalism, teaching, etc. should consider taking this course, especially if they have had little or no experience or formal training on stage. Students who have

stage fright are especially welcome and encouraged to take this course to learn to work with that anxiety in a safe, welcoming, and supportive environment. The course is primarily project and activity based. Students will complete activities, each of which focuses on the elements of a strong public presentation. In addition to the work" on the stage," students will individually engage in mock professional interviews to help prepare them for college interviews, as well as workforce interviews. Taking a stage acting approach to speech and oratory, students will build on their speaking technique, as well as the construction of a compelling speech through study of communications, rhetorical strategy, and basic political theory.

Women in Literature and Society (05010183)
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 10, 11, 12
Prerequisites: None
Gender has been and continues to be at the center of many conversations – some cooperative and some full of conflict. Politicians, books, music, movies, and art often address the rights, opportunities, pressures, and complexities of being female in modern society, which also reflects on being male in addition to looking back on how gender affected past societies. Students in this class will read, discuss, write about, research, and make presentations about a wide variety of texts and topics, ranging from the Barbie movie to Beyoncé lyrics to essays from Mary Wollstonecraft and Simone de Beauvoir and Virginia Woolf along with literature written by Toni Morrison and Sylvia Plath, among many others. Topics extend beyond the borders of the U.S. and will also include challenging conversations about race, family relationships, sexuality, politics, law (e.g., Title IX), work (e.g., the "glass ceiling"), economics (e.g., the "pink tax"), healthcare, and sports. Students of any gender will find this course to be relevant to the world they live in.

Young Adult Literature (05010175)
0.5 Credit; Unweighted
Length: Semester or Cycle Day
Grade(s): 9, 10, 11, 12
Prerequisites: None
This course will focus on literary narratives written for young adults. Students will have the opportunity to engage in collaborative discussion analyzing the social, cultural, and media influences of these (and on these) texts. Various reading levels will be addressed through a wide variety of Young Adult genres in a reciprocal teaching format designed to foster a passion for reading.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

English for English Learners 1 *(05011001)* and English for English Learners 2 *(05011002)*
1.0 or 2.0 Credits; Unweighted
Length: Year; Format: Meets Daily
Teacher Recommendation Required
English for English Learners (ELs) at Radnor High School is open to students whose primary language is not English and who meet specific screening criteria. It is a place to explore the language of the American high school as well as a place to improve fluency in English. Students from many different language groups meet each day to improve their listening, speaking, reading, and writing skills in English. Since students spend most of their day in content-area classes where only English is spoken, these classes also serve as a place of support in helping students acquire learning strategies that transfer to other academic disciplines and assist them in interacting socially. The students will be administered the state mandated ACCESS for ELs® test which measures students' progress in the course and serves as part of the criteria for exiting the EL program.

Our English Learner Program has multiple levels to address our students' needs. All EL students that enroll at Radnor High School are assessed to ensure that they receive the proper level of support with the goal to reach level 5. Students will progress through the various levels at a different pace. Levels may be skipped based on student progress and need. All decisions will be made in consultation with the EL case manager, school counselor, student, as well as the student's parent or guardian.

Level	Course	Number of credits and class periods
Level 1 Entering	English for English Learners 1 *(05011001)*	2 credits, 2 class periods
Level 2 Emerging	English for English Learners 1 *(05011001)*	2 credits, 2 class periods
Level 3/4 Developing/Expanding	English for English Learners 2 *(05011002)* *and grade level English class at the Advanced or Honors Level*	2 credits, 2 class periods
Level 5 Bridging	FEL Monitoring by EL teacher, *grade level English class at the Advanced or Honors Level* and Optional: Essentials of Writing *(05141512)* or Essential Comprehension Strategies *(05141451)*	1 credit, 1 class period grade level English Optional: .5 credit, 1 class period on alternate cycle day
Level 6 Reaching	EL Monitoring	FEL monitoring is not a credited class

Students exit EL at Level 5 and are reclassified as Former English Learners (FELs).

FAMILY AND CONSUMER SCIENCES DEPARTMENT

Family and Consumer Sciences courses are designed to meet a blend of the National and Pennsylvania Academic Standards in the following areas: Financial and Resource Management, Balancing Family, Work, and Community Responsibility, Food Science and Nutrition, and Textile Arts. When appropriate, guest speakers are invited to speak with students about their field of expertise in order to enhance classroom discussion. Courses are open to all students.

Independent Living (*05991151)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s):10, 11, 12
Independent Living is designed to give students a realistic view of life after high school and to explore issues related to living in the adult world. Students will examine the processes of formulating goals and understanding their values in order to make decisions for everyday life. Units studied include renting an apartment, buying a vehicle, employment, banking, loans and credit cards, saving and investing, investing for retirement, purchasing and consumer protection, insurance, building and managing credit, data security, taxes, and paying for college. These learning competencies will be accomplished through individual projects, computer technology, and simulated experiences. This course can count as a Business or an additional elective credit.

Textile Arts 1 (*05111131)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Textile Arts students will acquire basic skills in clothing construction, sewing by hand, and using a sewing machine. Additionally, students will gain knowledge about fabrics and principles of design. Students choose their own fabric and pattern and work on individual projects which are appropriate for their skill level. Textile Arts encourages creativity, and provides an opportunity for hands-on activities as you use your sense of design. It also provides the opportunity to develop lifelong skills and experience the rewards of successfully completing projects.

Advanced Textile Arts and Fashion Design (*05111132)*
0.5 Credit; Unweighted
Length: Year; Format: Meets Daily
Prerequisite(s): Textile Arts, with a minimum grade of a "C"
Grade(s): 10, 11, 12
Advanced Textile Arts and Fashion Design offers an exciting opportunity for students interested in fashion design. Students will not only improve their sewing skills and increase their knowledge by completing challenging projects, but students will also have the opportunity to design and create costumes for the fall play and spring musical. Advanced Textile Arts and Fashion Design emphasizes creativity, individuality, and a sense of accomplishment as the degree of difficulty for each project increases. Not only does this course provide a lifelong skill and offer a hobby, but it also provides a chance to explore careers in the fashion industry.

Essentials of Cooking (*05111101)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Essentials of Cooking prepares students to work confidently in the kitchen as they prepare many basic recipes. In class, students learn how to follow recipes while working with a variety of kitchen appliances and equipment and applying various food preparation techniques covering all food groups. These laboratory-based experiences strengthen comprehension of food preparation concepts. Students also learn about healthy eating habits. At the completion of this course, students will be able to plan, prepare, and serve a healthy and appetizing meal, in addition to developing proper organization and hygiene rules in the kitchen.

Belonging Through Food H (05111107)
0.5 Credit; Weighted
Length: Semester; Format: Meets Daily
Prerequisite(s): A- or better in Essentials of Cooking and Teacher Recommendation
Grade: 10, 11, 12
The purpose of this course is to create a more challenging cooking experience with a focus on cultural inclusivity. Students will benefit from this course by gaining experiential and innovative skills through exposure to new recipes, foods, ingredients, and cooking techniques. Students interested in a more challenging, in-depth cooking experience enjoy Belonging Through Food Honors. These students are foodies and home chefs looking to collaborate with other like-minded students to enhance their culinary skills, learn new recipes, and explore the world of culinary arts. The units covered in this course are Baking, International Cuisine, and Healthy Cooking. In the Baking unit, students study the science of baking through the exploration of quick breads, yeast breads and cakes. The International Cuisine unit offers students the opportunity to plan and prepare meals focusing on diverse and ethnic influences. Students will learn the classic cooking styles from various regions of the world as well as the origins and backgrounds of many cooking traditions. Multicultural food patterns will be explored. In the Healthy Cooking unit, students will learn

how to balance flavor and nutrition by focusing on healthy lifestyles. The content of this class will cultivate each student's individual cooking style, enhance their comprehensive cooking techniques, and challenge them to create their own original recipes throughout the course.

HEALTH, PHYSICAL EDUCATION, AND AQUATICS DEPARTMENT

Physical Education

As an integral part of the total education program, Physical Education promotes the growth, health and development of each individual physically, mentally and socially. In order to complete graduation requirements, all students must participate in and earn a minimum of 0.5 credits of Physical Education freshman year. Physical Education will operate as an elective in a student's sophomore, junior and senior year with the exception of those students that tested into Beginner Swimming their freshman year. Beginner swimmers will be required to swim in the first or second semester of their sophomore year for 0.25 credit. **Radnor High School believes swimming is a life skill that every student should have before they graduate for their own safety.**

Health

Health is an important part of the Wellness curriculum. Students will begin health in ninth grade (.5 credits) and finish the full health credit in tenth grade (.5 credits). These courses focus on strategies for academic and emotional well-being and success.

Aquatics

Radnor's natatorium allows us to offer a semester of swimming (0.25 credit) to our tenth-grade students and various aquatic selective courses for our tenth, eleventh and twelfth grade students. Tenth grade swimming is a stand-alone course required for any tenth-grade student who did not pass their swim test at the end of their freshmen year. Ninth grade students who place at the advanced level in the swim test may choose any PE course as an elective credit including: Team Sports, Individual and Dual Sports, Selective P.E. Weight Training, Athletic Performance Training, Mindful Fitness, and Lifeguarding and CPR. *Note: If any student does not pre-test into a swim level, he/she will be automatically placed in **Beginner Swimming** for safety purposes.*

NINTH GRADE OFFERINGS

Ninth Grade Health & Wellness (*05050641)*
(*05050641 Health/05050642 Wellness*)
1.0 *Credit (0.5 Health/0.5 PE); Unweighted*
Length: Year; Format: Meets Daily
Grade(s): 9
The ninth-grade course focuses on transitioning our students to high school with an integrated Health and Wellness course. The health component includes units on Study Skills, Stress and Stress Management, Time Management, Goal setting, Character Development, Learning Strategies specific to each student, and Mental Health. Mental Health topics include: Responsible-Decision Making, Peer Pressure, Resistance Skills, Emotions and Conflict Resolution. The Wellness component includes units that focus on team sports, cooperative play, and an introduction to weight training. Students will participate in a swim test at the end of the year to determine their tenth-grade placement for swimming. If a student passes the swim test, they will be allowed to choose from an array of PE electives.

TENTH GRADE OFFERINGS

Tenth Grade Health
(05060622 Health)
0.5 Credit; Unweighted
Length: Year; Format: Cycle Days
Grade(s): 10
The tenth-grade health component is a continuation of the ninth-grade health class. It complements the Mental Health unit and enriches character development while focusing on other topics. Topics include Nutrition, Chemical Choices, Sexuality, and CPR/First Aid and Safety. One outcome of this course is for each student to obtain a First Aid/CPR certificate of completion.

Tenth Grade Swimming
(05060645 Beginner Swimming)
0.25 Credit; Unweighted
Semester: Year; Format: Cycle Days
Grade(s): 10
Swimming is required if students do not pass the swimming test their freshman year. Skills covered in the class are the basic strokes, treading water and lifesaving strategies.

HEALTH AND PE ELECTIVE OFFERINGS

TENTH, ELEVENTH, AND TWELFTH GRADES

A variety of individual, dual, fitness, and game activities are offered. The emphasis for tenth, eleventh and twelfth grade physical education is on improving fitness in a safe and enjoyable environment to promote a lifetime pursuit of physical activity and wellness.

Team Sports *(05060631)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 10, 11, 12
This option will focus on the techniques, tactics, and dynamics of a variety of team sports. Cardiovascular fitness and positive group interactions will be developed through team activity. Students choosing this option should expect to participate in a safe and competitive environment to challenge them individually while working collectively with teammates towards a unified goal. Activities may include floor hockey, basketball, soccer, handball, speedball, rugby, flag football, flag games, softball, volleyball, ultimate frisbee, and others.

Individual and Dual Sports (*05060632*):
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 10, 11, 12
This option will focus on the techniques, tactics and dynamics of a variety of individual, dual and fitness activities. Cardiovascular fitness and positive group interactions will be developed through individual or partner activities. Students choosing this option should expect to focus on self-challenge in a safe and encouraging environment. Activities may include tennis, badminton, golf, bowling, dance, rollerblading, cross-country skiing, biking, fitness/circuit training, weight training, power walking, Pilates, and yoga.

Selective P.E. Weight Training (*05060633*):
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 10, 11, 12
This course is designed for non-athletes who wish to focus on muscular strength, endurance, flexibility and body composition. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will work with their PE teacher to create their own work-out program tailored to the student's specific needs.

Athletic Performance Training *(05060637)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 10, 11, 12
Prerequisite: PE Teacher recommendation
This class is geared towards athletes who wish to continue their conditioning and training during the school day. Athletes will engage in specific muscular strength and endurance exercises to enhance or maintain physical development for their specific sport. Students will create their own or follow a coach guided workout program to maintain and prevent injury in season and increase muscular strength and endurance in the offseason to maximize performance in their sport.

Mindful Fitness *(05060638)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 10, 11, 12
The focus of this class is to teach students the value and benefits of activity to help reduce stress and anxiety. The course will help students understand the importance of mental/emotional health. Students will learn how to optimize their health and fitness by increasing their mindfulness muscle. Students will discover their strengths and shift their focus on all that their bodies can do. They will learn how to create a more fit and peaceful self through various activities. Students will practice mindful movement and be instructed in basics of yoga, Pilates, stretching, and walking for relaxation and stress management.

PE Majors H *(05060639)*
0.5 Credit; Weighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 11, 12
Prerequisite(s): PE teacher recommendation and review of previous PE grades and a PE course their sophomore or junior year. Courses available are Weight Training, Team Sports, Individual/Dual Sports, APT, Mindful Fitness or Lifeguarding/CPR.
This course is designed for students that have a strong competitive drive and perform at a high level. This course is appropriate for students that are interested in gaining a wide variety of competitive team, recreational and lifetime activities. This includes, but is not limited to, bowling, rock climbing, skiing, golfing, swimming, fishing, weight training, yoga, Pilates and cardiovascular activities. There may be a fee associated with this course as many optional field trips are taken throughout the year.

Lifeguarding & CPR (*05060671)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 10, 11, 12
Prerequisite(s): Swim 12 laps without stopping. Retrieve a 10 lb. brick from deep end and swim 20 yards and return, sophomores must also test at the advanced level on the swim test.
This class offers a complete Lifeguard Training Course that includes First Aid and CPR/AED. Students must pass all practical and written requirements to receive their American Red Cross Lifeguard Training Certificate.

OTHER OFFERINGS

Adaptive Physical Education (*05060695)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Teacher Recommendation
The Adaptive Physical Education program is designed to meet individual needs of the student and focuses on students' abilities in indoor, outdoor, and aquatic environments. Teachers and students work together to develop and set appropriate individual goals. Activities include adapted manipulative patterns, adapted locomotor movements, adapted perceptual-motor skills, and adapted physical fitness.

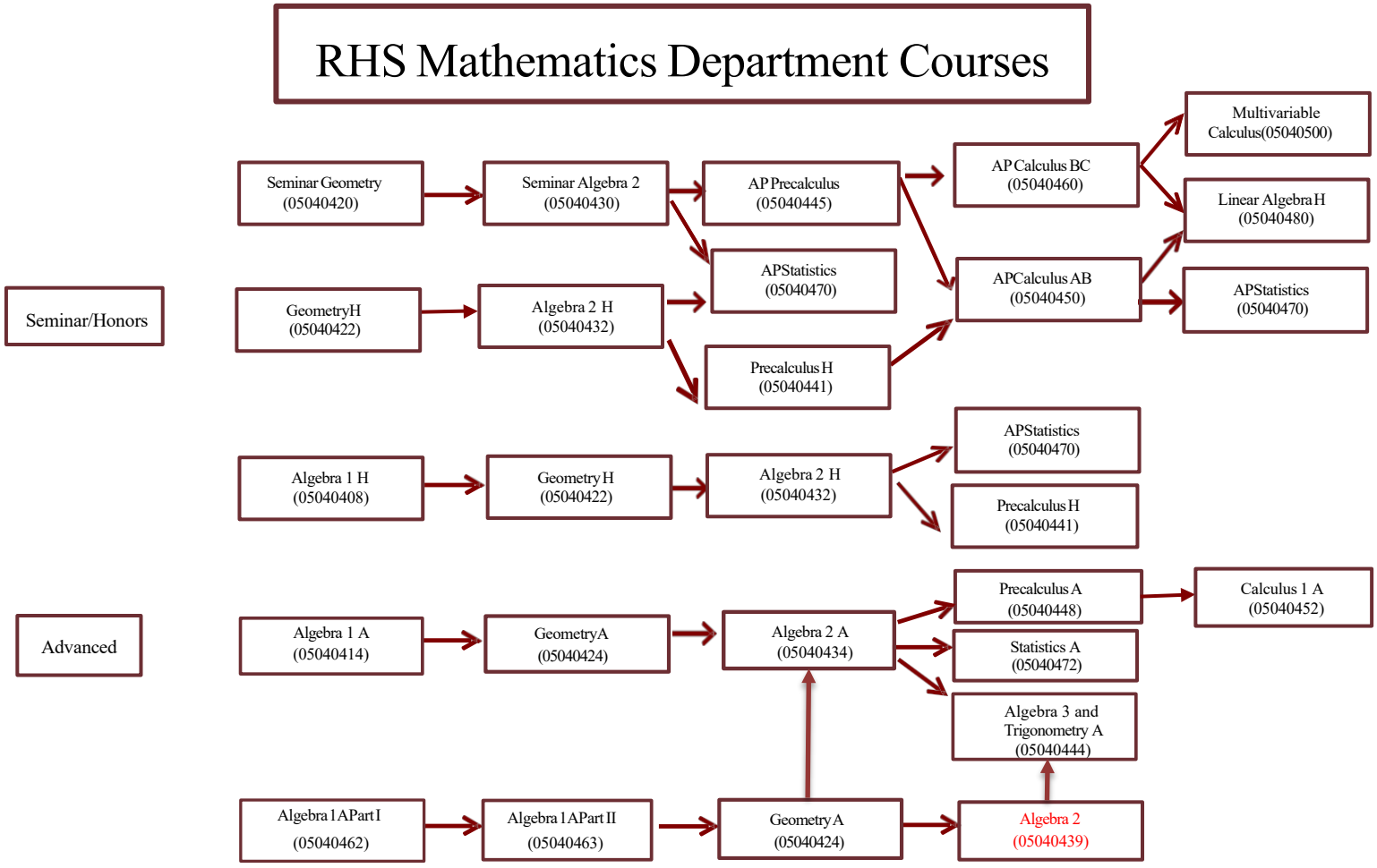
MATHEMATICS DEPARTMENT

Radnor's mathematics curriculum has been developed to accommodate the various levels of a student's mathematical abilities and skills. Although traditional math skills will be taught in all courses, the goal of the mathematics curriculum will be to develop thinking skills through emphasis on mathematical concepts. Use of problems requiring critical thinking will be employed to better prepare the student for a world which is becoming more technologically dependent. **Students should follow teacher recommendations when deciding which sequence of courses to select.**

Seminar level courses are intended for the highly motivated math students and are designed to challenge the most mathematically capable students. The courses will involve rigorous pacing and workload with teacher expectations intended to challenge the student. The course will require more independent and self-guided learning (with an emphasis on writing explanations) than all other courses.

Honors level courses are intended for the motivated math student who is very good with mathematics but needs more teacher guidance to assist fin the mastery of the material. The course will involve accelerated pacing and a demanding workload with some written explanations expected. Students on this level will be prepared to take AP Calculus AB.

Advanced level courses will feature a more challenging pacing and workload with teacher guidance to assist in the mastery of the material. Students enrolled on this level should be seeking to satisfy college requirements/expectations of mathematics course but not necessarily have an interest in pursuing math related college majors. ***Any student who wishes to advance in math and to be eligible to take Calculus in High School can do so by taking Algebra II and Geometry concurrently, or by taking an approved Geometry summer school course at the expense of the parent(s)/guardians. The student must also take the RHS Geometry.***



*The following optional courses are available to support students:
Foundations of Algebra 1 A Part 1 (for students in Algebra 1 A Part 1)
Foundations of Algebra 1 A Part 2 (for students in Algebra 1 A Part 2)
Foundations of Algebra 1 A (for students in Algebra 1 A)
Foundations of Geometry (for students in Geometry A)
Foundations of Algebra 2 (for students in Algebra 2 A)

The mathematics curriculum is intended to meet the needs of all students. To aid each student in determining his/her appropriate course of study in mathematics, the classroom teacher evaluates the progress of each individual at course selection time and recommends a specific course for the following year. This personal evaluation takes into account attitude, mathematical background, future plans, and current achievement. As a result, a student may be recommended to move from one level to another. **Students should pay careful attention to these recommendations, as well as to the prerequisites, before electing a course.**

The mathematics department believes that the very nature of the mathematics curriculum must be changed to meet the needs of our students as they prepare for their future. Mathematics problems and the methods used *to solve them* have changed with technological advances. The understanding and competent use of technological tools are important to all our students. The department requires that each student have his/her own calculator. A scientific calculator, such as the TI-34 is sufficient for courses up to and including Geometry. For all courses at the Algebra 2 Level and beyond, a graphing calculator such as the TI-84 PLUS is required. More sophisticated graphing calculators are optional for honors courses. Classroom instruction includes demonstrations *on* the TI-84 PLUS calculator. Since graphing calculators are allowed on the SATs, we encourage all students to be proficient in their use. The department realizes that graphing calculators are expensive. *If financial considerations are a problem, please notify the teacher or the department chairperson.*

PRE-ALGEBRA COURSES

Foundations of Algebra 1 A Part 1 (*05140422*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Prerequisite(s): Any student who took Intensive Math 8, or Teacher Recommendation, or has math IEP goals.
This course is meant to be a complement to Algebra 1 Advanced Part 1 following a teach/reteach model. The course will have students use guided practice to fortify their understanding of concepts and apply those concepts to applications. All topics taught in Algebra 1 Advanced Part 1 will be revisited in this course.

Foundations of Algebra 1 A Part 2 (*05140423*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Prerequisite(s): Any student who took Algebra 1 A Part 1, or Teacher Recommendation, or has math IEP goals.
This course is meant to be a complement to Algebra 1 Advanced Part 2 following a teach/reteach model. The course will have students use guided practice to fortify their understanding of concepts and apply those concepts to applications. All topics taught in Algebra 1 Advanced Part 2 will be revisited in this course.

ALGEBRA 1 COURSES

Algebra 1 H (05040408)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10 Prerequisite(s): 90% or higher in 8th Grade Math and Teacher Recommendation
The goal of this course is to provide students with a foundation in the algebraic strand of mathematics through experiences that include understanding patterns, relations and functions, representing and analyzing mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships, and analyzing change in various contexts. Algebra is not just focused on calculations but also as a language, a process for logical thought, and as a field of study. This approach to Algebra 1 is organized around families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them in multiple ways: as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions to solve problems arising from those situations. Students will learn other foundational Algebra content including exponents, radicals, rational numbers, polynomials, operations, and solving real-world problems.

Algebra 1A (*05040414)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10
Prerequisite(s): Teacher Recommendation or any student earning a "C" or above in 8th Grade Math
The goal of this course is to develop algebraic skills and concepts and to enhance problem solving ability. Topics include: polynomial expressions and equations, quadratic functions, irrational numbers, coordinate graphing, graphing linear and quadratic functions, basic statistics, determining and analyzing the slope of lines, and factoring polynomial expressions. Algebra skills and concepts needed to solve equations, inequalities, and systems of equations/inequalities are developed. Algebraic problem-solving techniques are employed to solve relevant applications.

Algebra 1A Part I (05040462)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10
Algebra 1A Part I is a course that features moderate pacing and workload with teacher guidance to assist in the mastery of the material. Students enrolled on this level should be seeking to satisfy college requirements/expectations of mathematics courses but not necessarily have an interest in pursuing math related college majors. The goal of this course is to develop algebraic concepts, skills and abstract thinking. Problem solving will be used to enhance the understanding of the skills and concepts. Topics will include solving equations and inequalities in one or two variables, concept of function, graphs of linear, absolute value, and quadratic functions, factoring, rational expressions and equations, and matrices. This course moves at a moderate pace with a rigorous approach to algebraic concepts, skills, and applications. Students in this class will learn the first half of the algebra curriculum and finish it the following year in Algebra 1A Part II.

Algebra 1A Part II (05040463)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10
Algebra 1 Part B is a course that features moderate pacing and workload with teacher guidance to assist in the mastery of the material. Students enrolled on this level should be seeking to satisfy college requirements/expectations of mathematics courses but not necessarily have an interest in pursuing math related college majors. The goal of this course is to develop algebraic concepts, skills and abstract thinking. Problem solving will be used to enhance the understanding of the skills and concepts. Topics will include solving equations and inequalities in one or two variables, concept of function, graphs of linear, absolute value, and system of equations. This course moves at a moderate pace with a rigorous approach to algebraic concepts, skills, and applications. Students in this class will complete the algebra curriculum started in Algebra 1A Part I the previous year.

Foundations of Algebra I (*05141515*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Prerequisite(s): Any student earning less than a "B" in 8th Grade Math, students who took Intensive Math 8, or Teacher Recommendation
This course is meant to be a complement to Algebra I Advanced following a teach/reteach model. The course will have students use guided practice to fortify their understanding of concepts and apply those concepts to applications. All topics taught in Algebra I Advanced will be revisited in this course.

GEOMETRY COURSES

Seminar Geometry H (*05040420*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 9
Prerequisite(s): 8th grade Algebra with a Grade of "A" or Teacher Recommendation
This course is a challenging, rigorous, proof-based approach to Geometry. Students in Seminar Geometry analyze geometric figures using deductive reasoning, make conjectures and formulate hypotheses, draw conclusions, make connections with other mathematical concepts, and model situations geometrically as a problem-solving strategy. Algebraic and geometric skills and interactive computer software may be integrated throughout the curriculum.

Geometry H (*05040422*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10
Prerequisite(s): 8th grade Algebra 1 with a "B" and Teacher Recommendation.
Note(s): Students with a grade of "C" or lower in Algebra 1 are strongly encouraged to enroll in Algebra 1 A (0414) or take Algebra 1 in a summer school program before taking the course.
This course uses a disciplined approach to traditional Geometry, integrating the concepts and skills previously developed in Algebra 1. Students in Geometry H apply geometric concepts to solve problems, use two-column proofs to establish relationships among triangles and parts of triangles, apply similarity theorems to geometric figures, relate knowledge of parallel and perpendicular lines to solve practical problems, combine algebraic and geometric skills to solve perimeter, area and volume problems, and apply skills involving trigonometry and transformational geometry.
Interactive computer software may be integrated throughout the curriculum.

Geometry A (*05040424*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9,10, 11
Prerequisite(s): Algebra 1 A or a "B" in 8th grade Algebra 1
Note(s): Students with a grade of a "C" or lower in Algebra 1 are strongly encouraged to enroll in Algebra 1 A (0414) or take Algebra 1 in a summer school program before taking this course.
This class is a concept-based approach to traditional Geometry designed to reinforce and extend previous algebra skills while integrating new geometric concepts. Students in Geometry derive and use formulas for perimeter, circumference, area, surface area, and volume of many types of figures, use the Pythagorean Theorem, use congruence and similarity in describing relationships between figures, and analyze geometric figures. Some computer lab work may be performed during the year. Throughout the course, algebra skills will be reviewed and reinforced through the application of geometry concepts.

Foundations of Geometry (*05040421*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Grade(s): 9, 10, 11
Prerequisite(s): Any student earning less than a "B" in Algebra 1A, or Teacher Recommendation
This course is meant to be a complement to Geometry Advanced following a teach/reteach model. The course will have students use guided practice to fortify their understanding of concepts and apply those concepts to applications. All topics taught in Advanced Geometry will be revisited in this course.

ALGEBRA 2 COURSES

Seminar Algebra 2 H (*05040430*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10
Prerequisite(s): Seminar Geometry H with a grade of "B" or Teacher Recommendation
Seminar Algebra 2 H is an enriched and extended study of the topics of Algebra 2 H (0453). In addition, it includes an in-depth study of exponential and logarithmic functions, quadratic relations (conics), sequences and series, probability, matrix algebra and the graphs of rational functions. This course uses an exploration/discovery approach to develop course content. There is a heavy emphasis on real-world applications. Written explanations are a part of assessment. Students are required, on a regular basis, to make connections within and between mathematical concepts.

Algebra 2 H (*05040432*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11
Prerequisite(s): 8th grade Algebra 1 with a "B" and Geometry H with a "B", Seminar Geometry with a "B"
This course reviews and extends the number system, formulas, equations and graphs. Subject matter includes quadratics, radicals, exponents, and complex numbers. An emphasis is placed on both the development of the concept of function and graphing functions using a transformational approach. Logarithms, exponential functions, theory of equations and sequences and series are introduced during the course. Students are challenged to apply skills to new problems and to connect skills and concepts. Students are expected to handle a demanding workload.

Algebra 2 A (*05040434*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Geometry A with a "C"
Note(s): This course cannot be used as a prerequisite for Precalculus H (0443). A graphing calculator is required.
This course reviews and extends an understanding of the number system, formulas, equations and graphs. Subject matter includes quadratics, radicals, exponents, complex numbers and the mathematical concept of function. Logarithms, exponential functions and theory of equations are introduced during the course. This course involves the use of a graphing calculator to develop and practice concepts, rather than the theoretical approach used in Algebra 2 H. Students are expected to handle an appropriate workload at a moderate pace.

Algebra 2 (*05040439*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11,12

Prerequisite(s): Geometry A
The Algebra 2 course focuses on the application of mathematics to solve functional problems, emphasizing real-world applications in fields like engineering, science, and technology. Algebra 2 topics include linear equations, inequalities, systems of equations, functions, quadratic equations, logarithmic functions, polynomials, distributions, probability, simulations, methods of data collection and visualization, and interpretation of data using digital tools. Students will use mathematical models and data trends to make predictions to address real-world problems.

Foundations of Algebra 2 (*05040437*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Prerequisite(s): Any student earning less than a "B" in Geometry A or Algebra 1 A, or Teacher Recommendation
This course is meant to be a complement to Algebra 2 Advanced following a teach/reteach model. The course will have students use guided practice to fortify their understanding of concepts and apply those concepts to applications. All topics taught in Algebra 2 Advanced will be revisited in this course.

ALGEBRA 3 COURSES

Algebra 3 and Trigonometry A (*05040444*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Algebra 2 A or Teacher recommendation
This Algebra 3 course is designed for the students who need to strengthen their knowledge and skill sets of Advanced Algebra 2 before taking a full year course in Trigonometry. Time will be spent reviewing, strengthening and reinforcing skills and concepts involving functions, equations, inequalities and applications. Additional topics will include exponential and logarithmic functions, sequences and series and complex and imaginary numbers. Trigonometry will be introduced through the unit circle and extended to include solving triangles.

ADVANCED MATHEMATICS & CALCULUS COURSES

AP Precalculus (*05040445*)
1.0 Credit; Weighted
Length:Year; Format: Meets Daily
Grade(s): 9-11
Prerequisite(s): B or better in Seminar Algebra II
The AP Precalculus course not only provides an excellent foundation for calculus but also serves as an appropriate capstone mathematics course that will open pathways to success in STEM fields. The curriculum, while remaining true to traditional seminar precalculus topics such as logarithmic and trigonometric functions, also includes additional tools and skills such as the use of logarithmic scales, modeling discrete dynamical systems with matrices, and the study of vectors. These, together with an emphasis on rates of change and applications, provide students the mathematical knowledge and skills that will prove tremendously beneficial in biology, chemistry, environmental science, kinesiology, and other sciences**. This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program**.

Precalculus H (*05040441*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Algebra 2 H with a Grade of "B" or Seminar Algebra 2 H with a "C" or Teacher Recommendation
This course prepares students to take a college level Calculus or Advanced Placement Calculus AB course. Emphasis is on making connections and in-depth explanations of mathematical processes that demonstrate an understanding of concepts. Real world applications are used to enhance mastery. Topics covered are linear, polynomial, rational, exponential, logarithmic, trigonometric, piecewise, quadratic, polar and inverse functions, sequences and series, math induction, laws of sines and cosines, trigonometric identities and equations.

Precalculus A (*05040448*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): Algebra 2 A
The goal of this course is to examine trigonometric concepts and application and explore appropriate discrete topics. Trigonometry is taught using both a right triangle and unit circle approach. Exponential and logarithmic functions, sequences and series, and as time allows other topics in discrete math are introduced. Many of these topics have applications in engineering, management, and the social sciences. Algebra skills necessary for success in subsequent mathematics courses will be reviewed throughout the year.

Advanced Placement Calculus BC (*05040460)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s):Recommended by Department and B or better in AP Pre-Calculus
Note(s): This college-level course prepares students to successfully take the Calculus BC Advanced Placement Exam and receive 2 or 3 semesters of college credit and/or placement as a result.
In addition to the topics listed under Advanced Placement Calculus AB, students electing this course engage in a thorough study of: L'Hopital's Rule for evaluating some limits, use of derivatives to analyze polar, parametric, and vector functions, integration techniques and applications, numerical solutions to differential equations using Euler's Method, and sequences and series, including the use of tests for convergence and the development of Maclaurin and Taylor polynomials and their convergence. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program**.

Advanced Placement Calculus AB (*05040450)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): Precalculus H with a "B" or Teacher Recommendation
Note(s): This college-level course prepares students to successfully take the Calculus AB Advanced Placement Examand receive 1 or 2 semesters of college credit and/or placement as a result.
Students electing this course engage in a thorough study of limits and continuity, differentiation, integration, and differential equations as well as appropriate applications. The functions studied in previous mathematics courses will be used to develop these themes. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Calculus 1 A (*05040452)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): Precalculus H or Trigonometry/Discrete Math A with a "B" or Teacher Recommendation
Traditionally, calculus has been the mathematics course taken by college freshmen. There is currently a growing realization that students also need to be prepared in the areas of linear algebra, probability and statistics, logic, and other discrete mathematics topics. This need arises because of the ever-increasing role of computing in all disciplines and the importance of discrete mathematics in computing. The objective of this course is to provide an introduction to traditional first semester calculus and to introduce students to the many topics in discrete mathematics – both of which have important applications in engineering, management, and the social sciences.

Linear Algebra H (*05040480)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): AP Calculus AB, AP Calculus BC, or teacher recommendation
This college level course is designed to prepare the student for eventual courses in multivariable calculus and modern algebra. Students will study systems of equations, vectors and vector spaces, linear transformations and matrix representations, determinants, vectors and values, and a variety of applications. Linear algebra is used in abstract algebra, functional analysis and has extensive applications to both natural sciences and social sciences. **This is dual enrollment course. For more information, please see our Dual Enrollment section of the program.**

Multivariable Calculus H (05040500)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): AP Calculus BC with a B or better.
This college level course is designed to prepare the student for eventual courses in differential equations. Students electing to take this course will review polar and parametric curves as well as infinite series. They will study vectors and the geometry of space, vector functions, vector calculus, partial derivatives, multiple integrals, and second order differential equations.

STATISTICS COURSES

Advanced Placement Statistics (*05040470)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Seminar Algebra 2 with a Grade of "C" or Algebra 2 H with a Grade of a "B" or Teacher Recommendation

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad concepts: exploring data for patterns and departures from patterns, sampling and experimentation in planning and conducting a study, anticipating patterns while exploring random phenomena using probability and simulation, and statistical inference during estimating population parameters and testing hypotheses Students who successfully complete this course and the College Board AP Statistics examination may receive advanced credit for one semester of introductory college statistics.

Statistics A (*05040472*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11,12
Prerequisite(s): Algebra 2 A
The four major themes of statistics of describing data through graphical means, sampling and experimentation, anticipating patterns, and statistical inference are explored along with the basic concepts of probability. Various computer and statistical projects are given to complement the course throughout the year.

MUSIC DEPARTMENT

MUSIC ENSEMBLE COURSES

Band H (*05120810*)
1.0 Credit; Weighted
Length: Year; Format: Meets on Cycle Days plus sectionals
Grade(s): 9, 10, 11, 12
Prerequisite(s): Middle school band ability and above or Teacher Recommendation
Note(s): It should be noted that rehearsals scheduled apart from the school day are a necessary aspect of this course. Attendance at these rehearsals, as well as all performances and concerts, is mandatory. Concerts are normally scheduled during the evenings on weekdays.
This course is open to all qualifying students who play a woodwind, brass or percussion instrument. Admission is obtained by audition or through recommendation by the middle school or high school instrumental music directors. This course is designed to provide a marching, concert and parade band experience. The concert band experience will be the main, year-long focus of the curriculum where wind players and percussionists will be assigned to various ensembles. Weekly group lesson opportunities are scheduled during the school day (during study halls, lunch and learn, or free periods) to assist students. This is a required part of the course as is attendance at all concerts. **The marching aspect will begin with a band camp starting August 21st and running through September 1st with an evening session each day from 6:00 to 9:00 pm. There will be one evening rehearsal per week in September and two weeks in October. *Students in Drum Line and Color Guard may have an additional week of practice in August (TBA).*** Band Camp is an assessed part of the course. The band will perform at all football games. The parade aspect will be limited to special community events, including the local Santa and Memorial Day Parades. The concert band experience will be the main, year-long focus of the curriculum where wind players and percussionists will be assigned to various ensembles. Weekly group lesson opportunities are scheduled during the school day (during study halls, community or free periods) to assist students. This is a required part of the course as is attendance at all concerts. A schedule of all events will be published in the summer. The curriculum will focus on the development of pedagogical techniques idiomatic of the student's particular instrument which will be explored through the performance of contemporary band literature. ***(S)***

Jazz Ensemble H (0512*0850*)
0.5 Credit; Weighted
Length: Year (includes lesson); Format: Meets on Cycle Days, or Length: Semester, Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): Enrollment in Band, Full Orchestra or String/Full Orchestra (except for guitar, bass and piano)
This course is open to all qualified students who are interested in jazz and popular Big Band music. Participation is open to students who are also enrolled in Band or Orchestra (except guitar, bass, voice, strings & piano). An emphasis is placed on advanced pedagogical techniques associated with jazz interpretation. Students also explore the world of improvisation as it relates to twentieth century harmonization. The ensemble performs at three concerts a year as well as various school and community events.

Full Orchestra H (*05120830*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily plus sectionals
Grade(s): 9, 10, 11, 12
Prerequisite(s): Middle School string ability and above or Teacher Recommendation
Note(s): Concerts are scheduled during the evenings on weekdays.
This course provides both a string and full orchestra experience and is open to all qualifying students who play a string instrument. A weekly group sectional (lesson) is scheduled during the school day (study hall or free period) and is a required part of the course. Small ensembles are created from the big group that will perform for various school and community events in addition to the winter and spring concerts. Weekly group lesson opportunities are scheduled during the school day (during Study Halls, Community, or free periods) to assist students. This is a required part of the course as is attendance at all concerts. The orchestra performs string and full orchestra music from a range of historical periods and twentieth century, including jazz and eclectic styles. Students will study different bowing techniques, articulations, dynamics, keys, ear training and nuances associated with each composition.

Meistersingers H (*05120820*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily plus Sectionals
Grade(s): 9, 10, 11, 12
This course is open to all 9th through 12th grade students who enjoy singing in a large ensemble setting. Meistersingers perform in two mandatory evening concerts (one in the winter and one in the spring) and have opportunities to perform at various school and community events throughout the school year. Performances include challenging historical choral works as well as lighter pop and Broadway tunes. Students are required to attend sectionals (lessons) throughout the school year which will be scheduled during a student's free period or Lunch and Learn. Students will strengthen their singing voice and deepen their musical knowledge. There is no audition to enroll. Come be part of Radnor history by joining RHS's longest running choir! Students are encouraged to enroll in Meistersingers consecutive years.

Cantabile H (05120843)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily plus Sectionals
Grade: 9, 10, 11, 12
Prerequisite(s): Audition and Teacher Recommendation
Cantabile (Can - TAH - bih - lay - an Italian musical term meaning 'in singing style') is Radnor's premiere mixed vocal ensemble. Students in grades 9-12 audition for this course in January of the previous school year. Seating is limited based on the balance of the ensemble. Cantabile performs a wide variety of advanced and collegiate level repertoire in a small, chamber sized setting. Students will have the opportunity to become stronger vocalists, music interpreters, and sight-singers. Cantabile performs in two mandatory evening concerts (one in the winter and one in the spring) and have opportunities to perform at other school and community events throughout the year. Students are required to attend sectionals (lessons) throughout the school year which will be scheduled during a student's free period or Lunch and Learn. Students scheduled for Cantabile may also enroll in Meistersingers, but membership in both ensembles is not required.

COMBINED MUSIC ENSEMBLE COURSES

Note: Combination courses are for students who participate in more than one ensemble and are selected and scheduled as a single unit.

Band and Orchestra H (*05120891*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily plus Sectionals
Grade(s): 9, 10, 11, 12
Prerequisite(s): Teacher Recommendation
This course allows students who play a string and wind instrument the opportunity to participate in both Band and Orchestra. Additionally, band students who play a wind or percussion instrument and wish to participate with the full orchestra, may also enroll in this course. Students share class time with students scheduled in both Band and Orchestra. To successfully maintain their contribution to both ensembles, students are required to practice their music outside of class. Prospective students must gain teacher approval from both directors prior to enrollment. For more detailed information about each ensemble, please refer to the individual course descriptions for Band and Orchestra.

Meistersingers and Band H (*05120892*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily plus Sectionals
Grade(s): 9, 10, 11, 12
Prerequisite(s): Teacher Recommendation
This course allows students who sing and play a wind or percussion instrument the opportunity to participate in both Meistersingers and Band. Students share class time with students scheduled in both Meistersingers and Band. To successfully maintain their contribution to both ensembles, students are required to practice their music outside of class. Prospective students must gain teacher approval from both directors prior to enrollment. For more detailed information about each ensemble, please refer to the individual course descriptions for Meistersingers and Band.

Meistersingers and Orchestra H (*05120893*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily plus Sectionals
Grade(s): 9, 10, 11, 12
Prerequisite(s): Teacher Recommendation
This course allows students who sing and play a string instrument the opportunity to participate in both Meistersingers and Orchestra. Students share class time with students scheduled in both Meistersingers and Orchestra. To successfully maintain their contribution to both ensembles, students are required to practice their music outside of class. Prospective students must gain teacher approval from both directors prior to enrollment. For more detailed information about each ensemble, please refer to the individual course descriptions for Meistersingers and Orchestra.

Meistersingers, Band, and Orchestra H (*05120894*)
1.0 Credit; Weighted
Length:Year;Format:MeetsDailyplusSectionals
Grade(s): 9, 10, 11, 12
Prerequisite(s): Teacher Recommendation or Grade 9 by Teacher Invitation Only

This course allows students who sing and play an instrument in both band and full orchestra an opportunity to participate in Meistersingers, Band, and Orchestra. Students share class time with students scheduled in Meistersingers, Band, and Orchestra. To successfully maintain equal contribution to all three ensembles, students enrolled in this course must perform at an advanced level on each instrument. Music must be practiced outside of class and students will occasionally miss lunch to prepare for upcoming ensemble performances. Acceptance into this course is very limited and must be approved by all three directors. For more detailed information about each ensemble, please refer to the individual course descriptions for Meistersingers, Band, and Orchestra.

MUSIC ELECTIVE COURSES

Song Writing (05120803)
0.5 Credit; Unweighted
Length: Semester; Format: Daily
Grade: 9, 10, 11, 12
This course is designed for students wishing to understand how a song is put together. You do not need to have prior musical knowledge to succeed in this course. Students will explore the building blocks of music starting with piano, rhythm, and pitch. Students will learn to create catchy drum grooves and later piece together chord progressions, melodies, and lyrics to create cover songs or original tunes. With access to RHS's cutting-edge MIDI Lab and recording studio, students will have the tools and knowledge to perform, record, and ultimately bring their musical ideas to life. This course is ideal for aspiring songwriters and future music theorists preparing for the AP Music Theory class. No prior experience is necessary, so step into the studio and make some music!

AP Music Theory *(05120842)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): Teacher Recommendation.
This course is designed for students wanting to gain a deeper understanding of music theory and composition, and/or planning to major or minor in music in college. The course follows the curriculum and instructional goals of the Advanced Placement Music Theory program as determined by the College Board. Students will develop advanced skills in aural theory, sight singing, composition and musical analysis. These areas are cultivated through listening, performance, analytical exercises, and writing an original composition. Interested students should have a strong background in reading musical notation and key signatures. The "Song Writing" course is recommended, but not a prerequisite to taking this course.

Music in the Media *(05120800)*
0.5 credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
In the 21st Century, the technology exists that makes it possible for anyone to create or produce music! This course will teach you the skills needed to use what is readily available to get your "song" out there. No music experience required, just the love of learning in a new way and being creative. This course utilizes both Garage Band and Logic Pro to learn about sound reproduction, mixing tracks and beats, creating your own songs, learning about recording, using FX, creating podcasts and creating music for video. We will explore how music impacts a variety of media outlets, including advertisements, social media, and movies and television. This class is designed to get students engaged in the technology used every day for music and to inspire them to continue to develop their skills beyond the classroom.

Guitar I *(05120863)*
0.5 credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
The course is designed for beginners and students with one year of experience, but all levels are accommodated. Students are taught in a class ensemble and given individual instruction at their own level ranging from beginner to intermediate. Students will have many options to grow in their skill: learning to read tab, playing melodies and chords by sight or by ear, learning popular riffs, and playing together as an ensemble. Students will have an opportunity to play in a band setting with other musicians and perform for one another. Guitars will be provided in the classroom, and it is highly recommended to have one at home for practice. This course can be taken multiple times.

Guitar II H *(05120866)*
0.5 credit; Weighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite: Guitar I
This course is designed for students with one or two years of experience or who have taken Guitar One. With guidance and commitment, any intermediate guitarist can stop feeling "stuck in a loop" and move toward "next level" playing, even if you've been playing for years. In this class you will learn how to make up your own music, whether it's improvising solos, adding some of your own flavor to chords, or just playing some riffs to relax. Also, you can become so familiar with the fretboard that you'll feel comfortable jamming with friends, confident that you'll find the right notes and chords exactly when you need them. Students are taught in a class ensemble and given individual instruction at their own level, ranging

from intermediate to advanced. Students will have an opportunity to play in a band setting with other musicians and perform for one another. Students will prepare a concert for a Courtyard Jam performance in the spring. Students must have access to a guitar at home; one will also be provided at school. This course can be taken multiple times.

Rock Band *(05120802)*
0.5 credit; Unweighted
Length: Year; Format: Meets on Cycle Days
Grade(s): 9, 10, 11, 12
Rock Band is a music program that utilizes popular music as its central focus. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge. Learn to play the songs that can be heard today by contemporary popular artists. Rock Band utilizes (but is not limited to) the musical instruments that are common to these genres: guitar, bass, drums, piano, voice and technology. No experience necessary! You will be taught all the basics and get a chance to create your own band! Rock Band teaches students to perform the music they know and love in a group setting. Musicians will have an opportunity to create and compose their own tunes and realize them with instruments. The class will be utilizing the recording equipment for production and learning how to set up sound for the gigs. In school and community performances opportunities are provided for the students to showcase their bands. This course could be taken multiple times.

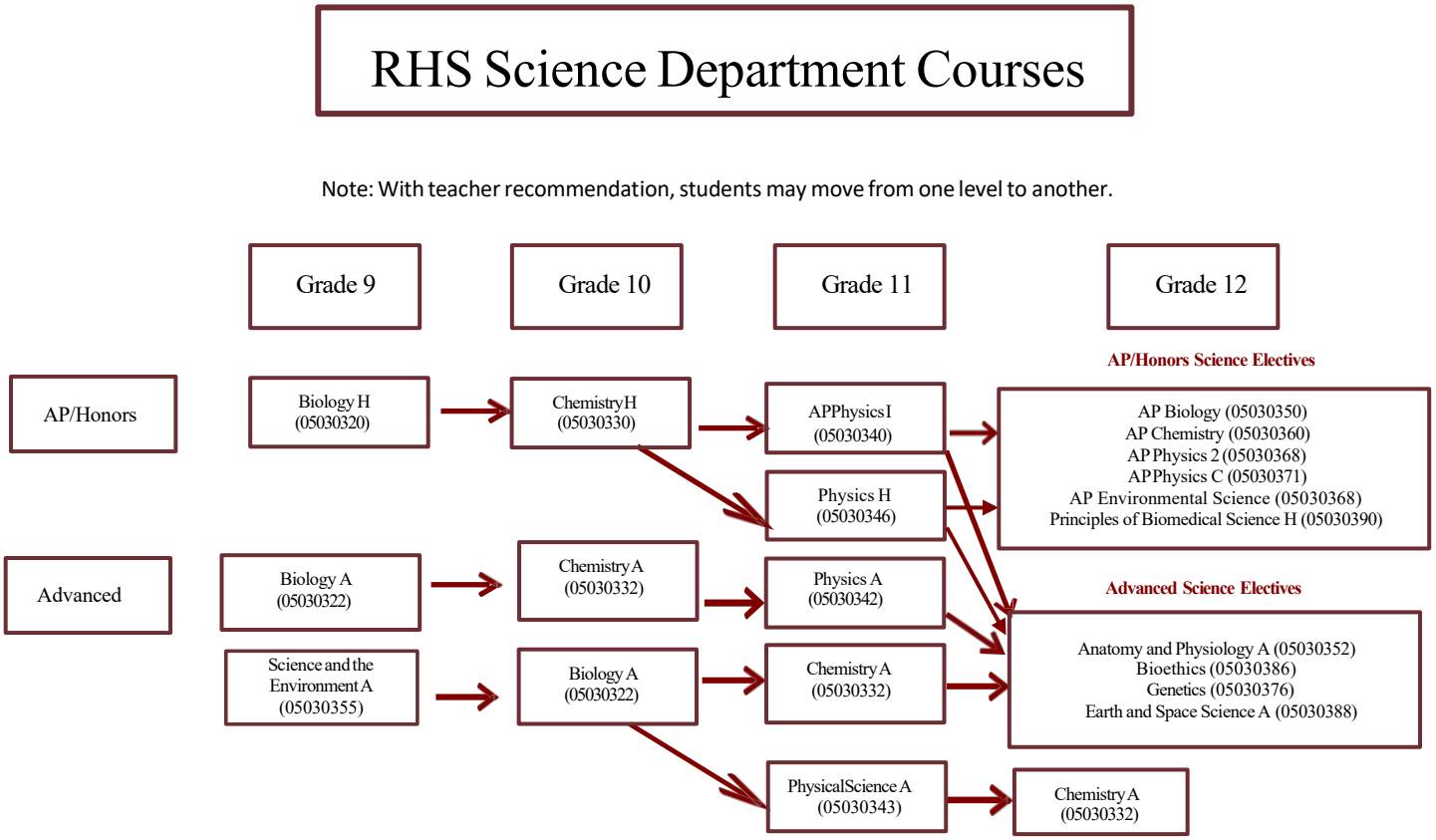
SCIENCE DEPARTMENT

Radnor's science curriculum follows a long tradition of engaging students in active learning. The science program provides students with depth and breadth of scientific knowledge and skills through a well-defined sequence of studies. The sequence of classes in our science program is, in order, biology, chemistry, and physics. It is strongly recommended that the sequence below is followed in order. Each discipline has three levels of instruction, and each level has different expectations and requirements. Students are expected to select an appropriate level from biological and physical sciences as they progress through the core sequence of biology, chemistry, and physics. Students must complete the core sequence prior to taking Advanced Placement or higher-level science courses. With teacher recommendation students can take AP courses concurrently with the appropriate core science course. The science electives, Bioethics, Genetics, and Earth and Space Science, are offered to juniors and seniors.

An **Honors level** class has the highest emphasis on rigor and mastery of the sciences. Students are highly motivated and hard-working learners capable of independent study at a rigorous pace. The average honors student will have 4-6 hours/week of out-of-class work including homework and written laboratory reports. The honors level assignments will engage students with higher critical thinking skills with the greatest conceptual understanding. These students are expected to study and read beyond what is done in the classroom. Higher critical thinking skills such as evaluation, synthesis, and analysis of data and concepts are emphasized. Students must be in either the advanced or, more likely, the honors level mathematics classes for success at this level.

An **Advanced level** class has a moderate pacing and workload. These advanced level classes are for students motivated in science and capable of some independent work. The average advanced student will have 3-4 hours/week of out-of-class work, including homework and written laboratory reports. The assignments are more concrete and teacher-lead. Students are challenged to improve their critical thinking skills such as analysis, comparison and contrast concepts and also the ability to collect, organize, and interpret data. Students must be at the advanced math level to achieve maximum success.

An **elective** class is one that is associated with one of the sciences. These courses count toward graduation credits but do not satisfy science requirements for graduation. In addition to AP Courses, students may select a fourth year of science at the College-Preparatory level.



NINTH GRADE OFFERINGS

Biology studies the living world in a multitude of ways. Students will explore this broad field through readings, lectures, research, and laboratory investigations. The topics covered in all levels of Biology will include, but not be exclusive to, Biochemistry, Taxonomy, Cytology, Microbiology, Genetics, Ecology, Comparative Anatomy, and Evolution. All biology courses will prepare students for the Biology Keystone Exams given in May.

Biology H (*05030320)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Co-requisite(s): Enrollment in Algebra 1 A (0414) and the 8th grade team recommendation; Geometry H or higher
Biology H is a course where learning is focused on enriched content and offered at an accelerated pace. Students are expected to independently read the text. Honors Biology provides students with a rigorous and comprehensive study of biological themes. Laboratory investigations with accompanying detailed written reports form a framework for the development of critical thinking skills. Emphasis is placed on the ability of students to learn independently outside the classroom. Students who have successfully completed Biology H are able to cover all the material in Biology 322 in addition to being able to explain how cells store and use information to guide their functions; understand the relationship among DNA, genes and chromosomes as well as different types of inheritance patterns; distinguish between different reproductive patterns in living things; and describe the factors affecting gene frequency in a population over time and the related consequences. Students taking Biology H are expected to remain on the honors track, taking Chemistry H and Physics AP in the subsequent years.

Biology A *(05030322)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Co-requisite(s): Algebra 1 A (0414) or Geometry A or higher
Biology A is a college-prep level course where learning is structured to enhance the development of higher-level thinking skills using an appropriate pace and challenging content. Students are expected to work both in teams as well as independently in the writing of laboratory reports and in the preparation of projects. Students taking Biology A are expected to remain on the Advanced track, taking Chemistry A and Physics A in the subsequent years.

Science and the Environment A (*05030355)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9
Science and the Environment is a multidisciplinary science course that combines aspects of all branches of science. Students explore scientific concepts and are involved in scientific inquiry through hands-on activities. Critical thinking skills and problem solving are developed along with observation, interpretation and communication skills. Content of the course consists of a wide variety of selected topics based on the Pennsylvania Science Standards with emphasis on practical applications.

TENTH GRADE OFFERINGS

In chemistry courses students learn how current models of the submicroscopic world of atoms and molecules explain observable, real-world phenomena. The course emphasizes the organization of the periodic table and its use in predicting the properties of matter. In labs students make observations and draw conclusions based on the current models they are studying. Throughout the course, students are exposed to the language of chemistry.

Biology A *(05030322)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Co-requisite(s): Algebra 1 A (0414) or Geometry A or higher
Biology A is a college-prep level course where learning is structured to enhance the development of higher-level thinking skills using an appropriate pace and challenging content. Students are expected to work both in teams as well as independently in the writing of laboratory reports and in the preparation of projects. Students taking Biology A are expected to remain on the Advanced track, taking Chemistry A and Physics A in the subsequent years.

Chemistry H (*05030330)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Prerequisite(s): Biology H or Biology A
Co-requisite(s): Algebra 2 H or higher
Chemistry H provides students with a rigorous study of fundamental chemical concepts including: the scientific method, handling of laboratory data, atomic structure, states of matter, stoichiometry, chemical reactions, gas laws, thermochemistry, light and electrons, periodicity, equilibrium, kinetics, and acids and bases. Students need to be highly motivated in science and math. The course stresses the development of problem solving and thinking skills that are used in Physics courses.

Chemistry A *(05030332)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Prerequisite(s): Biology A
Co-requisite(s): Geometry A with teacher recommendation or Algebra 2 A or higher.
Chemistry A is a college-preparatory course that prepares students for further study in science at the college level. Advanced chemistry covers the traditional first year topics of chemistry, including the structure of the atom, the formation of compounds, chemical reactions, the periodic table, stoichiometry, the gas laws, and periodic properties. Some level of independent work is required.

ELEVENTH GRADE OFFERINGS - PHYSICS CURRICULUM

Physics is the study of matter and energy and their interactions. The fields of physics covered in the core curriculum include mechanics (motion, forces, energy, and momentum), optics (lenses and mirrors) and electricity (current, voltage, resistance, and circuits). In physics, quantities are measured, and mathematical relationships and laws are discovered to better understand the world. All levels of physics are lab-based courses emphasizing the discovery of these laws and relationships. All courses emphasize problem solving and real-life applications.

Physics H *(05030346)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Chemistry A or higher; Biology A and higher
Co-requisite(s): Pre-Calculus A or higher
Physics H is designed to teach foundational physics concepts with an emphasis on mechanics and rotational dynamics. The course is aligned with the PA STEELS Standards. Additional topics such as thermodynamics, fluid mechanics, and introductory modern physics (special relativity and quantum phenomena), are also explored. The course emphasizes conceptual understanding, problem-solving, and real-world applications, combining analytical thinking with hands-on activities.

Physics A *(05030342)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Prerequisite(s): Chemistry A & Biology A
Co-requisite(s): Algebra II A with teacher recommendation or Algebra III/Trigonometry A or higher.
Physics A is an algebra-based college preparatory course which provides a challenging examination of the core curriculum as well as the topics of waves and magnetism. Reading of the textbook and writing many lab reports are expected of these students.

Physical Science A *(05030343)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Prerequisite(s): Biology A
Co-requisite(s): Algebra 1 A
This course offers a comprehensive introduction to fundamental principles of science, with a focus on chemistry and physics. Students will engage in learning through scientific inquiry, experimental design, and practical application of scientific concepts. The curriculum is tailored to bridge gaps in mathematical and logical skills, preparing students for the challenges of advanced chemistry. Topics such as motion, energy, matter, and atomic interactions will be explored, using hands-on experiments to reinforce theoretical knowledge.

Anatomy and Physiology A *(05030352)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 12
Prerequisite(s): Biology A or Higher; Physics or Higher
Anatomy and Physiology is the study of the body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the body through laboratory investigations, models, diagrams, and comparative studies of the anatomy of the cat. The study of anatomy and physiology prepares students for a variety of career endeavors such as health care, sports medicine, and fitness careers, as well as for taking an active part in their own health and wellness.

Genetics (*05030376)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Biology A & Chemistry A with a grade of a "B"
This is a non-lab human genetics course. Genetics begins with a review of the fundamentals of genetics and works through the current information coming from current research as well as the Human Genome Project. Current topics in DNA technology, DNA evidence, cloning, genetic defects, and genetic counseling are discussed. The course also deals with the continuing discussion of "nature vs. nurture." Critical thinking skills, research, and analysis of ideas are emphasized in short investigations and projects.

Bioethics (*05030386)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 11, 12
Bioethics challenges students to assess what is going on in the sciences that may be pushing the limits of ethics, personal morality, and the "natural order." Students are encouraged to explore difficult issues through readings, research, and discussion. The course emphasizes critical thinking, research, debate and listening skills. Current technology and interviews are among the techniques used to research discussion topics. Among the topics covered are animal rights, organ transplants, genetic engineering, euthanasia, abortion rights, embryonic engineering, as well as other current and controversial topics

Principles of Biomedical Science H (*05030390*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): Biology H, Chemistry and Physics
Co-requisite(s): Chemistry H and Teacher Recommendation; or AP Physics I and Teacher Recommendation
The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease, are embedded in the curriculum. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Earth and Space Science A (*05030388)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Physics A for seniors; or taking Physics A concurrently as a junior
This course includes an overview of geology, meteorology, and astronomy. An environmental science theme is also infused throughout the course when applicable. The geology component of the course looks at the processes that shape Earth's crust and those that destroy it and how knowledge of these processes allows scientists to piece together Earth's history. Topics include rocks and minerals, plate tectonics, and earthquakes and volcanoes. Meteorology investigates the Earth's atmosphere, its dynamics, weather patterns, and severe weather. Topics include energy transfer in the atmosphere, clouds and precipitation, hurricanes and tornadoes, and interpreting weather maps. Lastly, astronomy will gain an understanding of Earth's place in space. Topics include the birth, evolution, and current state of our universe, the solar system, the evolution of stars, and galaxies. References to previously learned chemical and physical concepts will be included when relevant, allowing students to see applications of the fundamental relationships, theories, and laws taught in previous science classes.

ADVANCED PLACEMENT SCIENCE COURSES

These advanced courses are meant to be taken in addition to rather than in place of first year courses in biology, chemistry, and physics.

Advanced Placement Biology *(05030350)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): Biology H, Chemistry and Physics
Co-requisite(s): Chemistry H and Teacher Recommendation; or AP Physics I and Teacher Recommendation:
NOTE: AP Biology is generally a senior level course taken after the 3 core science courses; in some instances it can be taken concurrently with honors chemistry, but only with teacher recommendation.
AP Biology requires students to go beyond factual recall and demonstrate the skills required for analysis and reasoning. The course uses a curriculum framework that develops advanced inquiry and reasoning skills, including designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. AP Biology is equivalent to a two-semester college introductory biology course. Four big ideas frame the course: the process of evolution drives the diversity and unity of life; biological systems utilize free energy and utilize building blocks to grow to reproduce and to maintain dynamic homeostasis; living systems restore, receive, transmit and respond to information essential to life's processes; and biological systems interact, and these systems and their interactions possess complex properties.**(*S*) This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Advanced Placement Chemistry (*05030360)*
1.0 Credit; Weighted
Length: Year; Format: Meets
Grade(s): 11, 12
Prerequisite(s): Chemistry H and Pre-Calculus H
Co-requisite(s): AP Physics I and Teacher Recommendation
NOTE: AP Chemistry is generally a senior level course taken after the 3 core science courses; in some instances it can be taken concurrently with AP Physics I, but only with teacher recommendation.
Advanced Placement Chemistry is a challenging second year chemistry course that prepares students to take the Advanced Placement Chemistry exam by providing college-level chemistry instruction. Because of the rigor of the exam, success in *Advanced Placement Chemistry* requires a serious commitment to independent study and outside-of-class work. It is intended for those students with a strong math and science background who are interested in pursuing a career in science, medicine or engineering. (***S***) **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Advanced Placement Environmental Science *(05030380)* or **FM AP Environmental Science *(FM05030380)***
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Teacher recommendation; and Chemistry H or Physics A.
NOTE: AP Environmental Science is generally a senior level course taken after the 3 core science courses; in some instances it can be taken concurrently with honors level courses, but only with teacher recommendation
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Environmental science is offered from a wide variety of disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography. It is a rigorous science course that stresses scientific principles and analysis and includes a significant laboratory component. AP Environmental Science will cover the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; identify and analyze environmental problems, both natural and human-made; evaluate the relative risks associated with these problems; and examine alternative solutions for resolving or preventing them. Fieldwork, extensive reading of the textbook, and writing formal lab reports are expected of these self-directed students. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

AP Physics 1 *(05030340)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): Chemistry A or higher; Biology A and higher
Co-requisite(s): Pre-Calculus H or higher
AP Physics 1 is an algebra-based course that provides a rigorous and thorough examination of physics that is usually taken as a first semester college course. The topics for this course include Newtonian mechanics (including rotational motion), work, energy, power and waves. Later in the year, students will be introduced to electricity and magnetism. Students will develop a deep understanding of the content and focus their knowledge through inquiry labs. Extensive reading of the textbook and writing formal lab reports are expected of these self-directed students. Following AP Physics 1 students are able to take AP Physics 2 or AP Physics C. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Advanced Placement Physics 2 *(05030368)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): AP Physics 1
Co-requisite(s): Pre-Calculus H
Advanced Placement Physics 2 is an algebra–based, college-level course that follows the prescribed curriculum of the College Board. This course prepares students for the AP Physics 2 Exam. The topics included in this course are fluid mechanics, thermal physics, waves, optics, modern physics, and electricity and magnetism. These students must have a serious commitment to independent study and outside-of-class work. This course is for motivated students who enjoy problem solving and performing inquiry-based labs. It is intended for those students who are going to pursue a career in science, medicine, or engineering. This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program**.**

Advanced Placement Physics C (*05030371*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s):11, 12
Prerequisite(s): AP Physics I or Teacher Recommendation
Co-requisite(s): Calculus 1 H or higher
AP Physics C is a calculus-based college-level course that follows the prescribed curriculum of College Board. The topics in this fast-paced class include both Mechanics (Kinematics, Dynamics, Energy, Circular Motion and Oscillations) and Electricity and Magnetism (Electrostatics, Conductors, Electric Circuits, Magnetic Fields, and Electromagnetism). This full year course prepares students for the *AP Physics C* exams in both Mechanics and in Electricity and Magnetism. Students taking *AP Physics C* must have some of the best mathematic skills. This course is for extremely motivated students who enjoy problem solving and performing authentic labs. It is intended for those students who are going to pursue a career in science, medicine or engineering. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

SKILL DEVELOPMENT COURSES

While these courses may be selected by any student as an elective, in some cases placement into these courses may be driven by student achievement on standardized tests, teacher recommendations, and IEP goals. For students who meet certain criteria, placement into these courses is mandatory. Additionally, all courses below also have specific exit criteria based on performance of the skills addressed in the courses.

Essential Comprehension Strategies (*05141451*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on Cycle Days Teacher Recommendation required
This course will address strategic reading skills for students who struggle in the area of comprehension. Strategies and skills which will enhance the reading of fiction and non-fiction text will be taught and can be applied across the high school curriculum.

Focused Reading & Writing 1 (*05141584*)
Focused Reading & Writing 2 (*05141585*)
2.0 Credits; Unweighted
Length: Year; Format: Meets daily
Teacher recommendation required
Note: This course counts for English graduation credit. This is a double period split course that focuses on both the English Language Arts (ELA) standards for high school students and a remedial program that focuses on providing intensive, differentiated instruction in the areas of reading and writing. A variety of instructional activities, materials, and computerized activities are used. Students work at their own reading level, which is determined by a pretest and then proceed through lessons at their own pace.

Essentials of Writing (*05141512*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days or everyday
Teacher recommendation required
This class is recommended for students who need additional instruction and guided practice in the area of writing. The focus addresses the six domains of writing including: overall development, organization, content, sentence structure, word choice, and mechanics.

Academic Success Center (*05141502*)
0.5 Credit; not included in GPA
Length: Year; Format: Meets on cycle days
Graded: Pass/Fail
All students may access the center for help.
This course counts as an elective credit.
Students have the opportunity to improve writing, find a quiet place to take a test, receive help with homework assignments, organize a presentation, study for an exam or work on IEP goals in the Academic Success Center. Support for Executive Functioning skills are also available in the Academic Success Center, which include skills such as time management, organization and goal setting.

Academic Success Center Plus Executive Functioning Strategies (*05141520*)
0.5 Credit; not included in GPA
Length: Year; Format: Meets on cycle days
Graded: Pass/Fail
Teacher recommendation required
This course counts as an elective credit.
Students in this course will develop executive function strategies and skills that promote academic success. The curriculum focuses on key executive function processes such as goal setting, cognitive flexibility, organization and prioritizing, accessing working memory, and self-monitoring.

Essential Life Strategies I (*05141518*)
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Teacher recommendation required
This course utilizes a researched based, systematic curriculum that promotes an intrinsic interest in learning and encourages cooperation among students called Positive Action. Direct instruction is implored by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions. The principle Thoughts-Actions-Feelings Circle illustrates how this works in life: thoughts lead to actions and those actions lead to feelings about ourselves, which in turn lead to more thoughts. Positive Action is organized into six units by grade level. Units include self-concept, positive actions for your body and mind, managing yourself responsibly, treating others the way you like to be treated, telling yourself the truth, and improving yourself continually.

Essential Life Strategies II *(05141519)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Prerequisite(s): Essential Life Strategies and Teacher recommendation required
This course is designed for **s**tudents who have successfully completed Essential Life Strategies I but require continuation in social/emotional learning. This course utilizes a researched based, systematic curriculum that promotes an intrinsic interest in learning and encourages cooperation among students called Positive Action. Direct instruction is implemented by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions. The principle Thoughts-Actions-Feelings Circle illustrates how this works in life: thoughts lead to actions and those actions lead to feelings about ourselves, which in turn lead to more thoughts. Positive Action is organized into six units by grade level. Units include self-concept, positive actions for your body and mind, managing yourself responsibly, treating others the way you like to be treated, telling yourself the truth, and improving yourself continually.

Effective Communication Strategies *(05141516)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Teacher recommendation required.
The central focus of this class is to develop age-appropriate social skills and instruct students on communicating effectively. Students will receive direct instruction in social development, resolving confrontational situations in a constructive manner, engaging others in conversation, and problem solving. Students will receive support in expanding areas of interest, managing time, prioritizing, and goal setting. Communication and awareness of self and others are key areas which will be focused on and expanded appropriately as the course progresses. Placement in this class will be determined by a student's IEP and/or teacher recommendation.

Formerly 9/12 English (05141584)
Functional English 9 (05141609)
Grade: 9
Functional English 10 (05141610)
Grade: 10
Functional English 11 (05141611)
Grade: 11
Functional English 12 (05141612)
Grade: 12
1.0 Credit; Unweighted
Length: Year; Format: Meets everyday Teacher recommendation required
Note: This course counts for English graduation credit
This course provides differentiated instruction in the areas of fiction and nonfiction, writing, film analysis, vocabulary, and communication skills. Students read and analyze short stories, poetry, novels, essays, social commentary, historic speeches, and current editorial selections. Guided writing activities are designed to improve students' writing skills, while longer pieces will strengthen proficiency in composition. This course focuses on the study of literature, writing, vocabulary, and communication skills. Students will establish successful study skills ad appropriate learning behavior. Additionally, this course helps students develop research and speaking/listening skills. Through the genre approach to literature, students read short stories, novels, nonfiction, and poetry, emphasizing the distinct elements and analysis of each type of literature. The curriculum for this course is aligned to the Pennsylvania Core Standards to prepare the students to be successful on the Literature Keystone Exams.

Formerly 9/12 Math (05141613)
Functional Math 9 (05141617)
Grade: 9
Functional Math 10 (05141618)
Grade: 10
Functional Math 11 (05141619)
Grade: 11
Functional Math 12 (05141620)
Grade: 12
1.0 Credit; Unweighted
Length: Year; Format: Meets everyday
Teacher recommendation required
Note: This course counts for Math graduation credit
This course provides students with differentiated instruction that focuses on the understanding of the essential skills and concepts necessary to attain Algebra and advanced mathematics skills. The scope and sequence is built around a focused and coherent curriculum that enables students to progress toward grade-level math curriculum. Activities, lessons, and direct instruction are adapted to individual student's math content ability. Students will prepare for success in future mathematics courses by building content knowledge to meet mathematic standards. Students are given opportunities to review basic math skills, continue to close learning gaps, and practice proficiency skills for Keystone Examination.

Adaptive Health (*05141523)*
0.5 Credit; Unweighted
Length: Year; Format: Meets on cycle days
Teacher recommendation required
This course is designed to provide essential instruction and information regarding life-long healthy practices in an instructional manner that supports students with neuro-differences. Students will be introduced and instructed on an array of topics related to healthy eating, relationships, and life styles. Students will be provided with information and strategies to support informed decision making and navigating challenging life choices through examples, modeling, and role play.

SOCIAL STUDIES DEPARTMENT

The goal of the Social Studies department is to empower students with the knowledge, skills, and passion to actively participate as citizens in a democratic and global community. All Social Studies courses are aligned to the Pennsylvania Social Studies standards and benchmarks and therefore ensure that all students achieve mastery of the important themes and patterns that are particularly unique to the social studies.

In order to complete graduation requirements, all students must earn a total of three credits in Social Studies as follows:

1. One credit for ninth grade Government and Economics
2. One credit for tenth grade World Studies
3. One credit for eleventh grade American Studies

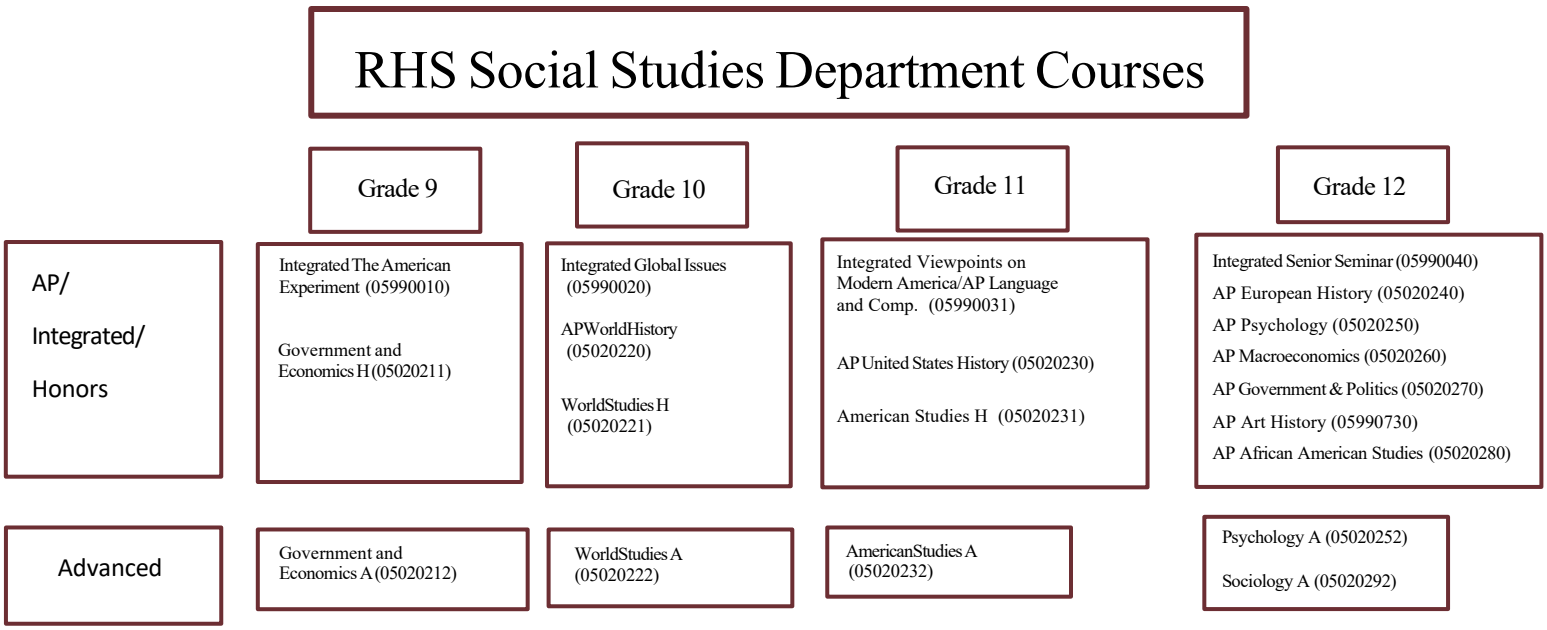
Advanced Placement (AP): The AP social studies curriculum provides students the opportunity to take courses that are traditionally taught in a university setting. These courses' syllabi have been audited and approved by the College Board. Strong reading and writing skills along with a willingness to devote considerable time to homework and independent study are necessary for success. Emphasis is placed on critical and evaluative thinking skills, essay writing and interpretation of original documents and cases. Assessments are aligned to those found on the AP exams and include, but are not limited to, multiple choice items, document-based, and free response essays. These courses are as rigorous as a college course in terms of subject matter and approach. Readings and documents are taken from college-level textbooks, and students should expect daily reading and writing assignments and frequent exams. Students who perform well on AP Exams can earn college credit and/or advanced standing and stand out in the college admission process.

Seminar/Integrated: A rigorously paced interdisciplinary approach (combining SS and English) with above-grade and college level materials. Students are to be proactive as the norm, both in assignment completion and in the continued development of skills and intellectual inquiry. In-depth analysis of topics outside those presented in the classroom is also an expectation, as per the interdisciplinary model. Discussion and analysis will be drawn from a larger variety of topics and sources than in other levels. The goal is continued intellectual independence and mastery of a wide variety of topics and points of view to prepare students for the most challenging colleges.

Honors Level: A rigorously paced course with above-grade level materials. Content utilizes historical primary documents to current day publications. Instruction keys on expectations of student-driven inquiry and analysis of multiple sources and perspectives. Students are expected to advocate for themselves as thinkers and learners. Depth of content and speed of its delivery rely upon consistent levels of independent reading and writing by the student. Student skills will be reinforced through projects and research, as well as discussion and conversation generated by student inquiry. The goal is continued intellectual independence and mastery of a wide variety of topics and points of view to prepare students for the most challenging colleges.

Advanced Level: A moderately paced course with a goal of developing independent learners and readers. Advanced courses are skill-driven, with an emphasis on content. Content is at or slightly above grade level and based around primary documents and grade level texts. Students should expect a combination of teacher-guided and independent instruction. The level of student-driven analysis and synthesis will increase throughout the year. Student-centered projects and independent writing will foster development of the writing process and stress the use of evidence to craft a detailed argument. All work is designed around the goal of eventual independence at college.

In addition, students are encouraged to take one or more electives during 11th and/or 12th grade.



Note: With teacher recommendation, students may move between levels.

NINTH GRADE OFFERINGS

Integrated The American Experiment (*05990010)*
2.0 Credits; Weighted
Length: Year; Format: Double Period, Meets Daily
Grade(s): 9
Prerequisite(s): Teacher Recommendation
This team-taught course, first in a sequence of four interdisciplinary courses, provides students with an opportunity to study the key concepts of government and economics accompanied by a fusion of legal thrillers, dystopian novels, and classical political treatises. Government topics include: the components of citizenship, the constitutional basis of American democracy, federalism, political beliefs and behaviors, political parties, elections, campaigns, the role of interest groups, the media, individual rights, and the structure of U.S. government (Congress, presidency, the courts, and bureaucracy). Economics topics include: economic theories; the global economy; macro-economic concepts such as monetary policy, fiscal policy, the Federal Reserve, money, and banking; and micro-economic concepts such as supply and demand, competition/monopolies, business organizations, entrepreneurship, and the stock market. Students are engaged in a number of activities designed to foster acquisition and understanding of social studies concepts: reading primary and secondary sources, Socratic discussion, frequent written expression, analysis of propaganda and other visual media, creative projects, and simulations. This two-period course requires students to be active and independent learners capable of making connections across themes and time. The Parallel Curriculum and Understanding by Design models allow for analysis of works of varying genres and media, including a challenging level of analytical writing. Higher-level thinking and writing skills are emphasized through the use of synthesis, analysis, and evaluation. ***(S)***

9th Grade Government and Economics H (*05020211)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 9
Prerequisite(s): Teacher Recommendation
The Government and Economics course provides students with an opportunity to study the key concepts of government and economics and the interrelatedness of the two disciplines. Government topics include: the components of citizenship, the constitutional basis of American democracy, federalism, political beliefs and behaviors, political parties, elections, campaigns, the role of interest groups, the media, individual rights, the structure of U.S. government (Congress, presidency, the courts, and bureaucracy). Economics topics include: economic theories, the global economy, macro-economic concepts such as monetary policy, fiscal policy, the Federal Reserve, money and banking, micro-economic

concepts such as supply and demand, competition/monopolies, business organizations, entrepreneurship and the stock market. Students are engaged in a number of activities designed to foster acquisition and understanding of social studies concepts: reading primary and secondary sources, Socratic discussion, frequent written expression, analysis of propaganda and other visual media, creative projects, and simulations. More traditional assessment methods (objective tests, expository essays, and research projects) are used to evaluate the progress of students. The honors curriculum is vigorous and uses advanced level texts. Higher-level thinking and writing skills are emphasized through the use of synthesis, analysis, and evaluation.

9th Grade Government and Economics A *(05020212)*
1.0 *Credit; Unweighted*
Length: Year; Format: Meets Daily
Grade(s): 9
Prerequisite(s): Teacher Recommendation
The Government and Economics course provides students with an opportunity to study the key concepts of government and economics and the interrelatedness of the two disciplines. Government topics include: the components of citizenship, the constitutional basis of American democracy, federalism, political beliefs and behaviors, political parties, elections, campaigns, the role of interest groups, the media, individual rights, the structure of U.S. government (Congress, presidency, the courts, and bureaucracy). Economics topics include: economic theories, the global economy, macro-economic concepts such as monetary policy, fiscal policy, the Federal Reserve, money and banking, micro-economic concepts such as supply and demand, competition/monopolies, business organizations, entrepreneurship and the stock market. Students are engaged in a number of activities designed to foster acquisition and understanding of social studies concepts: grade appropriate primary and secondary sources, imaginative questioning techniques, frequent written expression, analysis of propaganda and other visual media, creative projects, and simulations. More traditional assessment methods (objective tests, expository essays, and research projects) are used to evaluate the progress of students. Grade level texts are used.

TENTH GRADE OFFERINGS

Integrated Global Issues H (*05990020)*
1.0 Credits; Weighted
Length: Year; Format: Double Period, Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation
This team-taught seminar, second in a sequence of four interdisciplinary courses, uses a Parallel Curriculum Model to combine advanced work in international studies with intense analysis of literary works from both non-Western cultures and the English-speaking world. The focus is on the non-Western world, concentrating on area studies of the Middle East, Africa, Russia, South and Central Asia, and the East Asia. Current issues are analyzed by interpreting key historical events and exploring the cultural heritage of each region. Important global issues such as human rights compliance, arms proliferation, conflict resolution, and trade are also studied in depth. By combining a comprehensive social studies approach (geopolitical, environmental, economic, demographic, anthropological, and sociological) with integrated language arts (novels, short stories, poetry, art, film, and music), this course develops critical thinking about contemporary international issues and universal themes. Exercises in creative and analytical writing, public speaking, debate, and research are combined with extensive group and independent work, hands-on projects, and simulations, to create an active learning experience. A research project requires that students develop an original thesis, evaluate and select resources, take notes, produce an outline, write a large essay, and provide thorough documentation of sources. At the conclusion of this project, students present their findings to the class. ***(S)***

Advanced Placement World History (*05020220*)
1.0 Credit; Weighted
Length Year; Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation
This course develops an understanding of the evolution of global processes and contacts, including interactions over time. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The student will make connections by surveying the common threads of humanity—trade, religion, politics, society, and technology—and investigates how each have changed and continued over time. The course traces the human experience from the emergence of Neolithic cultures to the 21st Century, C.E., emphasizing the historical thinking skills, writing skills, and content knowledge characteristic of a college-level world history course. Students will devote considerable time to the critical evaluation of primary and secondary sources, as they write essays, engage in class discussions, and evaluate content knowledge and visual analyses. (***S***)

World Studies H (*05020221)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation

This course focuses on the historical development of current issues facing Russia, the Middle East, Europe, Africa, and Asia. Students study the relationship between traditional cultures in these areas and their present political, economic, and social positions in the world. Assessments include research papers, problem solving projects, independent study, simulations, and a current events portfolio. Questioning strategies aimed to test students' ability to conceptualize, analyze, synthesize, and evaluation are also used. Advanced level texts and many primary and secondary sources are used to interpret concepts. ***(S)***

World Studies A (*05020222)*
1.0 *Credit; Unweighted*
Length: Year; Format: Meets Daily
Grade(s): 10
Prerequisite(s): Teacher Recommendation
This course focuses on the historical development of current issues facing Russia, the Middle East, Europe, Africa, and Asia. Students study the relationship between traditional cultures in these areas and their present political, economic, and social position in the world. Assessments include research papers, projects, presentations, simulations and a current events portfolio. Grade level texts and primary/secondary sources are used.

ELEVENTH GRADE OFFERINGS

Integrated Viewpoints on Modern America/AP English Language and Composition (*05990030)*
1.0 *Credits; Weighted*
Length: Year; Format: Double Period, Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This team-taught course, third in a sequence of four interdisciplinary courses, combines study of American history, politics, literature and culture, on a high honors level. The approach to curriculum is both chronological and thematic and reflects essential questions about the American character. Readings include primary and secondary documents and extend into the related arts with particular attention to the genre of film. Methods used include active discussions, examinations of current political and social issues, lecture, group work, simulations, and presentations. Along the way, a variety of expository and creative writing assignments call on students to synthesize, argue, and analyze. The involvement of teachers in both delivery and assessment enriches the curriculum and increases students' awareness of varied points of view, new ideas, and core information about their national culture. The Parallel Curriculum approach allows students to connect history and literature as well as extend their studies into individualized areas of practice and interest. ***(S)***

Advanced Placement United States History (*05020230)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This course in an opportunity for the motivated and talented social studies student to use the methods historians use to bring insight and analysis to events in our nation's past. Advanced Placement US History is a college-level course that focuses on historical concepts and developments in the history of the United States from the pre-colonial period to the present. Strong reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary for success. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. A college-level textbook is used. Several weeks are spent in intensive review to prepare students to take the College Board AP exam. (***S***)

American Studies H (*05020231)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11
Prerequisite(s): Teacher Recommendation
This course focuses on historical developments in United States history from 1877-present. It exposes students to historic concepts and also to concepts related to politics, society, economics, art and the environment. Major topics of study include, but are not restricted to, Manifest Destiny, the Progressive Movement, Industrialization, Imperialism, World War I, the Great Depression, World War II, the Cold War, the Korean War, the Vietnam War, civil rights, and American foreign policy. A vigorous curriculum incorporates advanced level texts and primary and secondary sources. Higher level thinking and writing skills are emphasized through the use of synthesis, analysis, and evaluation.

American Studies A (*05020232)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11
This course focuses on historical developments in United States history from 1877-present. It exposes students to historic concepts and also to concepts related to politics, society, economics, art and the environment. Major topics of study include, but are not restricted to, Manifest

Destiny, the Progressive Movement, Industrialization, Imperialism, World War I, the 1920's, the Great Depression, World War II, the Cold War, the Korean War, the Vietnam War, civil rights, and American foreign policy. A challenging curriculum incorporates grade-level texts and primary and secondary sources.

SOCIAL STUDIES ELECTIVES

Integrated Senior Seminar (*05990040)*
1.0 *Credits; Weighted*
Length: Year; Format: Double Period, Meets Daily
Grade(s): 12
Prerequisite(s): Teacher Recommendation
This team-taught seminar, fourth in a sequence of interdisciplinary courses, uses a Parallel Curriculum Model to combine history, literature, philosophy, and science in their broadest senses. This course examines humankind's ideas about the universe, life, and consciousness, and the struggle between the individual and society. Students focus on the philosophical idea of leadership and how leaders have affected, and currently affect, society in various cultures, including: cultural self-conceptions, the nature of progress, and elements of power. The curriculum is organized both thematically and chronologically. The "student-as-worker" approach to high-level learning experiences includes simulations; focused writing assignments, both analytical and creative; close analysis of literary, historical, and visual sources; large and small group instruction; and problem-based learning.

Advanced Placement European History (*05020240)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
The Advanced Placement course in European History reflects the most recent developments in history curricula at the undergraduate college level. In addition to providing an overview of important historical events and movements in modern European history from 1450 to the present, Advanced Placement European History helps students acquire and develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express historical understanding in writing. The course is designed specifically to prepare students for the Advanced Placement (AP) examination. Assessments in this course are aligned to those found on the AP Exam and include, but are not limited to, multiple choice items and both document-based and thematic essays. This course is as rigorous as a college course in terms of subject matter and approach; readings and documents are taken from college-level textbooks, and students should expect daily reading and writing assignments. This course is open to all students; however, students who have a strong interest and proven track record in history are most likely to succeed. (***S***)

Advanced Placement Psychology (*05020250)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
The purpose of the Advanced Placement Psychology course is to introduce students to systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. The topics covered include development, biological basis for behavior, sensation and perception, cognition (learning, memory and intelligence), states of consciousness, personality, abnormal behavior, therapy, and emotion and motivation (sports psychology). Students also learn about the methods employed by psychologists studying behavior. This course is highly interactive and reliant on independent effort, initiative, and critical thinking. Experiments, surveys, opinion papers, simulations, and creative illustrations are examples of techniques used to facilitate learning. The class is taught on a college level with the opportunity to qualify for college credit by successfully completing Advanced Placement Psychology Examination.

Psychology A (*05020252)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
The purpose of this course is to introduce students to systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. The topics covered include development, biological basis for behavior, sensation and perception, cognition (learning, memory and intelligence), states of consciousness, personality, abnormal behavior, therapy, and emotion and motivation (sports psychology). Students also learn about the methods employed by psychologists studying behavior. Experiments, surveys, opinion papers, simulations, and creative illustrations are examples of techniques to be used to facilitate learning.

Advanced Placement United States Government and Politics (*05020270)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12

This course is designed to give students an analytical perspective on government and politics in the United States. It includes the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics (AP Central website). The topics covered include the constitutional underpinnings of American democracy, political beliefs and behaviors, political parties, elections and campaigns, interest groups, the mass media, the Congress, the presidency, the federal courts, civil rights and civil liberties, the bureaucracy, and public policy. The course will prepare students to take the AP Exam. Textbooks designed for college students are used.

Advanced Placement Macroeconomics (*05020260)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Advanced Placement Macroeconomics replicates the introductory macroeconomics course taught in a university setting. As such, the course requires far more effort and commitment than the typical high school courses. The course goals are to introduce students to the field of economics; to teach basic economic concepts and analytical skills; and to enable students to score well on the Advanced Placement Macroeconomics Examination. Macroeconomics is a study of how economic decision makers affect the economy as a whole in terms of employment, price stability, and economic growth. After defining and analyzing tools and models that describe the conditions of our national economy, our fundamental purpose is to analyze how fiscal and monetary policy may be used to promote full employment, price stability, and economic growth. Teaching strategies include teacher presentations, cooperative learning, discussion groups, and simulations.

Advanced Placement Art History (*05990730)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Art history is a humanities course which explores history, culture and civilization through art. It's a course for students who want to understand art and its historical context. Students will examine the major forms of visual art expression from early man to the present and from a variety of cultures. Students learn how society has influenced art and how art has influenced our understanding of history. Psychology, religion, and economics are explored in relation to history and art. This is a good course for students who plan to travel in the future, as it provides an understanding of art and culture around the world. Students electing this course may receive college credit or placement in the humanities by taking the Advanced Placement Art History exam. There is no prerequisite for this course, but students should be prepared to read and write at a college level. This is an academic course, not a studio course and requires no artistic ability.

Advanced Placement African American Studies (*05020280)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course is organized by four thematic units that follow a chronological flow across the course. Throughout each unit, students build interdisciplinary analytical skills through deep encounters with a wide range of texts and sources. Unit 1: Origins of the African Diaspora (~900 BCE–16th century), Unit 2: Freedom, Enslavement, and Resistance (16th century–1865), Unit 3: The Practice of Freedom (1865–1940s) , Unit 4: Movements and Debates (1940s–2000s).

Sociology A (*05020292)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
This course introduces students to the study of how social forces influence human behavior in groups and individually. Topics include social problems such as drug abuse, racism, sexism, and crime. Approaches to resolving social problems are also considered, such as the juvenile and adult criminal justice systems, capital punishment, gun control, censorship, and affirmative action. Issues such as euthanasia, abortion, and genetic research are evaluated for the ethical problems they raise. In addition, the social culture of Radnor High School is analyzed, and surveys conducted. Films, newspapers, guest speakers (such as police, judges, etc.) and field trips (such as to a prison and city school) are used.

TECHNOLOGY EDUCATION DEPARTMENT

COMPUTER AND PHOTOGRAPHY COURSES

Principles of Photography (*05151205*)
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grades: 10, 11, 12
This course offers students hands-on opportunities to learn the fundamentals of both black and white and digital photography, while exploring opportunities in the field of photography. Students become familiar with photographic equipment and conventions while learning how to compose a good photograph.

Computer Science Essentials H (CSE) (05151200)
1.0 Credit; Weighted
Length: Year-Long; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): None
Computer Science Essentials is a year-long course that will introduce students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In this course students will use visual, block-based programming and seamlessly transition to text- based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their design into practice. Students apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. **CSE will be a prerequisite for AP Computer Science A beginning in the 2018-2019 school year.**
This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.

Computer Graphics (*05151204*)
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
This course is designed around the use and manipulation of digital images and computer animation. Through a variety of activities, students apply the design techniques learned in class to practical applications. Computer programming experience is not needed for this course.

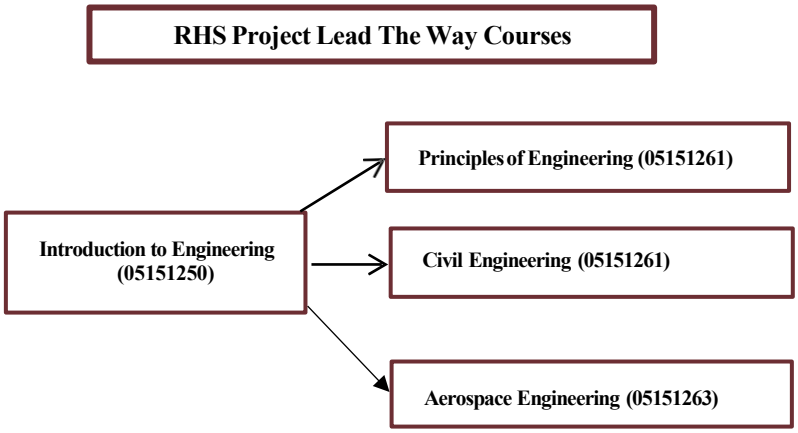
Creative Workshop *(05151268)*
0.5 Credit; Weighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
This course offers high school students a hands-on exploration of various industrial and technological processes. In this foundational course, students will ignite creativity by developing a comprehensive project throughout the term that will involve each of the areas in Photography, Woodworking, Graphics, Electronics, Coding, Robotics, AI, 3D Modeling, basic design principles, and product development. Students will also engage in a variety of smaller projects that emphasize safety, craftsmanship, and problem-solving. Through practical assignments, they will learn how to use tools and machinery effectively, understand materials and their properties, and apply design thinking to real-world challenges.

STEM Guitar *(05151267)*
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
In this hands-on course, students will embark on an exciting journey to design and build their own electric guitar while exploring the fundamental concepts of science, technology, engineering, and mathematics (STEM). Throughout the course, participants will engage in various activities that cover: Acoustics and Sound Production, Materials Science, Engineering Principles, and Technical Skills.

Advanced Placement Computer Science A (*05040490*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10-12
Prerequisite(s): Introduction to Computer Science or with a Teacher Recommendation (This prerequisite begins in the 2018-2019 school year)
Students electing this course engage in a study of computer science and will design and implement solutions to problems by writing, running and debugging computer programs. Use and implement commonly used algorithms and data structures; develop and select appropriate algorithms and data structures to solve problems; develop code fluently in an object-oriented paradigm using the programming language Java; recognize the ethical and social implications of computer use; read and understand a large program consisting of several classes and interacting object; and read and understand a description of design and developmental process leading to such a program.
This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.

ENGINEERING COURSES

Project Lead the Way is a four-year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. For additional information, please visit www.rtsd.org/Domain/166. Students who wish to experience Project Lead the Way courses throughout high school are recommended to follow the sequence: Introduction to Engineering, Principles of Engineering, Civil Engineering, and Aerospace Engineering.
Note: Students who do not necessarily meet the prerequisites here may petition a Technology Education teacher for permission to take the classes here.



Introduction to Engineering & Design H (IED) (*05151250)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisite(s): Algebra 1 (completed or currently enrolled)
In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Principals of Engineering H (POE) (*05151261)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades: 10, 11, 12
Prerequisite(s): Geometry, Intro to Engineering Design H (1250)
This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Civil Engineering & Architecture H (CEA) (*05151262)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite: Introduction to Engineering Design H (1250)
The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about

documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

Aerospace Engineering H (AE) *(05151263)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite: Introduction to Engineering Design H (1250)
The major focus of this course is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community. **This is a PLTW + AP Pathway course. For more information, please see our PLTW+AP section of the program.**

TV STUDIO PRODUCTION AND BROADCAST JOURNALISM

Video Production and Broadcast Journalism I (*05990952*)
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisites: None
This course welcomes all students in grades 9-12 who have an interest in film, screenplay writing, acting for the camera, and broadcast journalism. This course will utilize the TV Studio here at RHS to its full extent. Students will produce numerous works on film and spend time exploring each role of the process - Actor, technician, writer, director, and designer. Students will be expected to create original films, out (on location), and then edit/master the film in studio. In cooperation with the theater classes and RAD-TV, the class will then begin to produce segments of film within the realm of journalism and documentary.

Video Production and Broadcast Journalism II
Grades: 10-12; Prerequisites: Video Production & Broadcast Journalism
1.0 Credit; Unweighted (*05990954*)
Length: Year; Format: Meets Daily
or
0.5 Credit; Unweighted (05990956)
Length: Semester; Format: Meets Daily
Repeat the Course: Yes
Video Production and Broadcast Journalism II students are responsible for the morning show that airs daily. These students use skills learned in Video Production and Broadcast Journalism I to produce segments for the morning show. In addition, students in Video Production and Broadcast Journalism II learn broadcasting methods using the same video, audio, and broadcasting equipment used in the television field. Broadcasting the show involves the student to play roles such as audio technician, on-air talent, camera operator, floor managers, teleprompter controllers, technical directors, and directors. Students will work on advanced, long-term projects such as, but not limited to, college entry videos, large scale montages, academic department promotional videos, community field reports, and after school major recordings such as plays, concerts, athletic events, and fundraisers. Time will be required after school. This course can be taken multiple times for credit.

THEATRE ARTS

Musical Theatre Performance (*05160943*)
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisites: None
Repeatthe Course:Yes
For One Semester*: Open to Grades 9-10-11-12* - Students will analyze music and lyrics of Musical songs in a deeper way to discover and to build dynamic characters. One on one vocal coaching is a core component as well, improving singing technique of each student at the level they are - beginner or advanced. There will also be experience and feedback in auditioning. The second quarter of the course is the preparation and rehearsal for the culminating assessment, the Radnor Actors Workshop Musical Theatre Cabaret. Each student will have a song to prepare, research, and perform in the Cabaret as a solo, and there will at least two ensemble numbers for the Cabaret. Please note- Singing is an expectation of this course - ALL levels of experience welcome, from the beginner to the experienced singers.

Musical Theatre Performance H (05160944)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisites: 10th-12th Grade: Teacher Approval Required
Repeat the Course: Yes
Students will collaborate and create an original one act musical during their second semester. Students will explore composing the book, lyrics, choreography, and music, and prepare it for an end of the semester culminating performance of the show. Students are also responsible for managing the technical and producing elements of the show, including seating, tickets, posters, sets, costumes, props, etc. Each student will play a role in the musical and have a solo moment of some kind as part of the show. The process and product will be recorded and arranged into a portfolio for each student, especially those who are planning to study Musical Theatre in their postsecondary pursuits. This semester completes the Honors credit for qualifying students in grades 10-11-12 - Teacher Approval Required.

Theatre Acting (*05160950*)
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisites: None
Repeat the Course:Yes
This course welcomes all students in grades 9-12 who wish to learn and/or strengthen essential skills in acting. Students will engage in fundamental skills of theatre acting within the course, including relaxation, preparation, movement, voice, character, memorization, and improvisation. Students who have stage fright are *especially* welcome and encouraged to take this course to learn to work with that anxiety in a safe, welcoming, and supportive environment. Utilizing theatrical exercises and games, students will discover and develop their technique in being an effective and intuitive communicator, while also building a realistic and engaging character and presenting theatrical activities and works in the classroom. Open to beginning and experienced actors alike, the course presents the chance for differentiation based on student experience and skill levels.

Honors Acting *(05160951)*
1.0 Credit; Weighted; Honors credit
Length: FULL Year; Format: Meets Daily
or

Advanced Acting *(05160955)*

0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grades: 10, 11, 12
Repeat the Course: Yes
Prerequisites: 10th-12th Grade: Teacher Approval Required
Repeat the Course: Yes - Repetition recommended for students considering theatre in post-secondary
The Honors/Advanced Acting course is for the experienced and dedicated actor who wishes to collaborate with their fellow actors, and to begin building a portfolio of their performances as well as explore other aspects of theatre *(directing; writing; producing*. Students who wish to explore theatre as a post-secondary possibility will work to create their pre-screens and auditions materials for college, as well as portfolios of work. Students will be evaluated on in-class participation and culminating performances in many forms. Students will learn through the masterclass method of collaborative instruction. Students will be expected to utilize correct theatre vocabulary, and be able to intellectually analyze and create characters, plots, and storylines. Students are expected to memorize assigned materials. At least three performances are presented to a select public audience: Monologue Night, Scenes Night, and an original show entitled "In My Life". Through these performances, students will gain more experience in acting and creating characters through preparing monologues and acting in scenes. Students will create their own monologues, scenes, and brief plays, as

well as create more complex and productive improvisations in the long form. Students are required to audition for the Fall Play and Spring Improv performances, but only for the audition experience - they do not necessarily have to participate. All students, however, will be expected to assist the performances in some way. Professionalism and self-discipline are absolutely required of members of this course. This course is open to students in grades 10-12, with teacher approval only. 9th graders - Welcome to Radnor! 9th graders are invited to schedule Theatre Acting or Musical Theatre as a prerequisite. (It is possible - but not guaranteed - that a 9th grader could possibly take this course during the second semester, but only if they qualify, and also complete Theatre Acting OR Musical Theatre during the first semester of their ninth-grade year.)

Technical Theatre (*05160947*)
0.5 Credit; Unweighted
Length: Semester; Format: Meets Daily
Grades: 9-12
Prerequisites: None
Repeat the Course:Yes
Prerequisites: Safety - Students must be able to independently comprehend, perform, and comply with strict safety expectations and procedures.
Repeat the Course: Yes
Technical Theatre will touch on three primary aspects of technical theatre: Sets, Sound, and Lighting. Students will design sets, creating scaled miniature models based upon the needs of a given play or musical. Students will learn about and interact with basic carpentry tools and practices. Students will understand and be able to operate sound equipment. Students will be able to basically control the lighting system and undertake design work as well. Students will learn correct vocabulary, procedures, and safety of technical theatre.
For the most hands on experience, students are also encouraged to join the Radnor Tech Crew and thus will also have the opportunity to build sets, handle lights and spotlights, and design sound for all school events, including the LM Pep Rally, Radnor Actors Workshop productions, school Musical, school concerts, and other events. Tech crew will aid organization and maintenance of the Auditorium, Theatre Room, and Set Shop areas of the school. Tech crew may also run technical elements for school events, concerts, and assemblies. For extracurricular activities, such as Radnor Actors Workshop, Tech Crew will participate in an aspect of each show - Sound, Lighting, Set Construction, Painting, Costumes, Props, and/or Backstage Running Crew.
NOTE: For the safety of the student and their peers, each student must be able to independently follow strict safety expectations and procedures. Students should be able to safely lift up to 40 lbs. Students must be willing to put in some time outside of class hours.

Interested in more classes that involve elements of Theatre

Arts? If so, take a look at:

Advanced Textile Arts II, which involves costume design for the Fall play and Spring Musical.
Behind the Scenes Workshop, which is an art course that will be involved with set design.

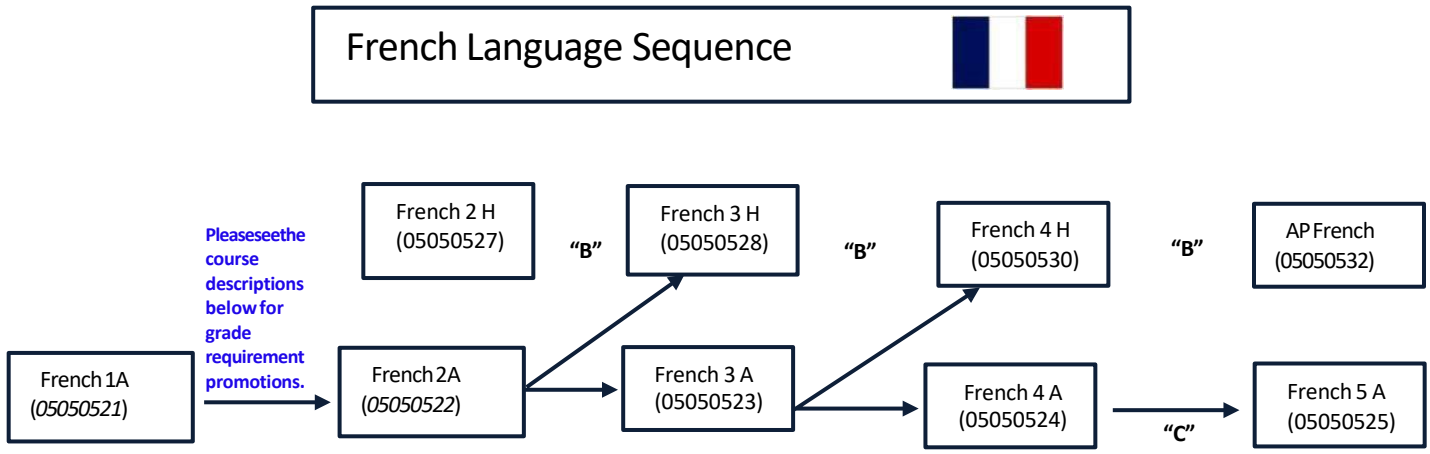
RHS World Language Courses

WORLD LANGUAGES

The goal of the World Languages department is to help develop students into active members of a global society through the study of world languages and cultures. RTSD provides a comprehensive program through which students can achieve fluency in the target language and gain an indispensable communication skill needed in an interdependent world. This study will heighten students' knowledge and appreciation of the personal and professional advantage of being multilingual. To attain greater benefit from the world language program, students are advised to begin their language study as early as possible and to continue in a language through their senior year. Students also have the opportunity to study more than one language. Students who have begun their study of a foreign language in the middle school and wish to continue to advanced levels will take level 2 in ninth grade (student may not repeat level one if they have received a grade of B- or above). Students in honors classes are selected from both the middle school and the high school on the basis of outstanding ability and high motivation and must have an A.

Language courses, as with all courses at Radnor High School, run based upon enrollment. Our goal is to always support our students' pursuit of their passions as well as offer choice. We offer a strong program with level one courses in all four languages. One of the World Language Department goals is to ensure that students are able to learn a new language if they choose to do so over the course of their time at Radnor High School**. It is important to note that years when the enrollment is high enough, Level 1 and 2 classes will run separately, however, if enrollment is not sufficient Level 1 and Level 2 classes will run as a combined 1/2 course. In addition, as with all courses, language courses may be cancelled due lack of enrollment in any given year.**





French 1 A (*05050521)*
1.0 Credit; Unweighted
Grades: 9, 10, 11, 12
Length: Year; Format: Meets Daily
This course introduces college bound students to the French language and culture. Students gain exposure to the language through video scenes, recorded conversations, music and frequent interactive classroom activities. The class proceeds at a moderate pace, and students should expect homework assignments for additional practice of classroom activities. Students learn about countries where French is spoken and examine the difference between American and French Francophone culture. By the end of the course, students are able to function in written and oral form in a variety of areas, such as expressing likes and dislikes, and describing their school, families, and friends. Students in level French 1A wishing to move to French 2A must have a "C" and a teacher recommendation. Students wishing to move on to French 2H must have an "A" in the course, a teacher recommendation, and must complete a summer assignment to move up to the Honors level.

French 2 A (*05050522)*
1.0 Credit; Unweighted
Grades 9, 10, 11, 12
Length: Year; Format: Meets Daily
Prerequisite(s): French 1(0521) with a "C" or above
This course builds on the skills acquired in French 1. Everyday topics are still the focus of the class, but the students' vocabulary is expanded and their grammar refined so that they are able to express their opinions and describe their experiences in a more precise manner. Students are exposed to video scenes taken from daily life events, recorded conversations, and different forms of interactive activities. The course proceeds at a moderate pace and requires review of class work and homework assignments. By the end of this course, students are able to function in a variety of contexts, including discussions related to hobbies, school, travel in France, dining out, past experiences, and future plans. Assessments are based on a variety of activities, including short compositions, oral presentations and skits, which demonstrate the students' written and oral progress in the language. Students in level French 2A wishing to move to French 3A must have a "C" and a teacher recommendation. Students wishing to move on to French 3H must have an "A" in the course, a teacher recommendation, and must complete a summer assignment to move up to the Honors level.

French 2 H (*05050527)*
1.0 Credit; Weighted
Grades 9, 10, 11, 12
Length: Year; Format: Meets Daily
Prerequisite(s): French 1 (0521) with a "A" and teacher recommendation
The program for French 2 H lays the groundwork for the College Board's requirements for the Advanced Placement French language and culture exam offered in level 5AP. Students will strengthen communication skills in interpretive, interpersonal and presentational modalities by studying grammatical structures. The course will also enhance students' knowledge of French-speaking cultures and perspectives related to diverse themes. The pace of this class is accelerated, and students choosing to take this class must assume the responsibility for independent work and review at home daily. This class is conducted 90% of the time in French.

French 3 H (*05050528)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): French 2 H (0527) with a "B" or above or French 2A with an "A", teacher recommendation, extensive summer work and a test before the start of the school year.
The program for French 3H continues to lay the groundwork for the College Board's requirements for the Advanced Placement French language and culture exam offered in level 5 AP. Students will strengthen communication skills in interpretive, interpersonal and presentational modalities by deepening the study of grammatical structures covered in previous levels. The course will also enhance students' knowledge of French speaking cultures and perspectives related to diverse themes. The pace of this class is accelerated, and students choosing to take this class must assume the responsibility for independent work and review at home daily. This class is conducted mostly in French.

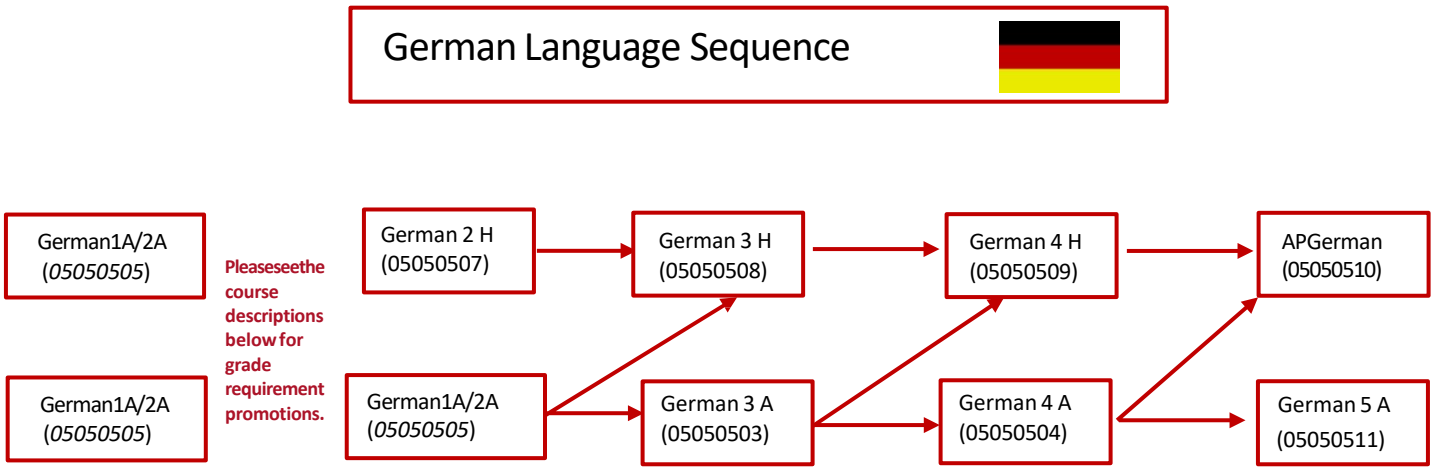
French 3 A (*05050523)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): French 2 (0522) with a "C" or above
This course is intended for students seeking to further develop their linguistic skills in the French language. Students will enhance their skills in reading, writing, listening and speaking the language through a wide range of activities and with the aid of multiple resources including video, music, online activities, audio recordings, and various texts. Students' confidence and ability to express themselves in the target language will improve dramatically in this course as they expand their vocabulary and gain experience using more complex grammatical and linguistic structures. At this level, students interact frequently with one another and are called upon to simulate a wide range of everyday encounters with their peers. In order to reinforce the material covered in class, students should anticipate homework assignments. Assessments may include oral and written tests and quizzes, skits, dialogues, short essays and class presentations.

French 4 H (*05050530)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): French 3H (0528) with a "B" or above or French 3 (0523) with an "A", teacher recommendation, extensive summer work and a test before the start of the school year.
The program for French 4H continues to prepare students for the College Board's requirements for the Advanced Placement French language and culture exam offered in level 5 AP. Students will strengthen communication skills in interpretive, interpersonal and presentational modalities by mastering a variety of grammatical structures. The course will also enhance students' knowledge of French speaking cultures and perspectives related to diverse themes, including highlights of French history from the megalithic period to the present. The pace of this class is accelerated, and students choosing to take this class must assume the responsibility for independent work and review at home on a daily basis. This class is conducted entirely in French except for grammar explanation.

French 4 A (*05050524)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): French 3 (0523) with a "C" or above.
This course is intended for students seeking to further develop their linguistic skills and gain a deeper understanding of various aspects of French culture. Students learn to express themselves on a more advanced level, not only recounting or predicting personal experiences, but also making inquiries, offering opinion and insight in hypothetical terms on various topics of cultural interest. Students explore plot development, discuss relevant themes, examine historical context and analyze characters in French films. Students hone their comprehension skills using authentic short stories, fables, poems, songs and advertisements from the target culture. Students are required to participate daily in class in French. Assessments may include oral and written tests and quizzes, skits, projects, essays and class presentations.

French 5 A (*05050525)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): French 4(0524) with a "C" or above
French 5 is a conversation class for college bound students who are committed to further developing their oral proficiency while exploring topics relevant to today's society. Students research, discuss, analyze and debate numerous issues of interest which may include art, cuisine, politics, tourism, science, sports, technology, education, and fashion using French newspapers, magazines, films, poetry and music. The class is conducted 90% of the time in French, and students are expected to contribute to class discussions daily. Assessments include frequent oral reports, oral and written quizzes and tests, skits, simulations, and essays.

Advanced Placement French Language and Culture (*05050532)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): French 4H (0530) with a "B" or above and teacher recommendation or French 4 (0524) with an "A", teacher recommendation, extensive summer work and a test before the start of the school year.
This course is the culmination of the French AP program and is designed to prepare students for the AP French Language and Culture Exam. The AP course focuses on interpersonal, interpretive and presentational modes of communication, emphasizing cultural awareness within six thematic units. These themes are 1) global challenges, 2) science and technology, 3) contemporary life, 4) personal and public identities, 5) family and communities, and 6) beauty and aesthetics. Students will acquire idiomatic expressions, expand their vocabulary, and refine their grammatical skills with the use of authentic French media sources. This class is conducted entirely in French. Students enrolled in this course are expected to take the AP exam in May. (***S***)



German 1 A (*05050501)*
1.0 Credit; Unweighted
Grades: 9, 10, 11, 12
Length: Year; Format: Meets Daily
This course offers students an exposure to the German language and culture. A focus will be placed on basic communication skills as well as basic grammar structure. Students will be learning through short conversations, videos, presentations, music, current events and frequent interactive classroom activities. This class proceeds at a moderate pace and students should expect frequent homework assignments for additional practice. Students will be developing their pronunciation skills throughout the course. Students will learn about Germany, Austria, and Switzerland and compare and contrast these cultures with our own. By the end of the course, students are able to function in written and oral form in a variety of topics with a focus on talking about themselves as well as the life of a family throughout the year.

German 1A/2A (*05050505)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisite(s): RMS teacher recommendation.
This course introduces and reinforces the German language and culture. German 1A/2A proceeds at a moderate pace for language acquisition. Students are guided through the interconnected goals of communication, cultures, connections, comparisons, and communities as they develop their language skills. At the conclusion of this course, students will be able to communicate about a variety of topics such as such as their name, age and where they are from as well as family, activities, weather, and celebrations. They will be expected to be able to write short compositions and make brief presentations. Students in German 1A wishing to move on to German 3A must have a "B-" in the course or better and a teacher recommendation. Students in German 2A wishing to move on to German 3A must have a "C" in the course or better and a teacher recommendation. Students in level German 1A wishing to move to German 2A must have a "C" and a teacher recommendation. Students wishing to move on to German 2H or German 3H must have an "A" in the course, a teacher recommendation, and must complete a summer assignment to move up to the Honors level.

German 2 A (*05050502)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisite(s): RMS German with a C or above and teacher recommendation.
This course continues to build on the topics and grammar acquired in German I at a moderate pace. There will be new units on travel and vacationing, weather, life in the city and in the country, daily and weekend activities. Students will be held responsible to actively acquire new vocabulary related to the topics discussed in class. A video series will further expose the students to the new vocabulary, the country of Germany and its customs. Students will need to show the ability to recognize time indications and communicate effectively in the present, past and future tense. Because the topic of travel and the knowledge of the German states and cities are interconnected, a presentation of an imaginary trip to Germany will be required of all students in the target language. Assessments will further include traditional tests and quizzes, oral presentations and skits.

German 2 H (*05050507*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisite(s): RMS German with a B or better and teacher recommendation.
This course continues to build on the topics and grammar acquired in German I at an in-depth and accelerated pace. The course proceeds primarily in German and requires intensive oral and written practice. Students will be held responsible for actively acquiring new vocabulary related to topics discussed in class with increasing grammatical accuracy. Communicative proficiency remains the primary goal. Topics include school, house and chores, shopping, weather and geography of the German speaking countries.

German 3 A (*05050503)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): German 2 (0502) with "C" or above and teacher recommendation.
The course proceeds mostly in German and will involve daily review and practice at home. Students will review previously introduced grammar and vocabulary and will master additional vocabulary and new grammatical structures. In this course, students will acquire knowledge of the geography of German speaking countries. They will understand the German school system and have conversations about school related topics. Finally, they will be able to converse about their home, chores and weather. Throughout the course, students will be able to give short oral presentations on a variety of topics and will engage in basic conversation on topics of personal interest. They will be expected to write compositions on a variety of prompts related to the content of the course.

German 3 H (*05050508*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): German 2H with "B" or above and teacher recommendation.
Continuing with an emphasis on communication, students in German 3H move away from patterning exercises and onto open-ended language construction. The course proceeds primarily in German and requires active participation in class. Students will strengthen communication skills in interpretive, interpersonal and presentational modalities while continuing the study of grammatical structures covered in previous levels. The course will enhance students' knowledge of the German speaking culture and its perspectives related to diverse themes. Topics throughout the year include hobbies, daily routines, health and sickness, public transportation and travel, as well as food and the restaurant.

German 4 A (*05050504)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): German 3A with a "C" or above and teacher recommendation.
This course is designed to strengthen students' proficiency in German through a variety of units and topics. Students will review previously introduced grammar and vocabulary and will further develop their skills in reading about and discussing various aspects of everyday life, such as shopping for food and going to school. Short stories and short novels designed for language learners will be used to provide rich opportunities for engaging with the language in its written form. In addition, authentic materials will be incorporated into the curriculum to provide valuable insights into the cultures of German-speaking countries. Students will be expected to write compositions on a variety of prompts related to the content of the course.

German 4 H (*05050509)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): German 3H with a "B" or above and teacher Recommendation or German 3A with an "A", teacher recommendation, and extensive summer work.
This course continues to prepare students for the College Board's requirements for the Advanced Placement German language and culture exam offered in level 5 AP. Students will continue to strengthen their communication skills in interpretive, interpersonal and presentational modalities by mastering a variety of grammatical structures. The course will further students' knowledge of the German speaking culture and its perspectives related to diverse themes. Topics include Berlin, fall traditions, identity, social media, and advertising. The pace of this class is accelerated and students choosing to take this class must assume the responsibility for independent work and review at home. This class is conducted entirely in German except for grammar instruction.

German 5 A (*05050511*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): German 4A with a "C" or above and teacher recommendation.
This course strengthens the conversational skills of students through the exploration of topics relevant to today's German-speaking world. In class, students will read and discuss short stories and texts relating to such topics as travel, entertainment, and leisure activities. There will be an extended focus on the cultural traditions and history of Austria, and authentic materials will be incorporated whenever possible to provide a contemporary view of German-speaking societies. Students are expected to participate in class discussions regularly and will be expected to write compositions on a variety of prompts related to the content of the course.

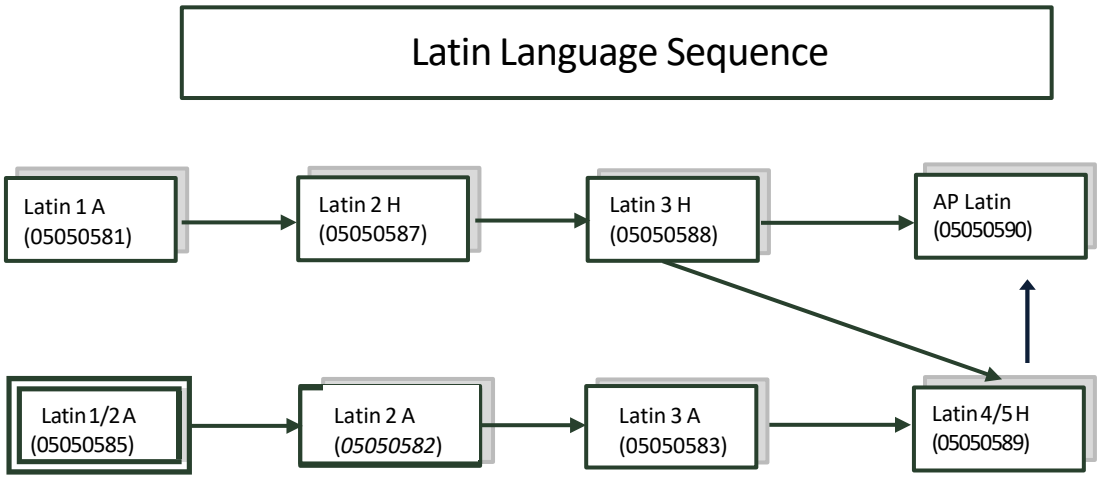
Advanced Placement German Language and Culture (*05050510*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 11, 12
Prerequisite(s): German 4H with "B" or above and teacher recommendation. German 4A with an "A", a teacher recommendation, and extensive summer work.
This course is comprised of six thematic units which will serve to prepare students for the revised German Language and Culture Exam. The six units are 1) global challenges, 2) science and technology, 3) contemporary life, 4) personal and public identities, 5) family and communities, and 6) beauty and aesthetics. The primary goal of the course is communicative, but grammar structures will be reviewed within each thematic unit. Each unit will incorporate the following six skills: interpersonal spoken, interpersonal writing, audio and visual interpretive, written and print interpretive and presentational spoken and written. All materials from the class will be authentic, and German will be used exclusively in the classroom.

LATIN COURSES

Since the study of Latin covers a unique area of language, history, culture and literature, this division of the World Language Department sets its sights on different goals. The basic and most important difference between the modern languages and the classical language of Latin is that the former are present day means of communication and are taught as such. Therefore, recognizing this variance, the goals of the program are summarized as follows:

1. Students should be aware of the sounds and structure of the language, as well as its patterns of thought. He/she should learn the special influence of Latin on the Romance languages and English.
2. Students should be able to recognize the basic stylistic differences in literature and know why each style is appropriate for its subject matter and time period.
3. Students should be able to recognize certain authors and their influence in the classical period as well as later periods.
4. In conjunction with the above goals, students are directed to follow the cultural and chronological development of the Mediterranean World and learn how it influenced the modern countries.
5. Students should be aware of word derivations in English and Romance Languages as well as literary allusions from classical mythology and history.

Latin offers two tracks of study –Advanced and Honors. The Honors level attempts to challenge students who have a facility to learn a language. Students in honors courses move through the material at an accelerated pace and cover more in-depth topics of grammar, translation, and culture. They are expected to have a firm foundation in and an understanding of English grammar prior to taking the course. The goal of the Honors courses is to read, discuss, and analyze actual unedited Latin authors at an earlier point in the students' high school careers. The Advanced classes cover similar material with more detailed explanation of basic points of grammar, translation, and culture. They spend more time reading edited versions of Latin history and culture and acquiring a basic knowledge of the ancient Roman world.



Latin 1 A (*05050581)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): Language Teacher Recommendation
This course is intended to introduce the students to the structure and syntax of the Latin Language and to train the students to examine the parallels between Latin and English syntax, structure, and vocabulary. The students will study basic communication skills by using learner centered instruction, collaboration, and appreciation of language from the Classical period to the present. Students will be expected to read and comprehend elementary Latin passages as well as learn Latin vocabulary and English derivatives. The students are also expected to do self-directed research in order to produce projects involving the domestic culture of the ancient Romans.

Latin 1A/2A (*05050585)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): Language Teacher Recommendation
This course is intended to introduce and reinforce the Latin language and Roman culture. Latin 1A/2A proceeds at a moderate pace for language acquisition. Students are guided through the interconnected goals of communication, cultures, connections, comparisons, and communities as they develop their language skills. At the conclusion of this course, students will be able to communicate about a variety of topics such as daily routine, ancient sports, ancient history and warfare, health, travel, ancient markets and leisure activities. Students will be expected to be able to make presentations involving cultural and language topics. Students in Latin 1A wishing to move on to Latin 3A must have a "B-" in the course or better and a teacher recommendation. Students in Latin 2A wishing to move on to Latin 3A must have a "C" in the course or better and a teacher recommendation. Students in level Latin 1A wishing to move to Latin 2A must have a "C" and a teacher recommendation. Students wishing to move on to Latin 2H or Latin 3H must have an "A" in the course, a teacher recommendation, and must complete a summer assignment to move up to the Honors level.

Latin 2 A (*05050582)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): Completion of Latin 1 with a "C" grade or above
This course continues the instruction of the structure and syntax of the Latin language. Emphasis is on the Latin of the Classical period. Students will be expected to read and comprehend demanding Latin passages as well as learn Latin vocabulary and English derivatives. The students are also expected to do self-directed research in order to produce projects involving the culture of the Ancient Romans.

Latin 2 H (*05050587)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): RMS Latin with an "A" or above. Latin 1H with "B" or above and teacher recommendation
Latin II H students continue to learn the basic grammar of Latin and advance through more complex and refined aspects of the language at an accelerated pace. They will use the second volume of the series, The Oxford Latin Course Part II, as their basic text. The stories in the text will center on Rome at the end of the Republic and will expose the students to Roman government, architecture, and the ancient Romans' lifestyles. In addition to the textbook work, the students are expected to research several topics on either history or culture during the year. Assessments will be made through tests, projects, quizzes and homework. The major goal of this course is to provide the student with the basic skills necessary to read more fully developed Latin stories so that they may continue their study either at the high school or in a college or university.

Latin 3 H (*05050588)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): Latin 2H with "B" or above and teacher recommendation, or Latin 2A with "A" or above, and teacher recommendation.
Latin 3 H students will complete their study of Latin grammar and begin to read Latin literature. They will use the third volume of the series, The Oxford Latin Course Part III as their basic text. In this year the stories revolve around the main character of Horace, the poet, and his success during the Augustan Age. Some poems by Horace are presented to the student for translation and analysis. In addition to the textbook work, the students are expected to research several topics on either history or culture during the year. Assessments will be made through tests, projects, quizzes and homework. The major goal of this course is to provide the student with the skills necessary to translate, interpret, and analyze actual Latin. After completing this year, the student will be prepared to read other famous authors either at the high school or college level.

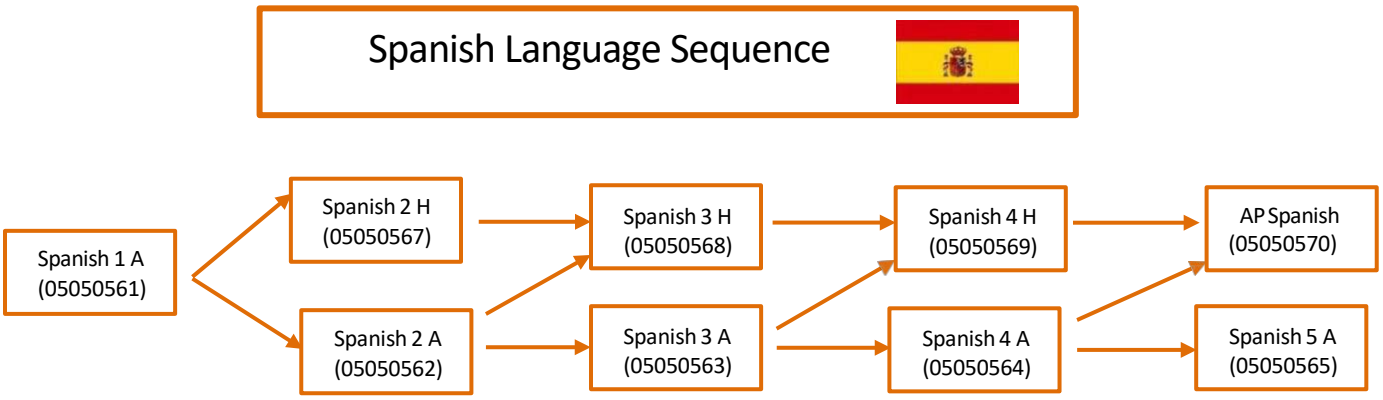
Latin 3 A (*05050583)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 10, 11, 12
Prerequisite(s): Completion of Latin 2A with a "C" average or above
This course accommodates the dedicated and involved Latin student in the further study of the Latin language. The curriculum includes advanced grammar and vocabulary, more challenging readings and an introduction to the elements of linguistic style. This course will prepare the student to achieve Latin reading, comprehension and writing skills at the college level. The students will complete both daily and long-term assignments that will utilize advanced level cognitive, auditory, and decoding abilities. The students will also be expected to generate research projects or papers connecting the culture of the ancient world to the present.

Latin 4/5 H (*05050593*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s) 10, 11, 12
Prerequisites: Latin 3H with "B" or above and teacher recommendation. Latin 3A with "A" and teacher recommendation.
Latin 4/5 H has a curriculum which includes famous authors of the gold and Silver Ages in Latin literature. The course will involve reading translating, understanding, and analyzing Latin in the original texts of Caesar, Horace, Catullus, Eutropius, Augustus, Ovid, Cicero, Plinius Minor and others. This course requires that students be highly motivated and conscientious students. Assessment of student skill will be made through homework, exams, research, projects, and analytical interpretation.

AP Latin (*05050590*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grade(s) 10, 11, 12
Prerequisites: Latin 3H/4H/5H with "B" or above and teacher recommendation
AP Latin offers the curriculum which adheres closely to the AP Latin Course Description and curriculum prescribed by the College Board. The students will read selections from the Aeneid, the famous Roman epic poem written by Vergil in the 1st century BCE, and selections from the Epistulae or Letters of Pliny the Younger, dated at the end of the 1st century CE. Our course goals are to develop the ability to translate the required passages from Pliny, Vergil and other authors into English as literally as possible, to understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to recognize and discuss the reasons behind particular styles of writing and the rhetorical devices employed. With these considerations in mind students will learn to analyze the text and draw their own logical conclusions. Students will be provided annotated texts and ancillary workbooks, which provide copious AP practice questions. This course encourages students to read Latin prose and poetry aloud and at sight with accurate comprehension and appreciation. For the Vergil text, students will learn to scan dactylic hexameter and how it is used to enhance the text and create effect. Of course, the AP Latin curriculum demands highly motivated and conscientious students. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. Assessments will include homework, exams, sight translations, research projects, recitations, and analytical and interpretative essays. The students will be prepared to take the AP Latin Examination in May.

SPANISH COURSES

The Spanish department offers two tracks at Radnor High School, advanced and honors. The honors track prepares students for the College Board's Advanced Placement at the end of level 5. Students completing this course sequence may receive college credit. Students should only choose this track if they are highly motivated and talented in the study of the Spanish language. The advanced track also offers courses through level 5. It prepares students to continue studying the language in college. This track proceeds at a more moderate pace, with more practice and drill in the classroom. Students should choose the track they want to follow based on their ability and academic goals.



Spanish 1 A (*05050561)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grade(s): 9, 10, 11, 12
Prerequisite(s): None
This course introduces Spanish language and culture to college bound students. It is a course that proceeds at a moderate pace and requires daily review of homework. Students are guided through the interconnected goals of communication, cultures, connections, comparisons, and communities as they develop their language skills. At the completion of this course, students are able to function in written and oral form in a variety of areas, such as expressing likes and dislikes, and describing their school, families, and friends.

Spanish 2 H (*05050567)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades 9, 10, 11, 12
Prerequisite(s): RMS Spanish with an "A" or above, Spanish 1A with an "A" or above, and teacher recommendation
This accelerated course is designed for the highly motivated.
and linguistically talented student who wishes to pursue at an accelerated pace the study of the Spanish language. The course proceeds primarily in Spanish and requires intensive oral and written practice. Students will be expected to make short presentations and write compositions showing evidence of rich vocabulary and correct grammar in the present, past and future. Students will be able to compare and contrast both orally and in written form the cultural heritage of a variety of Spanish-speaking countries. During the fourth quarter students will read a novel in Spanish and write their own story in the past tense. Assessments will include traditional tests and quizzes, oral presentations, and compositions.

Spanish 2 A (*05050562)*
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisite(s): RMS Spanish with "C" or above. RHS Spanish 1A with "C" or above and teacher recommendation.
This course is appropriate for students planning to attend college. It is a challenging course, in which students are guided through the interconnected goals of communication, cultures, connections, comparisons and communities as they develop their language skills. It proceeds at a moderate pace that requires daily review at home. At the conclusion of this course, students will be able to communicate about a variety of topics such as daily routine, past experiences, sports, health, travel, shopping, and leisure activities. They will be expected to be able to write short compositions and make brief presentations.

Spanish 3 H (*05050568*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades: 10, 11, 12
Prerequisite(s): Spanish 2H with "B" or above and teacher recommendation. Spanish 2A with an "A", teacher recommendation, extensive summer work, and a test before the start of the school year.
This course is intended for students who are committed to and enthusiastic about language learning and want a more in-depth, challenging experience. The course proceeds primarily in Spanish and requires intensive practice and oral expression. Supplemental readings, movies and online sources related to the units studied will be included. Communication and meaningful context in language are key concepts of the course. Students will continue to improve communication skills in interpretive, interpersonal and presentational modes. Students will continue to develop their writing skills with personal and analytical essays, commenting on some historical events and artistic works. The pace of the course is accelerated and requires independent review of topics.

Spanish 3 A (*05050563*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grades: 9, 10, 11, 12
Prerequisite(s): Spanish 2A with "C" or above and teacher recommendation
This course is appropriate for students preparing for college. The course proceeds mostly in Spanish and will involve daily review and practice at home. Students will review previously introduced grammar and vocabulary and will master additional vocabulary and new grammatical structures. In this course, students will acquire knowledge of the culture and civilization of several Latin-American countries, through readings, videos and Internet activities. At the conclusion of the course, students will be able to give oral presentations on a variety of topics and will engage in basic conversation on topics of personal interest. They will be expected to write short compositions on a variety of topics.

Spanish 4 H (*05050569*)
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades: 10, 11, 12
Prerequisite(s): Spanish 3H with "B" or above and teacher recommendation or Spanish 3A with "A" and teacher recommendation, extensive summer work,
and a test before the start of the school year.
This course continues to prepare students for the College Board's requirements for the Advanced Placement Spanish language and culture exam offered in level 5 AP. Students will strengthen communication skills in interpretive, interpersonal and presentational modalities by mastering a variety of grammatical structures. The course will also enhance students' knowledge of Spanish speaking cultures and perspectives related to diverse themes, including highlights of Latin American history and geography. The pace of this class is accelerated, and students choosing to take this class must assume the responsibility for independent work and review at home daily. The class is conducted almost entirely in Spanish, and students are expected to contribute to class discussions daily.

Spanish 4 A (*05050564*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grades: 10, 11, 12
Prerequisite(s): Spanish 3A (0563) with "C" or above and teacher recommendation
This course is appropriate for students preparing for college. It is a challenging, later, intermediate level course in which students will continue to expand their skills in the primary areas of modern language study: reading, writing, speaking and listening. The course proceeds primarily in Spanish and will
involve daily review and practice at home. Students will review previously introduced grammar and vocabulary and will master additional vocabulary and new grammatical structures. In this course, students will acquire knowledge of the culture and civilization of several Latin America countries. At the conclusion of the course, students will be able to give oral presentations on a variety of topics. They will be expected to write compositions on a variety of prompts related to class. The course is supplemented by movies related to the topics being studied.

Spanish 5 A (*05050565*)
1.0 Credit; Unweighted
Length: Year; Format: Meets Daily
Grades: 11, 12
Prerequisite(s): Spanish 4A with "C" or above and teacher recommendation
This course is appropriate for students preparing for college. It is a challenging, culminating course in which students will continue to expand and refine their skills in the primary areas of modern language study: reading, writing, speaking, and listening. The course proceeds primarily in Spanish and will involve daily review and practice at home. Students will review previously introduced grammar and vocabulary and will learn additional vocabulary and new grammatical structures. In this course, students will acquire knowledge of the culture of the Spanish speaking world, and it will focus on the culture and history of Mexico. Students will also cover topics on identity, personal relationships, health, immigration, and the environment. They will further refine their skills at giving oral presentations on a variety of topics. They will be expected to speak in Spanish and write compositions and essays on a variety of prompts related to the literature and culture of the Spanish-speaking world. At the conclusion of the course, students should be able to continue their language studies at the college level. The course is supplemented by movies related to the topics being studied.

Advanced Placement Spanish Language and Culture (*05050570)*
1.0 Credit; Weighted
Length: Year; Format: Meets Daily
Grades: 11, 12
Prerequisite(s): Spanish 4H with "B" or above and teacher recommendation or Spanish 4A with an "A", teacher recommendation, and extensive summer work, and a test before the start of the school year.
This course strengthens the conversational skills of college-bound students through the exploration of topics relevant to today's Spanish-speaking world. This course focuses on interpersonal, interpretive and presentational modes of communication emphasizing cultural awareness within six thematic units. These themes are 1) global challenges, 2) science and technology, 3) personal and public identities, 4) family and communities and 5) beauty and aesthetics, and 6) contemporary life. In class, students will read and discuss short stories and texts relating to such topics. Authentic materials will be incorporated whenever possible to provide a contemporary view of the Spanish speaking world. The class is conducted almost entirely in Spanish, and students are expected to contribute to class discussions daily. Assessments include frequent oral reports, oral and written quizzes and tests, skits, and essays.

Works Cited

"About College in High School." *The Dietrich School of Arts and Sciences College in High School*, University of Pittsburgh, 6 Dec. 2016. Accessed 6 Dec. 2016.

PLTW. Project Lead the Way, Inc., 2016. Accessed 6 Dec. 2016.

NCAA, https://www.ncaa.org.

Radnor High School
130 King of Prussia Road
Radnor, PA 19087
Phone: 610-293-0855
Fax: 610-989-9146
Internet: https://rhs.rtsd.org

Radnor Township School District