



WILSON HIGH SCHOOL  
**PROGRAM**  
**OF**  
**STUDIES**  
2021-2022



# WILSON SCHOOL DISTRICT

**Empowering our students  
to create their own future.**

WILSON HIGH SCHOOL  
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**Administration:**

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Matt Bender, 12th Grade Assistant Principal  
Scott Fairchild, 11th Grade Assistant Principal  
Matthew Campbell, 10th Grade Assistant Principal  
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Jessica Petrolati, Supervisor of Special Education

**School Counselors:**

Mark Greaves, Counselor for grades 10-12: Last names A – DE  
Julia Huang, Counselor for grades 10-12: Last names Df – Jd  
Rebekah Marconi, Counselor for grades 10-12: Last names Je – M  
Erin Stramara, Counselor for grades 10-12: Last names N – Se  
Sabrina Andrieux, Counselor for grades 10-12: Last names Sh – Z  
Dr. Francis Hutchko, 9th Grade School Counselor

[Counseling Office Web Page  
\(Click Here\)](#)



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# WELCOME



## Purpose of the Program of Studies

The purpose of the Program of Studies is to provide students, parents and staff with an understanding of guidelines, policies and expectations regarding the courses offered by Wilson High School and the procedures related to scheduling of courses.

The high school curriculum represented in this guide is prepared by the high school staff and is approved by the Wilson School District Board of Directors.

## Discrepancies

The development of Board policy and administrative guidelines is a continually on-going process due to changing laws and the desire to more effectively run the school system.

In the case of a discrepancy between a Board policy or a revised administrative guideline and the published provisions within this guide, the policy/guideline most recently adopted or revised shall prevail.

## Changes to the Program of Studies

The Wilson School District reserves the right to alter the requirements and offerings as printed when deemed to be the result of sound educational planning or when the results are based on changes in federal, state, or local regulations.

Changes that are made will be conveyed to students via an addendum sheet to this guide, and/or relayed by school staff via information meetings and/or announcements.

## Importance of the Course Selection Process

Planning your educational program is a serious responsibility. The subjects that you choose to study in high school today will greatly influence your future life.

This guide is designed to assist in planning your secondary school program. It is intended to provide sufficient information so that students and parents may play a major role in this planning.

In selecting your courses of study, give careful thought to future educational and career goals, past academic achievement, and your abilities, aptitudes and interests.

*Daniel Weber, Ed.D.*  
HIGH SCHOOL PRINCIPAL



[www.wilsonsd.org](http://www.wilsonsd.org)

# CORE VALUES

## Wilson School District Core Values

Wilson is a School District that is renowned for excellence as a result of our dedication to these values: Integrity, Innovation, Respect, Trust, and Collaboration.



## Guiding Principles

Our goal is to provide the best education for every child. Our work is guided by the following principles:

- Students reach their fullest academic potential by engaging in a balanced academic core curriculum while being given the opportunity to pursue their passions in a safe, positive, and differentiated environment.
- Employees are committed to each student's success through a commitment to a shared district set of goals and values while being respected for their individual passions, strengths, knowledge and skills.
- Families and schools must have a mutually supportive, active partnership to contribute to the growth and development of their children.
- Community partners are an extension of the school whose involvement in the educational process enriches opportunity for our students.
- Resources are efficiently and effectively managed in order to achieve the district's goals.
- Interactions between students, teachers, staff, parents, and community partners must be respectful and collaborative in order to maintain effective relationships.



# VISION & MISSION

Our Mission is to engage students in an inquiry based curriculum that fosters the problem-solving and communication skills needed to actively participate as both citizens of a democratic society and a dynamic global community.

”

**All dreams can come true if you have the courage to pursue them.**

~Walt Disney



# GRADUATION REQUIREMENTS

## Attainment of Academic Standards

According to Wilson School District graduation policy (#217), besides the completion of the grades nine through twelve instructional programs, the students graduating in 2022 and thereafter, must demonstrate the attainment of academic standards in biology, literature, and algebra at the “Proficient” level on Keystone exams.

### *Credit Requirements for Sophomore Status*

In order to be recognized as a sophomore, students must have accrued at least 4 credits by the end of summer school prior to their sophomore year. If the student has not accrued the credits specified above, he/she will be designated as a freshman.

### *Credit Requirements for Junior Status*

In order to be recognized as a junior, students must have accrued at least 10 credits by the end of summer school prior to their junior year. If the student has not accrued the credits specified above, he/she will be designated as a sophomore.

### *Credit Requirements for Senior Status*

In order to be recognized as a senior and placed in the senior class, students must have accrued at least 17 credits by the end of summer school prior to their senior year.

If the student has not accrued the credits specified above, he/she will be designated as a junior.

## Transfer Students

The requirements will remain the same for graduation for any student who transfers into the district regardless of their grade.

## Keystone End of Course Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology.

- Students will be required to take the Algebra I, Biology, and Literature Keystone exams if they are currently enrolled in these classes.
- The exams are comprised of two (2) modules one Multiple-Choice (MC) and one Constructed-Response (CR) items.
- Students are required to achieve proficiency on all Keystone exams. If a student does not meet proficiency they may be required to take a remediation course(s) nor explore alternative pathways as outlined by the state of Pennsylvania. Standards, Literature Standards, and/or Biology Standards.

## Summer School Eligibility

A student who has failed a course in Math, English, Science, Social Studies, Health, or Physical Education but attained a year-long average of at least 50% in the course is eligible to make up the credit during a summer school program held at Wilson High School or through Wilson Virtual Academy at the student’s expense. Students attaining this required average will have a grade of 60% and summer school designated and recorded on their transcripts.

# CREDITS REQUIRED TO GRADUATE

CONTENT AREA	CREDITS
English	4.0
Social Studies	3.0
Math	3.0*
Science	3.0
Physical Education (Fitness)	0.5
Health	0.5
Electives (CP Financial Planning required 0.5 credits)	7.0*

\* Math (Algebra I, Algebra II, & Geometry) and Foreign Language Electives from the 8th grade may be carried for credit only.

# DUAL ENROLLMENT

Wilson has concurrent (dual) enrollment agreements with several post-secondary institutions: Albright College, Alvernia University, Penn State Berks, Reading Area Community College, and West Virginia University. These agreements allow a junior or senior to enroll in a specified course at one of these schools and, provided the student is accepted, earn one Wilson credit and three or more college credits simultaneously.

The student must provide his or her own transportation, but the tuition fees may be reduced by the college and/or be subsidized by Pennsylvania Department of Education grant money. Students interested in this option should discuss details with their counselors when scheduling courses for the following year. The transfer of these credits will be determined by the student's post-secondary institution.



Penn State Berks  
Early Enrollment  
(Click Here)



- RACC Dual Enrollment (Click Here)
- RACC Early Admission (Click Here)
- RACC Tuition (Click Here)
- RACC Dual Enrollment Application (Click Here)
- RACC Student Handbook (Click Here)
- RACC Transcript Request (Click Here)
- RACC Transfer Services (Click Here)



Albright College  
Dual Enrollment  
Information  
(Click Here)

Albright College  
Summer Options  
(Click Here)



Alvernia University  
Early Enrollment  
(Click Here)



West Virginia University  
(Click Here)

\*Check with other colleges to see if they have online Dual Enrollment Classes

# EARLY GRADUATION

## Application for Early Graduation Request Form

Student's Name (Please Print Legibly) \_\_\_\_\_

To apply for early graduation, a student must submit the following documentation: This form (with required parent/guardian signatures below) to the principal by June 1st, before their third year of high school.

A written request including the reason for early graduation, how graduation requirements will be met, and post-secondary plans. Transcript and School counselor's signature verifying that, after review of the student request and the transcript, the plan will allow the student to graduate early upon successful completion of all course work.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

School Counselor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_

# COLLEGE IN LIEU of SENIOR YEAR

## College in Lieu of Senior Year Application Form

Upon successful completion of the Pennsylvania Department of Education graduation requirements and a minimum of twenty-four college/university credits, the student will be awarded a Wilson High School diploma. To access this privilege, a student must:

**#1** Complete this Application with required signatures

**#2** Be in good academic standing and on track to graduate

**#3** Upon successful completion of 24 credit hours within 1st year of enrollment, present an official transcript to the principal for review in order to be awarded a high school diploma

Student's Name (Please Print Legibly) \_\_\_\_\_

School Counselor's Name) \_\_\_\_\_

I hereby request to attend: \_\_\_\_\_

which is an accredited 2- or 4-year college, in lieu of my senior year at Wilson High School. If permission is granted, I understand that I must successfully complete at least 24 credit hours of non remedial coursework during the year and submit an official transcript to the principal for review and acceptance. All signatures below are required for this application to be considered complete. Principal and Superintendent signatures will constitute acceptance of request for Early Enrollment.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

School Counselor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

# WILSON VIRTUAL ACADEMY

The mission of Wilson Virtual Academy is to ensure that Wilson School District students can be met through the virtual experience provided in an on-line environment. Wilson Virtual Academy .



**Stay on Track.  
Stay Involved.  
Stay a Bulldog!**

**Deb Chestnut, Coordinator  
Wilson Virtual Academy**

coordinatorchedeb@wilsonsd.org  
610-670-0180 ext. 1139

## Stay on Track

Wilson Virtual Academy provides students with the flexibility to complete their coursework on their own schedule. WVA uses PA Common Core content through Edgenuity using their highly qualified PA certified teachers.

Does your student require special education services? Is your high school student looking to attend Berks Career and Technology Center or enroll in AP courses? Not to worry! Wilson Virtual Academy offers these options and more!

Students who enroll in WVA can have a customized schedule created to address these needs.

Your student's School Counselor, Principal and Virtual Academy Coordinator work closely together to create either a full virtual schedule, or combine virtual courses with Wilson remote classes (Wilson teacher/Wilson content) to create a hybrid schedule.

K-5 students will need to discuss the hybrid option with their building Principal. We make it an easy to transition in and out of the virtual environment! There's no cumbersome withdrawal and re enrollment processes to attend WVA. WVA remains committed to offering convenient and flexible learning opportunities at no additional cost to your family.

## Stay Involved

Your student can go virtual and still take advantage of everything the District has to offer. We understand that participating in sports, clubs, and other extracurricular activities is an important part of the educational experience. Students who choose to move to a completely virtual learning experience can stay involved in Wilson School District's expansive extracurricular program!

## Stay a Bulldog

WVA students can be a member of Wilson's competitive sports teams, participate in one of the best music and theater programs in Pennsylvania or compete in academic challenges. Best of all – graduates of WVA receive a Wilson diploma.

# An Individualized Program with a Team Approach



The Edgenuity teachers work closely with the WVA Coordinator and your student's own School Counselor to provide the best course schedule for each student.

WVA uses highly qualified PA certified teachers from our course vendor, Edgenuity (grades K-12) or combine those with Wilson remote learning content to create the best of both worlds.



- Students can stay connected with Wilson teachers and peers through remote learning! K-5 students will have the 4 core subjects plus one elective, if a student wants an additional course.
- What's Included in the Wilson Virtual Academy Program?
- Challenging and engaging curriculum available at no additional cost to your family for your full time student, some exceptions may apply (see FAQ's)
- Flexible learning options to meet your student's needs with no need to commit for an entire year (semester-long commitment is required and a trimester for our elementary students)
- Use of School District technology, prompt technology support, and assistance with internet if needed
- Access to a team of highly qualified teachers, course vendor, and school district liaison / mentor committed to your student's success



# Wilson Virtual Academy FAQs

Edgenuity Website  
(Click Here)

Edgenuity PA Course List  
(Click Here)

## What resources are available to help me in my role as Learning Coach?

The [Students and Guardians Webpage](#) has links to materials to help you help your student.

## Does a virtual student get a laptop?

Yes– a district-issued Chromebook will be provided and the WSD Acceptable Use Policy is still in place for a WVA student.

## Will grab and go lunches be available for a virtual student?

We are currently exploring this option.

## Can a virtual student transfer back into the brick and mortar school?

We would like virtual students in grades 6-12 to commit to one semester (mid January 2021) since Edgenuity courses are divided into semesters. For students in grades K-5 we would like a commitment to one trimester (mid November 2020). A student can drop an Edgenuity course up to 15 days after enrollment, after that time frame, a student will need to stay in the course through the end of the semester/trimester.

## What resources are available to students with an IEP?

All special education and related services will be available to students with IEPs, however those supports may look different than they have in the past, with a combination of virtual meetings, teletherapy and/or in person appointments as determined by the IEP team.

## How will a student be supported and receive FAPE?

If the virtual option is selected as the 20-21 option for instruction, the IEP team will need to review the supports and services required as part of the IEP and determine how to best meet those needs through a combination of virtual or in-person services.

## How will a GIEP student be supported?

Students receiving support through a GIEP would still be able to receive supports as designed by the GIEP team either virtually or in person.

## Will the school provide technology/wifi for students in virtual?

If WIFI is needed, please contact your student's home building.

## Is there a deadline to enroll my student?

We are asking for a commitment by August 25th so we can get your student enrolled.

## Will there be a training class for guardians on the technology and software?

There will be communications provided to the students regarding how to access the content which they can share with their guardians.



### **What does a typical day look like for a virtual student?**

Full time virtual students in grades 6-12 will have the following: 6 credits for 9th and 10th grade, at least 5 credits for 11th grade, and at least 4 credits for seniors. Each course should take approximately 60 minutes per subject per weekday. K-5 students will have their 4 cores and one special, if wanted. A time commitment of approximately 3 hours per day is optimal. K-5 students will be given one Elementary teacher for all 4 core subjects just like a typical classroom. Secondary students will have content specialists.

### **What part is independent work vs in person instruction?**

Content delivered through the Edgenuity platform is all asynchronous. A student can reach out to their teacher for 1:1 support. Edgenuity teachers are highly qualified, PA certified instructors and the content follows PA Common Core guidelines.

### **Will virtual students be able to move ahead in their courses?**

Certainly.

### **Must the virtual student log in at a certain time each day?**

No. The content is available 24/7.

### **Can a parent go in after they get home from work to check on work completed?**

Parents may sign up for Parent Portal access and be emailed a progress report on a daily basis.

### **What is the cost for students to attend WVA?**

Students can take up to 7 online courses as a full time student. If a student needs Credit Recovery, there is a cost (\$225) or if a student wants to take an accelerated course or an additional 8th course, there a cost. (\$600)

### **How do I register my student for WVA?**

An email to your School Counselor will start the process. Counselors need to make sure the courses are aligned with their graduation path. K-5 guardians need to contact their home building office to start the process.

### **How is attendance taken for a student in the Wilson Virtual Academy?**

A full time student is REQUIRED to log in 5 days a week for the minimum of 3 hours per day AND must show completion of work. K-5 students are required to log in a minimum of one hour per weekday. Attendance will be entered into Skyward including a Doctor's note, if necessary.

### **Does a WVA student follow Wilson's school calendar?**

Yes, a WVA student is required to log in on each day school is in session.

### **Is a WVA student required to take state-mandated assessments?**

Yes, the student will report to their home building to take the exams.

# EXEMPTING A COURSE



In order to exempt a course, the [Alternative Credit Form](#) must be completed prior to approval. It is imperative that this document is completed prior to signing up or commencing with the course. Please see your school counselor for any questions or assistance needed.

## Exempting a Course by Online Course

**Purpose:** To move students ahead of the district-adopted sequence of courses in a particular academic subject through an online, non-Wilson course.

**Guidelines:**

- Request for an online course must be initiated by guardian and student in writing to the principal.
- Any costs of the online course are to be funded by the student and/or guardians, which may include the cost of assembling materials, and/or administering and scoring the exams.
- An online course must be done by a subject-certified teacher and an approved/accredited online course provider.
- The grade achieved is not included in the GPA. It is the responsibility of the students and guardian to provide the Wilson School District with grade and transcript information from the online provider along with contact information to verify achievement scores.

## Exempting a Course by Private Tutoring

**Purpose:** To move students ahead of the district-adopted sequence of courses in a particular academic subject through an online, non-Wilson course.

**Guidelines:**

- Request for tutoring must be initiated by guardian and student in writing to the principal.
- Any costs are to be funded by the student and/or guardians, which may include the cost of assembling materials, and administering and scoring the exams.
- Tutoring is to be done by a subject-certified teacher.
- Thirty hours of tutoring is recommended to ensure total mastery of the subject matter.
- Tutoring is not to be scheduled for a course in which a student is presently enrolled.
- The student must take the district version of the mid-term and the final examination and achieve a score of 85% or better on both. The examinations may be taken no more than twice within a twelve-month period.
- The grade achieved is not included in the GPA.
- The mid-term and the final examination grades and equivalent credit will be recorded on the student's transcript as "P" for passing.
- Instructional materials will be provided by the Wilson School District. The appropriate department chair/supervisor will coordinate and finalize the process.
- Verification of the tutoring process, administration/scoring of mid-year and final examinations will be completed by the building principal or his/her designee.
- Administrative costs accrued will be paid by the student and/or guardians.

# EXEMPTING A COURSE

## Exempting a Course by Remediation by Tutor

**Purpose:** To give a student who fails a course during the regular school year the opportunity to make up the course by being tutored.

**Guidelines:**

- Request for remediation by tutoring must be initiated by guardians and students in writing to the principal.
- Any costs are to be funded by the student and/or guardians, which may include the costs of assembling materials, and administering and scoring the exams.
- Tutoring is to be done by a properly certified teacher. A minimum of 15 hours of tutoring is required.
- After tutoring, the student must take the district version of the mid-term and the final examinations and achieve a score of 70% or better. The examinations may be taken no more than twice within a twelve-month period.
- An average score of 60% or better must be achieved when adding the mid-term and the final examination scores with the student's final average the first time the course was taken. The grade recorded on the transcript will be 60% as is the practice with summer school courses.
- The grade of 60% and equivalent credits will be recorded on the student's transcript.
- The grade achieved is included in the GPA. Instructional materials will be provided by the Wilson School District. The appropriate department head/ supervisor will coordinate and finalize the process.
- Verification of the tutoring process, administration/scoring of mid-term and final examinations will be completed by the building principal or his/her designee.
- Administrative costs accrued will be paid by the student and/or guardians.

## Exempting a Course by Exam

**Purpose:** To allow a student to exempt a particular course because of an existing knowledge base.

**Guidelines:**

- Request to exempt a course by exam is to be initiated by guardian and student, in writing, to the principal; the letter must state the reason exemption is being requested. Exemption by exam must be requested prior to the start of the course. Permission to exempt a course by exam is granted at the principal's discretion.
- Any costs are to be funded by the student and/or guardians, which may include the costs of assembling materials, and administering and scoring the exams.
- The student must take the district version of the mid-term and the final examinations and achieve a score of 85% or better. The examinations may be taken no more than twice within a twelve-month period.
- No grade will be assigned or included in the GPA.
- The mid-term and the final examination grades and equivalent credit will be recorded on the transcript as "P" for passing.
- The mid-year and final examinations dates and administration/scoring will be completed by the building principal or his/her designee.
- Courses completed through credit-by-exam may not be used to satisfy core-course requirements for NCAA Eligibility Center.
- Students taking a course by independent study must follow the curriculum established by the teacher and the Wilson School District. In addition, they must complete the course's mid-term and final assessments as established by the teacher and the Wilson School District.

[Alternative Credit Form  
\(Click Here\)](#)

# EXEMPTING A COURSE

(Continued)

## Guidelines for High School Students participating in Post-Secondary Education

(College, University, Trade/Tech School)

**Students who wish to enroll in a class or attend classes on a part-time basis at a local college, university, or trade/tech school should follow the following procedures:**

1. Submit a written request to the principal, co-signed by the guardian and the student at least 30 days prior to the student starting such a class or classes. The principal will confer with the assistant superintendent of secondary education before a final decision is made. Students must meet the criteria of the college or university for which they are applying. All decisions will be communicated in writing to the guardian and student.
2. The request must list the course title, number of college credits, name of the college or university, a copy of the course syllabus, and evidence of admission to the college course.
3. If a student wishes to attend a college or university on a part-time basis, he/she must be able to fulfill all the district's graduation requirements while maintaining at least part-time status as a high school student.
4. All college fees and tuition will be at the expense of the guardian and/or student.
5. Transportation to and from the college, university, or trade school will be the responsibility of the guardian and/or student.
6. All rules and regulations of the district still apply to the student while the student is enrolled at the high school.
7. College, university, or trade school grades will not be included in the calculation for class rank or final grade point average (GPA).
8. Part-time college, university, or trade school students will be considered for valedictorian/salutatorian honors.
9. College, university, or trade school grades will not be included in calculations.
10. With prior approval from the principal, earned college, university, or trade school credits will count toward the total credits required for graduation. Three college credits will equal 1.0 high school credit. College, university, or trade school transcripts will be attached to the high school transcript.
11. It is the student's responsibility to provide Wilson High School with their college transcript upon completion of college courses.
12. The counseling department will report to the Director of Student Services the names of any students who are enrolled in college classes part-time during the school day in any given semester.



# GRADING

## INTERIM REPORTS/REPORT CARDS

Student grades will be available through our Skyward Online Grading System and sent home only by request to all guardians at mid-semester period and the end of the semester. The interim report will state the student's current grade and may comment on his/her progress.

In addition, guardians can check their students' grades by accessing the Skyward Online Grading System found on the district's website. The final report card for the year will be available online after the last day of school. Guardians may sign up to receive automatic emails updating on their students' academic status everyday if they so choose

## MID-TERM & FINAL EXAM POLICIES

High school seniors are not exempt from mid-term exams but can be exempt from a final exam if they have achieved a 90% average in a course only if it is not a class requiring a Keystone exam. A grade average for a student exempt from taking a final exam will be calculated by averaging the two semester grades plus the mid-term grade. Raw scores will be used for this calculation.

The exception to the above procedures involves students enrolled in courses considered semester courses. A student is exempt at midterm if he/she has achieved a 90%.

Requests to take mid-term or final exams before the scheduled date will not be granted. Allowing students to take exams prior to the scheduled date will compromise the integrity of the exam. Students who are absent from school and miss a mid-term must make arrangements with the teacher to make up the test.

**IMPORTANT: Students who are absent during final exams must make up those exams prior to June 30 on specified dates announced by the high school. Make-up final exams will be proctored and graded by the subject area department head or his/her designee; the cost of these services must be assumed by the students' parents/guardians.** Please refer to the school calendar and note potential snow make-up days when planning vacations and make every effort to take final exams at the times they are administered.

**Please review Board policy #204 regarding attendance during mid-term and final exams.**

# HONOR ROLL CALCULATIONS

Honor roll will be calculated using the chart of weighted averages and credit value of the course, as seen on pages 15 & 16.

## HIGH HONOR ROLL

In order for a student to achieve high honor roll status, he/she must attain a grade average of at least 93% with no individual grade being lower than 85% in all subjects.

## HONOR ROLL

In order for a student to achieve honor roll status, he/she must attain a grade average of at least 85% with no individual grade being lower than 75% in all subjects.

## ADVANCED PLACEMENT PROGRAM

The College Board's Advanced Placement (AP) program is an opportunity for students to pursue college-level studies while still in high school. Through this program, they may earn credit, advanced placement, or both for college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

Wilson High School is committed to the Advanced Placement Program. Wilson teachers are well prepared to teach Advanced Placement courses, having attended summer courses that prepared them for teaching specific subject areas.

AP exams are an integral part of an AP course. The exam grade provides an important payoff to students in terms of college credit and advanced placement. Exam results from all AP students also give AP teachers and administrators important feedback on the strengths and weaknesses of their courses.

We believe that true college preparatory students should challenge themselves with at least one AP course during high school. It is important to note, however, that the raw score, not the weighted score, appears on the student's report card and transcript. Weighting is configured into the student's GPA at the end of every year, and the student's GPA appears on the report card at the end of the year. Weighting of the course takes place for all students and is not dependent on taking the AP exam.

# CLASS RANK

For the purposes of class ranking, which begins in the student's 9th grade year, each student receives an overall numeric average which includes all courses attempted. A student moving into the Wilson School District becomes eligible for class ranking only after he or she has been a student in the District for 91 days, or more than one semester.

Class rank is only recalculated after a final grade has been submitted at the end of the school year. GPA and class rank is calculated based off of courses taken at Wilson High School.

## LATIN HONOR DESIGNATION

Students will be recognized based upon their cumulative GPA in the following fashion:

4.00	Summa Cum Laude
3.75-3.999	Magna Cum Laude
3.50-3.749	Cum Laude

## WEIGHTED GPA

The 4.0 grading scale is for weighted courses only. To calculate weighted GPA, you must divide GPA credits by GPA points. Thus, this scale will not be an equivalent for overall GPA due to the various weighting assigned to courses (AP, Honors, and CP courses).

The numeric average for class rank is adjusted for weighted courses (honors and AP) as follows on the next page.



# CLASS RANK (Con't.)

## NUMERIC AVERAGE FOR CLASS RANK

Raw Score	Honors 1.1	AP 1.17
100	110.00	117.00
99	108.90	115.83
98	107.80	114.66
97	106.70	113.49
96	105.60	112.32
95	104.50	111.15
94	103.40	109.98
93	102.30	108.81
92	101.20	107.64
91	100.10	106.47
90	99.00	105.30
89	97.90	104.13
88	96.80	102.96
87	95.70	101.79
86	94.60	100.62
85	93.50	99.45
84	92.40	98.28
83	91.30	97.11
82	90.20	95.94
81	89.10	94.77
80	88.00	93.60
79	86.90	92.43

Raw Score	Honors 1.1	AP 1.17
78	85.80	91.26
77	84.70	90.09
76	83.60	88.92
75	82.50	87.75
74	81.40	86.58
73	80.30	85.41
72	79.20	84.24
71	78.10	83.07
70	77.00	81.90
69	75.90	80.73
68	74.80	79.56
67	73.70	78.39
66	72.60	77.22
65	71.50	76.05
64	70.40	74.88
63	69.30	73.71
62	68.20	72.54
61	67.10	71.37
60	66.00	70.20
Weighting continues for grades below 60%		

Percentage	4.0 Scale	Percentage	4.0 Scale
117	5.0000	78	2.6000
116	4.9204	77	2.5250
115	4.8570	76	2.4500
114	4.7856	75	2.3750
113	4.7142	74	2.3000
112	4.6428	73	2.2250
111	4.5714	72	2.1500
110	4.5000	71	2.0750
109	4.4500	70	2.0000
108	4.4000	69	1.9000
107	4.3500	68	1.8000
106	4.3000	67	1.7000
105	4.2500	66	1.6000
104	4.2000	65	1.5000
103	4.1500	64	1.4000
102	4.1000	63	1.3000
101	4.0500	62	1.2000
100	4.0000	61	1.1000
99	3.9500	60	1.0000
98	3.9000	59	0.9500
97	3.8500	58	0.9000
96	3.8000	57	0.8500
95	3.7500	56	0.8000
94	3.7000	55	0.7500
93	3.6500	54	0.7000
92	3.6000	53	0.6500
91	3.5500	52	0.6000
90	3.5000	51	0.5500
89	3.4250	50	0.5000
88	3.3500	49	0.4500
87	3.2750	48	0.4000
86	3.2000	47	0.3500
85	3.1250	46	0.3000
84	3.0500	45	0.2500
83	2.9750	44	0.2000
82	2.9000	40	0.1500
81	2.8250	42	0.1000
80	2.7500	41	0.0500
79	2.6850	40	0.0000

# EXTRACURRICULAR ACTIVITIES ELIGIBILITY POLICY

## Extracurricular Activities Eligibility Policy

If a student fails one or more major subjects, he or she will be required to attend tutoring sessions at least two days per week until passing grades are achieved.

As long as the student is attending the minimum number of tutoring sessions required per week, he or she may participate in contests or performances. If the number of subjects failed during any given week reaches three, the student is automatically ineligible to participate until passing grades are achieved.

In all cases where a student must attend tutoring sessions, he or she is required to attend a minimum of two days per week until passing grades are achieved or the student will be ineligible to participate in the week's contest, performance, or activity.

# NCAA RULES & REGULATIONS

## NCAA Registration Information

The NCAA strongly suggests that prospective student-athletes who plan to participate in intercollegiate athletics at an NCAA Division I or II institution use the new online registration rather than complete the paper form.

To register, prospective student-athletes should access the registration materials by visiting the new NCAA Eligibility Center web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Students should register online no sooner than August before their senior year. Students must request transcripts from the Counseling Office. SAT and ACT scores must be sent directly from the testing center to the NCAA. The NCAA does not accept these scores from the high school transcript.

NCAA Eligibility Information  
(Click Here)

# NCAA RULES & REGULATIONS

## NCAA DIVISION I ACADEMIC ELIGIBILITY

1. Graduate from high school
2. Successfully complete a core curriculum of at least 16 academic courses in the following areas:
  - a. at least four years in English
  - b. three years in math (Algebra I or higher)
  - c. two years in Social Science
  - d. two years in Natural or Physical Science, including one laboratory science
  - e. one additional course in English, Math, or Natural or Physical Science
  - f. four additional academic courses
  - g. courses completed through credit-by-exam may not be used to satisfy core-course requirements.
3. Have a GPA and combined scores on the SAT verbal and math sections or a sum score on the ACT.
4. Complete the amateurism questionnaire and request final amateurism certification. ACT based on the qualifier index scale, as seen on the [www.eligibilitycenter.org](http://www.eligibilitycenter.org) website.

## NCAA DIVISION II ACADEMIC ELIGIBILITY

In order to be considered a “qualifier” of a Division II college, a student must graduate from high school and have a GPA of 2.0 on a 4.0 scale in a successfully completed core curriculum of at least 16 academic courses (please see the list of requirements under Division I requirements).

In addition, a student must have a combined score on the SAT math and verbal sections of 820 or a 68 sum score on the ACT. In order to be considered a “partial qualifier,” a student must graduate from high school and meet one of the two requirements listed above, complete the amateurism questionnaire and request final amateurism certification.

If you have specific questions involving your son or daughter, or would like more detailed information, please contact the counseling office.

# COURSE SELECTION

The interest, effort, and work ethic of the student all have a significant bearing on academic performance. In classes such as English, Mathematics, Social Studies, Science, and World Languages, students will be assigned to the class in which the professional staff feels they can best succeed and maximize their potential.

All students have the opportunity to select courses based on individual abilities, interests, talents, and career goals. The counseling department and the administration reserve the right to change a student's schedule based on the student's past academic performance and standardized testing results in order to accommodate the needs of the student body.

**NOTE: Course offerings are always subject to enrollment number and board approval of the school budget.**



Teachers will submit their recommendations through Skyward.



Students select their courses through Skyward. Generally speaking, courses may be taken only one year for credit. Exceptions are noted.



Each student will be expected to maintain a minimum number of credits per year depending on their grade level.



Guardians and students are encouraged to discuss course selections prior to the students' scheduling courses with their counselors.



Counselors will meet with students to review course selection, course prerequisites, course load, graduation requirements, and students' career educational goals.



Scheduling conflicts may prohibit placement in electives. Counselors will ask students to identify an alternate elective which will be substituted for a conflicting course.



Requests for changes in course selection must be made during the "drop/add" time frame and will be based upon course availability. The completed course request represents final course selection and requests for changes will not be honored except as outlined in the next section.

# HONORS & AP COURSE CRITERIA

Enrollment in all Honors and Advanced Placement courses will be based upon the recommendation of the student's current teacher in the same subject area. If a student is not recommended by the area teacher to take an Honors or Advanced Placement course, he or she may still enroll in the desired course, with the following stipulations:

#1

The student and parents/guardians must sign a waiver form (available from the student's counselor) acknowledging that the course is being taken without the endorsement of the school. By signing the waiver, the student promises to complete the required summer assignments and remain committed to the Honors or Advanced Placement course for the entire school year (see Schedule Change Procedures).

#2

Students who enroll in Honors or Advanced Placement courses which require completion of summer assignments, and who fail to complete those assignments, may be dropped from the course.

#3

Many Advanced Placement courses require summer assignments to be completed. It is the responsibility of the student to seek out all summer assignments, adhere to all deadlines, and complete work as assigned.

#4

When a student is moved from an honors or an AP course to a CP course, the course weighting will not follow. Course weighting is only awarded at the completion of the course with earned credit.



# SCHEDULE CHANGES

Whatever you are,  
be a good one.

~Abraham Lincoln

## Courses Requiring Summer Assignments

Many Advanced Placement and Honors courses require summer work. Please see the high school website for specific course requirements and/or contact your counselor for more information. It is the students' responsibility to seek out all Advanced Placement and Honors summer assignments.

## Schedule Change Procedures

We expect students to retain the courses they selected with the advice and consent of their guardians, teachers, and counselors. There are, however, circumstances which arise that necessitate a change in the course selected. When valid reason is presented and the principal or assistant principal, teacher, counselor, guardian, and student agree, adjustments may be made.

## Grading Policy With Regard to Schedule Changes

Students withdrawing from a course with guardian, teacher, and grade level principal approval, will transfer the grade to the new course, except in the case of transferring to an AP or Honors course. In this case, students will have the completed course reflected on the transcript. When a student is moved from an honors or an AP course to a lower level course, the course weighting will not follow. Course weighting is only awarded at the completion of the course with earned credit.

A withdrawal from a class after the accepted window will result in the course appearing on a student transcript with a notation designating they were withdrawn from the course.

[Course Deviation Form  
\(Click Here\)](#)

[Summer Add/Drop Interval  
\(Click Here\)](#)

# VALID REASONS FOR SCHEDULE CHANGES

## Valid Reasons for Schedule Changes

1. Scheduling error – The counselors will make these changes as soon as possible at the beginning of the school year.
2. Resolution of insufficient credits for graduation – The counselors will make these changes as soon as possible during the summer or at the beginning of the school year.
3. In the case of English, Math, Science, Social Studies, and World Language courses, the following guidelines will apply:
  - a. If the student is not meeting success at the level of understanding that the course requires, the counselor will make the change only after:
    1. A student meets with a counselor to obtain a Course Change Request Form.
    2. The student is then responsible to gather information using the guidelines provided on this form for the class change procedure.
  - b. This information includes:
    1. A written request and reason for the class change from the student and written approval from a guardian.
    2. Written notification from the teacher documenting the student's efforts to pass the course (these efforts must include homework completion, test retakes, and after-school tutoring), as well as the teacher's recommendation for the change.
    3. Written approval for the change from the principal or grade level principal will be the final requirement above all other requirements.

In order to preserve the continuity of the student's education, multiple schedule change requests will not be granted.

Electives can be added only if they meet during the same period as the elective to be dropped.

Requests for teacher switches, period switches, and/or lunch period switches will not be granted.

# WILSON ACADEMIES

## The Wilson High School Academy & Internship Program: Pathways to the Future

In partnership with our community, parents, staff, and students, Wilson High School identified five critical areas of academia that will promote growth through inquiry and career exploration. The five Academies are an opportunity for students to explore a wide variety of course offerings, engage in college-level research, and investigate possible career pathways in a 21st Century learning environment. Each Academy is comprised of several focused pathways. Each pathway culminates during a student's senior year with an individualized capstone course or internship and portfolio presentation.



Advanced Placement Capstone Academy



Berks Career & Technology Center Academy



The Global Business & Financial Leadership Academy



Science, Technology, Engineering, & Mathematics Academy



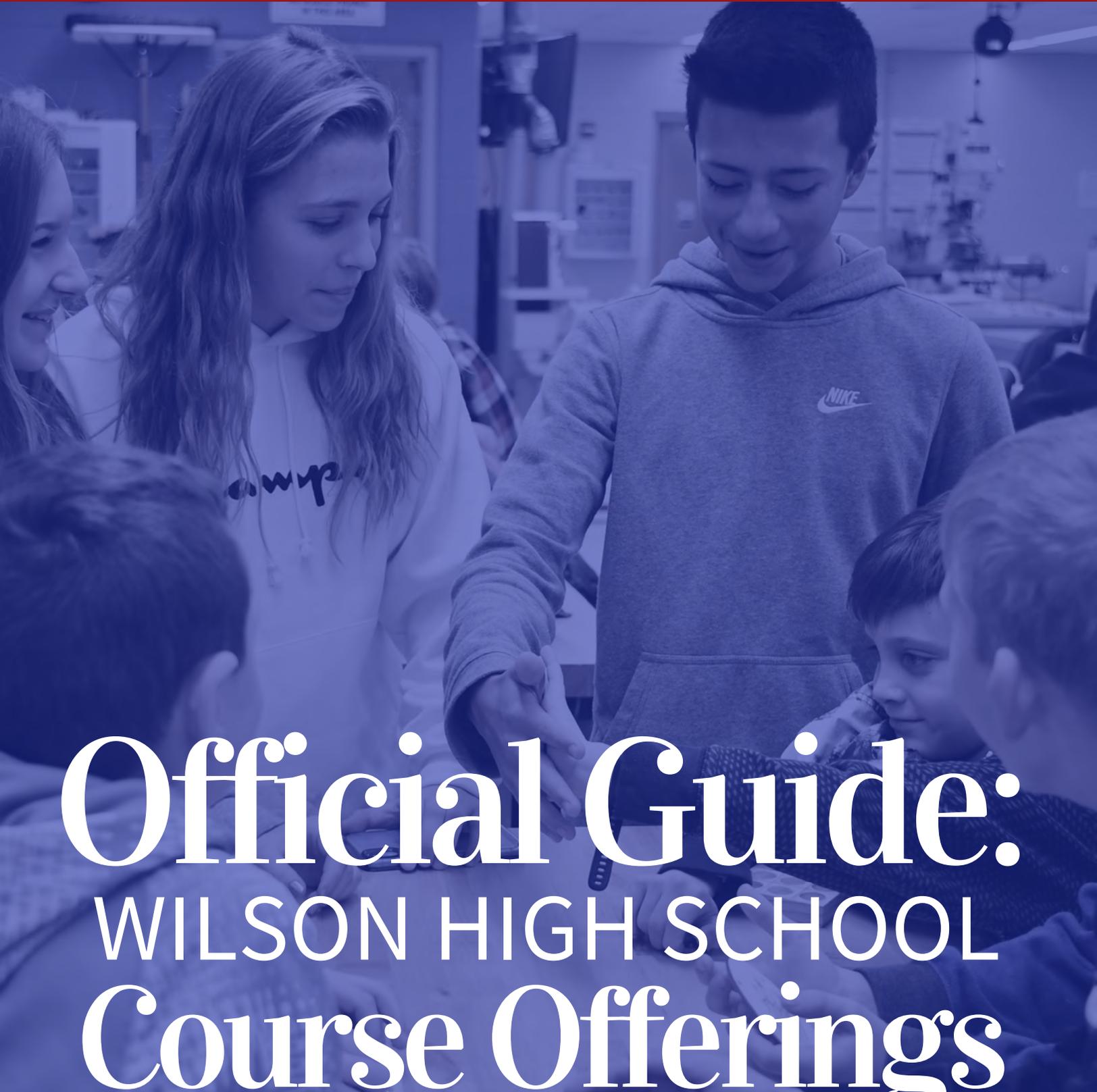
Visual & Performing Arts Academy



Honors Internship Program



Empowering our students  
to create their own future



# Official Guide: WILSON HIGH SCHOOL Course Offerings

The information contained in this brochure is current as of the time of publication. Information is subject to change. Please contact your Guidance Counselor for the most current information.

# ART

## Drawing 1

Do you like to draw? Do you wish your drawing skills were more developed? This course starts off working with line, builds up to shading and then we explore color. We work with pen, pencil, ink, charcoal, pastels and anything else you can draw with. This course will teach you how to observe closely and to see as an artist. A weekly journal is required for this class and all grade levels are welcome.

**Credits:** .05  
**Length:** Semester course  
**paired with** Painting I  
**Grades:** 9-12

## Painting 1

This course begins with the exploration of color mixing including tints and shades then we add in all the colors! Students will paint on paper, canvas board, and canvas exploring with watercolor, acrylic and also pastels. Our subject matter covers realism, abstraction and communication with color and images. A journal is required for this class and all grade levels are welcome.

**Credits:** .05  
**Length:** Semester course  
**paired with** Drawing I  
**Grades:** 9-12

## Drawing II (Pre-requisite: Drawing I)

All art has meaning and this course will help you to examine and understand how to convey meaning in your own work. You will stretch your observation skills and refine your individual techniques. You will begin to interpret objects creatively and are expected to solve visual assignments in more than one way. A journal is required for this class.

**Credits:** .05  
**Length:** Semester course  
**paired with** Painting II  
**Grades:** 10-12

## Painting II (Pre-requisite: Painting I)

Continue your exploration of painting by delving into personal expression. Students will paint with watercolor, acrylic and be introduced to oil paints on a variety of surfaces such as cardboard, paper, and canvas. The opportunity exists for students to stretch their own canvases and work in a large format. You will explore different styles of painting as you begin to develop your own unique signature. Expression of emotion and use of imagination are part of building your painting skills. A journal is required for this course.

**Credits:** .05  
**Length:** Semester course  
**paired with** Drawing II  
**Grades:** 10-12

## Drawing III: (Pre-requisite: Drawing)

Are you looking to build your portfolio? Colleges look for portfolios that have a diverse collection of work, such as portraits, still-life, figure drawings as well as an understanding of a variety of techniques and media. We will continue to explore the meaning of art and explore art mediums to develop your own personal style. You will refine your drawing skills through the use of various media. Projects will be linked to global events that are happening in today's society. You will also create from observation and explore your own imagination to help develop your creativity. A sketch journal is required for this class and you will develop a digital portfolio to keep a record of your progress and also display your work.

**Credits:** .05  
**Length:** Semester course  
**paired with** Painting III  
**Grades:** 11-12

## Painting III (Pre-requisite: Painting II)

In this class we will continue to explore and experiment with oil, acrylic, and watercolor and paint on a variety of surfaces. You will stretch your own canvases and begin to paint on a large scale. You will be encouraged to explore different mark making techniques to help you develop and build your own individual style as well as incorporating the styles and techniques of famous painters. A sketch journal is required for this class and you will continue to add to your digital portfolio to keep a record of your progress and also display your work.

**Credits:** .05  
**Length:** Semester course  
**paired with** Drawing III  
**Grades:** 11-12

# ART

## Paper Crafts

Paper has been used for centuries and in a variety of ways. This course explores many uses of this interesting material. We will make paper, create different handmade books, learn how to bind a book, write with calligraphy pens, marbled end papers, design paper jewelry, learn quilling, cut kirigami, recycle newspapers to make bowls, assemble pop-up cards and more. Good craftsmanship (workmanship) is important when working with your hands. This class requires good fine motor skills.

**Credits:** .05  
**Length:** Semester course  
**paired with Traditional Crafts**  
**Grades:** 9-12

## Traditional Global Crafts

A craft is not only beautiful but also useful. Traditional crafts are created throughout the world by many talented people other than classically trained artists. A central component to crafts is working with one's hands to create a decorative and functional work of art. This class surveys crafts from around the globe, including macrame, clay, fibers, printmaking, paper cutting and sculpture.

**Credits:** .05  
**Length:** Semester course  
**paired with Paper Crafts**  
**Grades:** 9-12

## Sculpture

Do you like to build things or work with your hands? If you enjoy working with wire, plaster, cardboard, and found objects, then this course is for you. This course concentrates on developing technical skills as well as artistic appreciation and understanding of successful three-dimensional artwork. Studio projects will be linked to the discussion of art historical topics and/or the applications of sculpture in modern societies. You will use a variety of methods, including assemblage, carving, and modeling. Weekly sketchbook assignments are required in this course.

**Credits:** .05  
**Length:** Semester course  
**paired with Ceramics**  
**Grades:** 9-12

## Ceramics

Do you want to learn how to hand build with clay? Ceramics is designed for the beginner through the advanced art student. You will explore the many uses of clay, from the simple handmade forms of early cultures to the extremely varied applications of clay in today's society. Ceramics will increase your understanding and application of the elements and principles of design, knowledge of specific artists, and the functionality of clay throughout history. You will have the opportunity for creative expression through the use of your imagination and acquired skills. Teacher demonstrations will be provided showing a variety of ceramic hand-building techniques such as slab, coiling and sculpting with clay. A variety of glazing techniques will be shown. Weekly sketchbook assignments are required in this course.

**Credits:** .05  
**Length:** Semester course  
**paired with Sculpture**  
**Grades:** 9-12

## Advanced Ceramics (Pre-requisite: Ceramics)

This course is open to any student who has successfully completed the ceramics course. In this course, students will continue to explore various ceramic construction techniques, such as hand-building with slabs and coils and sculpting. A great deal of time will be spent learning how to throw on a potter's wheel. Various glazing techniques will be explored. Students will learn how to reclaim clay, create slip, mix glazes, experiment with alternative firing techniques, and how to load and unload a kiln. Weekly sketchbook assignments are required for this class and you will build a digital portfolio to keep a record of your progress and also display your work.

**Credits:** 1  
**Length:** Full Year  
**Grades:** 10-12

# ART

## Art History AP

This course is designed to provide an understanding and appreciation of architecture, sculpture, painting, and other art forms within historical and cultural contexts from a global perspective. Students will study 250 College Board required works of art in-depth from prehistory to contemporary culture which are divided in ten content areas. The students examine major forms of artistic expression from the past to the present from a variety of global cultures and will know the form, function, content and context of these 250 works. Students learn to look at works of art critically, intelligently, and sensitively, and to analyze what they see. A field trip to the Philadelphia Museum of Art and/or the Barnes Foundation is part of the curriculum. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination.

**Credits: 1**  
**Length: Full Year**  
**Grades: 10-12**

## Art and Design-AP (Pre-requisite Drawing II & Painting II)

Students registering for this course select a concentration in drawing, 2D design, or 3D design. Whichever area is chosen, the creation of portfolio is required. Each portfolio consists of three sections: quality, concentration, and breadth of work. Exact deadlines must be met throughout the school year in order to fulfill the requirements of this advanced course. Possible awarding of college credit is based on presentation of the actual portfolio or through submission of slides for the 3D segment. Five summer assignments must be completed by the first day of school. These assignments will be available on the district website.

**Credits: 1**  
**Length: Full Year**  
**Grades: 11-12**

## Digital Arts I (Pre-requisite: Drawing I Preferred)

Do you enjoy art AND technology? Are you interested in taking your artwork into the digital world? We will review and expand your skills using the principles of art and Design beginning with pencil and paper. Then we will use this knowledge to create artwork with various programs on the computer. You will learn to use the Wacom tablet with the Adobe suite, Corell and Sketchbook programs. Possible projects include creating comics, illustrations, logo and/or concert poster, short animations and more. A weekly sketchbook assignment is required for this course in order to improve your observation and drawing skills.

**Credits: 1**  
**Length: Full Year**  
**Grades: 10-12**

## Digital Arts II (Pre-requisite: Digital Arts I)

The fundamental and unique principles of three-dimensional art are analyzed in a variety of constructive experiences. Concepts of space, movement, mass, volume, and the qualities of materials are explored within an enduring ideas framework, connecting the art-making to issues and experiences found in our world throughout time and across cultures. Constructive materials may include clay, cardboard, paper, paper-mache, wire, plaster and found objects. Sketchbook assignments will be given bi-weekly to build upon skills and concepts that the students are learning in class. Written responses will be incorporated into the lessons as well. This class is ideal for students who like to build and construct as well as investigate new ways to create three-dimensional art.

**Credits: 1**  
**Length: Full Year**  
**Grades: 10-12**

# BUSINESS

## Accounting I

Speak the language of business! Whether investing one's hard-earned cash, running one's own business, or moving up the corporate ladder, the basics of accounting are essential. Topics covered for both a sole proprietorship and corporation include: journalizing, posting, preparing financial statements, controlling cash and merchandising. Students will work with annual reports of publicly traded companies. This is a must-take class for everyone considering majoring in business at all colleges and universities require business students to complete two accounting courses.

**Credits: 1**  
**Length: Full Year**  
**Grades: 9-12**

## Accounting II Honors (Pre-requisite: CP Accounting I)

Continue to advance your knowledge in accounting toward the equivalent of one semester of college accounting. Topics include: Depreciation, Collection of Uncollectable Accounts, Corporate Equity, Valuation of Inventory and Financial Statement Analysis. Students who have completed Accounting I & II will be better equipped to succeed in a college financial accounting class. Students will use accounting software to produce financial documents. Again, this is a must-take class for everyone considering majoring in business at all colleges and universities require business students to complete two accounting courses.

**Credits: 1**  
**Length: Full Year**  
**Grades: 10-12**

## Managerial Accounting Honors

**(Pre-requisite: CP Accounting II or CP Accounting I Instructor Approval)**

Students first learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting of merchandising firms, sales and receivables, fixed assets, debt, and equity. Other topics include a statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis.

**Credits: 1**  
**Length: Full Year**  
**Grades: 10-12**

## Microsoft Office Specialist

The Microsoft Office Specialist class is designed to give every student the opportunity to get certified by Microsoft in Microsoft Office 2016 software. The class will include in-depth instruction of Microsoft Word 2016, Microsoft Excel 2016 and Microsoft PowerPoint 2016. At the conclusion of each section, each student will have the opportunity to take the Microsoft Office Specialist exam (MOS) and be certified by Microsoft. If you successfully pass all three certification exams, you have the opportunity to receive college credit. (Refer to the Microsoft Office Specialist website for details)

**Credits: 1**  
**Length: Full Year**  
**Grades: 9-12**

## Financial Planning

Financial Planning is designed for the college bound student or the student getting ready to enter the work force. Topics will include: the college financial planning, money management, investments and insurance. Students will study everything from college loans and scholarships to IRA's. Students will have the opportunity to hear from guest speakers in the field of financial planning.

**Credits: 0.5**  
**Length: Semester Course**  
**Grades: 11-12**

# BUSINESS

## Financial Planning Virtual

Virtual Financial Planning is designed to allow students an opportunity to experience online learning and provide scheduling flexibility. This course will prepare students for the financial challenges of living independently. Some topics covered are: saving, checking accounts, loans/credit, taxes, budgeting, and insurance. Topics are introduced using short videos and articles. Students taking this course will find all course materials on Moodle. The pacing of the course, procedures for assignment submission and procedure for taking unit tests are at the discretion of the instructor.

**Credits: 0.5**  
**Length: Semester**  
**Grades: 11-12**

## Investing

Using The Stock Market Game, students will explore the fundamentals of personal finance and investing. Students will work together to build and manage an investment portfolio in a real-world, dynamic marketplace. They will analyze and make decisions, explore the consequences of their choices, and seek new ways to strategize for success.

**Credits: 0.5**  
**Length: Semester**  
**Grades: 11-12**

## Marketing & Entrepreneurship

This course is a project based course that will focus on the foundations of marketing and advertising while addressing other business topics. Students will be exposed to entrepreneurship, business ethics and economics. There is an emphasis on teamwork, communication, presentations and leadership skills throughout the course. In this course, students will be able to make relevant connections to our local community and build their personal resume

**Credits: 1**  
**Length: Full Year**  
**Grades: 11-12**

## International Business

CP International Business explores the challenges of managing a culturally diverse work force and the complexities of doing business in countries with different religions, traditions, and value systems. International Business focuses on the ability of managers to lead, motivate, communicate, and negotiate with individuals with different attitudes towards achievement and work, time and change, wealth and success, gender and the family, religion, and language.

**Credits: 0.5**  
**Length: Semester**  
**Grades: 9-12**

## Business Ethics & Communications

In this class students will explore decision-making skills and techniques which can be used to make ethically-motivated choices. Students will learn effective communication techniques to help them to communicate with managers, peers, and as a manager. Through various case studies, students will explore real world problems that businesses face today.

**Credits: 0.5**  
**Length: Semester**  
**Grades: 11-12**

## Honors Internship

The purpose of the Honors Internship is to provide a practical introduction to the professional work environment through direct contact with professionals in the community. Students will participate in a workplace experience, regularly scheduled meetings with the supervising teacher, and weekly blog entries. Internships may be paid or unpaid. Internships can be tailored to the unique needs and interests of the learner.

**Credits: 1-3**  
**Length: 1/4 Year, Semester,**  
**3/4 Year, Full Year**  
**Grades: 11-12**

## School to Work

Students leave school and work at an approved job. This provides the student with invaluable work experiences and lessons that cannot be learned in a classroom. A Coordinator monitors the students employment and provides support to the student. It is an opportunity to for student to "Earn while you Learn." The program is open to all juniors and seniors.

**Credits: 1-3**  
**Length: Full Year**  
**Grades: 11-12**

# ENGLISH

## English 09 CP

CP English 9 is a literature-based course. Students strengthen their vocabulary skills; their speaking, listening, and writing skills; their grammar and usage skills; and their understanding and appreciation of various types of literature, including the novel. This course will provide students with the skills that are necessary to succeed in the college prep high school English programs.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9**

## English 09 Honors

**Pre-requisite: See Honors & AP Course Criteria**

Honors English 9 is a course in which reading and writing independently comprise the core of the curriculum. In addition to intelligence and diligence, prerequisites for success include self-discipline, initiative, and the ability to budget time. Several novels, assigned as independent reading, will be analyzed through class discussions, tests, and formal essays. In addition, grammar skills, vocabulary development, speeches, and other literature selections will be part of the everyday class schedule. A summer reading list will be distributed in June; required works must be completed by the date of the first class meeting in August.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9**

## English 10 CP

CP English 10 students are provided the opportunity to develop composition skills, literary analysis, and oral presentations. Writing will be incorporated regularly using a variety of styles. Students will also participate in an extensive vocabulary study that will aid them in the examination of novels, short stories, plays, poems, and nonfiction.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10**

## English 10 Honors

**Pre-requisite: See Honors & AP Course Criteria**

Honors English 10 students are provided the opportunity to continue developing high verbal ability through frequent writing and reading assignments. Students will develop literary analysis techniques, independent reading strategies, and research skills. Students will read novels, plays, short stories, and poetry and will write a variety of informational and literary analysis essays. A summer reading list will be distributed in June; summer reading must be completed by the date of the first class meeting in August.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10**

## English 11 CP

CP English 11 focuses on the study of American literature and how it addresses questions an issues in our culture. Numerous classic and contemporary novels, plays, poems, and short stories are read, analyzed, and critiqued. A research paper is required of all students. A major emphasis is placed on essay composition and SAT vocabulary and test taking preparation.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11**

## English 11 Honors

**Pre-requisite: See Honors & AP Course Criteria**

Honors English 11 is designed for highly motivated juniors with above-average ability. To succeed in this course, a student must be capable of substantial independent study and must spend approximately one hour out of class for each hour in class. In addition to intelligence and diligence, prerequisites for success include self-discipline, initiative, and the ability to budget time. Students are expected to demonstrate above-average writing skills and to have mastered all the basics of English grammar and mechanics. In addition, students are expected to complete and comprehend frequent, lengthy, independent reading assignments in American literature. Class discussion and vocabulary study are also integral components of the course and a research paper is required of all students. A summer reading list will be distributed in June; required works must be completed by the date of the first class meeting in August.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11**

# ENGLISH

## English 12 CP

CP English 12 is designed according to Common Core State Standards with a focus on media literacy. Students will examine the strategies used to communicate ideas in various media, as well as, how an audience or reader interprets those ideas. Students will also analyze contemporary media for use of bias and rhetoric and be able to utilize these devices in their own work. Although literary analysis writing is stressed, narrative pieces will also be assigned. In addition, vocabulary development and communications skills are important facets of this course.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

## English 12 Honors Composition

Honors English Composition 12 is a 12th grade course in academic writing for students planning to pursue some level of post-secondary education (Associate, Bachelor degrees etc.). The course helps students develop effective processes and strategies for writing for different audiences and contexts. By emphasizing critical thinking, evidence-based inquiry, and self-reflection, the course prepares students to participate in the ongoing discourse of the academic community at the collegiate level. The course has a two-fold goal of developing rhetorical understanding of communicative acts and practical writing abilities. By moving from personal essay writing through the analysis and integration of texts to the synthesis of academic research into one's own perspective, students will see how the academic community values the ability to make a meaningful claim in a well-developed, organized, and clear way. \*\*This course offers a dual enrollment option for students interested in earning college credit while completing the course during senior year. \*\*

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

## English 12 Honors Literature

Honors English 12 is designed for highly motivated seniors with above-average ability. To succeed in this course, a student must be capable of substantial independent study and must spend approximately one hour out of class for each hour in class. In addition to intelligence and diligence, prerequisites for success include self-discipline, initiative, and the ability to budget time. Students are expected to demonstrate above-average writing skills and to have mastered all the basics of English grammar and mechanics. In addition, students are expected to complete and comprehend frequent, lengthy, independent reading assignments in classic and contemporary literature. Reading and assignments encourage both analysis and appreciation of literature as a meaningful reflection of the human experience. Class discussion and vocabulary study are also integral components of the course. A summer reading list will be distributed in May; required works must be completed by the date of the first class meeting in August.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

## Philosophy & Literature CP

CP Philosophy and Literature is a course designed to introduce students to the essential questions of western philosophy through the vehicle of literature. Through this course, students will identify philosophical issues in both fiction and non-fiction text, and develop an understanding of their own viewpoints in light of these readings. Students in this course will develop the cognitive tools to think deeply about important issues, and the meta-cognitive tools to understand how and why they arrive at their own philosophies. Students in this course will develop tools to effectively convey a thesis in various forms of writing, including argumentative, persuasive, informative, and narrative. Students will read, analyze, and interpret fiction and non-fiction text, and draw conclusions and connections based on these readings.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

# ENGLISH

## English Literature & Composition AP

**Pre-requisite: See Honors & AP Course Criteria**

In AP Literature and Composition, students learn to read and to analyze some of the finest poetry, plays, novels, short stories and essays selected from various times and various cultures. Students learn to explore meaning in literature by being attentive to language. Students practice supporting interpretations by noting details and patterns found in the text, comparing their interpretations with those proposed by others, and modifying their own ideas as they learn more and think more. Writing assignments are frequent and varied; students practice both in class and out of class writing. Writing assignments are meant to lead students to insights into a work of literature or, alternatively, to record some insight into human behavior. Students are immersed in a community of discourse, one in which ideas are exchanged freely. The result is often a high level of verbal communication and reasoning. In May of each year, students take the national AP exam for possible college credit. A summer reading list will be distributed in June; required works must be completed by the date of the first class meeting in August.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

## English Language & Composition AP

**Pre-requisite: See Honors & AP Course Criteria**

AP Language and Composition provides a rigorous AP English course that complements AP English Literature and Composition and provides an opportunity for further study of nonfiction as well as advanced composition skills. The College Board suggests curriculum for the course "places a strong emphasis on the development of proficient reading and writing skills. In particular, thorough, efficient reading and contextual understanding of rigorous nonfiction materials and the ability to write organized and developed pieces that demonstrate a strong stylistic and expressive command over the English language. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods, and gain understanding of the connections between writing and interpretive skill in reading. Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of texts themselves. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of this course." In May of each year, students take the national AP exam for possible college credit. A summer reading list will be distributed in June; required works must be completed by the date of the first class meeting in August.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## Seminar AP

**Pre-requisite: See Honors & AP Course Criteria**

AP Seminar, which is the first research and writing course in the AP Capstone program, is an inquiry-based writing and research course that seeks to engage students, both collaboratively and individually, in cross-curricular conversations and research that explore real-world topics from multiple perspectives. Students learn to analyze and evaluate texts with accuracy and precision to effectively write and present evidence-based arguments. AP Seminar culminates with two (2) Performance-based tasks (one group paper and presentation and one individual paper and presentation) and one (1) traditional AP Written Exam. AP Seminar can fulfill either an 11th grade or 12th grade English credit.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

# ENGLISH

## Research AP

**Pre-requisite: See Honors & AP Course Criteria**

AP Research class allows students to further their research and writing skills as they deeply explore an academic topic, problem, or issue of individual interest. Through this process, students design, plan, and conduct a yearlong investigation to address a research question. In the AP Research course, students continue the work of AP Seminar by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4,000\_5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## Film & Literature

Film and Literature is a class for junior and seniors who are interested in the study of film. Students in this class will embark on a journey through both classic and contemporary films while honing their critical thinking, writing, and communication skills. Movies that are included in the curriculum include *The Shawshank Redemption*, *Citizen Kane*, *Jaws*, *2001: A Space Odyssey*, and many others. As part of the course students will create, film, and present an original short documentary.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Senior Acting & Directing

**Pre-requisite: 1 Credit of Theater Courses**

**Requirement: for Visual and Performing Arts Academy Theater Pathway**

Senior Acting & Directing is open to senior students who wish to pursue the study of acting and gain further training in character development, analysis, and stage direction. Senior Acting & Directing is a full-year, performance-based course that addresses the goals set forth in the Pennsylvania Department of Education's Academic Standards for the Arts and Humanities and the National Core Arts Standards. Activities include independent projects, theatrical productions, and cross-curricular assignments. In addition, original plays, monologues, scenes, one-act performances, and fully staged productions will be created as part of the course. Students will have the opportunity to produce and direct a one-act play. *Senior Acting & Directing is a capstone course for Visual and Performing Arts Academy: Theater Pathway. In order to graduate with a Visual and Performing Arts Academy Theater Pathway recognition, students are required to take this course.*

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

# ENGLISH

## Introduction to Journalism and Creative Writing

Introduction to Journalism and Creative Writing is designed for students interested in exploring and developing their skills in the professional writing arena. The first semester is devoted to journalistic writing forms such as the straight news, features, reviews, editorials, columns, and sports. The second semester focuses on creative writing, including fiction, creative non-fiction, and poetry. Students in this elective course will be writing frequently while honing their skills. Students are expected to offer their work for in-class, peer critique as well as submit work periodically for contests or publication.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Advance Journalism and Creative Writing II

### Pre-Requisite: Introduction to Journalism and Creative Writing and the Teacher's Recommendation

Advance Journalism and Creative Writing II is designed for students wishing to develop further the writing skills learned in Professional Writing I. During the first semester, students will learn and apply skills in editing and layout of journalistic material while continuing to improve their writing style. During the second semester, they will apply these editing and layout skills to a creative writing project of their choosing including but not limited to poetry, science fiction, romance, juvenile literature, travel literature, journalism, non-fiction, or playwriting. Students are expected to offer their work for in-class, peer critique as well as submit work periodically for contests or publication.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## School Publications

School Publications involves the preparation, development, and production of high school publications, the most significant project being the annual high school yearbook. Employing an inductive approach to learning, the students "learn by doing" and will learn publication skills such as planning; teamwork; group and individual responsibility; development of concept, content, and design; photography and graphics principles; writing and editing; and marketing approaches that include financial plans, advertising, selling, and distribution of published projects.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Literature Standards

Literature Standards is a required course for 11th and 12th-grade students who have not yet been scored 'proficient' on the Pennsylvania Keystone Exam in Literature. This remediation course is a mandatory requirement of the state of Pennsylvania's Department of Education. In this course, students will learn more about strategies and skills practice in the areas of 'Reading for Meaning' and 'Analyzing and Interpreting Literature' for both fiction and nonfiction literature.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 11-12**

## Introduction to Theater

Introduction to Theater is open to students of all grade levels who are interested in drama and the theater arts. The course is performance-based and delivers an overview of many areas of performance, technical, and historical theater. The class has a strong focus on 21st Century Skills development and the goals set forth in the Pennsylvania Department of Education's Academic Standards for the Arts and Humanities and the National Core Arts Standards. Introduction to Theater students will engage in the study of performance, theatre history, acting techniques, technical theater, and the application of theater competencies as they relate to skills necessary for 21st Century learners to be successful.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

# ENGLISH

## Theater & Performance

### Pre-requisite: Introduction to Theater or Teacher's Permission

Theater Production and Performance is open to students in grades 10 -12 who are interested in an in-depth study of drama and the theater arts. Students will work on projects that will develop critical thinking, problem solving, communication, collaboration, creativity and innovation. Students will engage in the study and performance of acting techniques for the stage and for film and will study different forms of theater including musical theater. Preparing and presenting public performances will be a part of the curriculum. Theater Production & Performance will be especially helpful for students who are interested in building their performance portfolio in preparation for college and scholarship auditions.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Devised Theater & Improv

### Pre-Requisite: Introduction to Journalism and Creative Writing and the Teacher's Recommendation

Devised Theater and Improv is open to students in grades 10-12 who are interested in an in-depth study of drama and the theater arts. Devised theater projects will provide opportunities for students to develop new and original works of theater. Students will also explore improv acting skills to develop critical thinking and problem solving, communication, collaboration, creativity and innovation. Students will analyze, respond to, and present course content that is related to the creation and performance of original theatrical works and the application of theater competencies. The class members will complete in-class and public performances, theatrical exercises, script writing, group performances, solo performances, and portfolio building.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Information Literacy

Information Literacy can be defined as a person's ability to read, interpret, evaluate, use, and communicate ideas from technical texts. This English elective is designed for 10th - 12th grade students who want to learn and refine strategies for reading the kinds of informational texts they'll encounter in STEM careers such as diagrams, reports, weather maps, charts, videos, and other technical formats. By the end of the semester, students will learn literacy skills necessary to tackle texts with complex technical jargon and distinct formats. As an added benefit, this course will simultaneously provide students with the content required for their Private Pilot ground school instruction which they can use to credit toward their Private Pilot training if they choose to pursue a career in aviation.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

# FAMILY & CONSUMER SCIENCE

## Investigating Foods

Investigating Foods explores the science of food as you bake and cook a variety of culinary delights. Students will explore how foods play an important part of each person's life and how health and well-being is impacted by one's food choices. In addition to food preparation, students will learn about food safety in a culinary environment.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 9-10

## Food Preparation

Food Preparation offers students the opportunity to practice the science of baking quick breads, yeast breads, cakes and frosting, pies, and pastries and the science of cooking eggs, milk and milk products, fruits, vegetables, meats, vegetarian, and pastas. Nutrition, meal planning, table settings, and manners are included. Learn the basic techniques of cake decoration and architectural design, construction, and decoration of gingerbread houses.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 10-12

## Chef's Course (Pre-requisite: Food Preparation)

Chef's Course offers students the opportunity to further their basic skills of food preparation as they prepare foods from 16 international countries. Complete an appliance demonstration to show off advanced cooking skills to the class. Other units include food preservation, the art of event planning and entertaining, and functional foods. Expand upon the basic cake decorating skills to create an advanced cake design. Students will further their use of architectural design, construction and decoration of Spring gingerbread cottages.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 11-12

## Understanding Relationships

Understanding Relationships focuses on the establishment of good relationships with friends, families, teachers, boy/girl friends, and, eventually, husbands/wives. The student will learn practical interactive skills in communication -- the basis for all successful life relationships -- while gaining a better understanding of himself/herself. The course will also give insight on preparing and adjusting to marriage, pregnancy, childbirth, and parenting.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 9-12

## Child Development

Child Development focuses on understanding and developing practices that nurture and guide children through developmental stages, in particular of the preschool child. Students will analyze the stages of emotional, social, physical, and intellectual growth of children. This course is designed to help students develop and practice observation skills through their work with the children in the child-care center.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 10-12

## The Early Childhood Professional (Honors: Dual Enrollment RACC; Pre-requisite: Child Development)

The Early Childhood Professional is designed to provide the opportunity for occupational awareness, exploration, and on-site training for careers related to childcare and early elementary education. The students will practice developing and using lesson plans, learning centers, bulletin boards, and bibliographies. First aid, safety precautions, and emergency procedures will be studied and utilized when appropriate. Students will analyze developmentally appropriated practices in their work with children in the childcare center/elementary classroom. A student taking this course for 2 credits will work in the childcare center or elementary classroom (K-3) for an average of two class periods, three days per week, or a minimum total of 130 hours during the school year. Unless the student chooses to work in a classroom at the Whitfield elementary school, it is the responsibility of the parent to provide the student's transportation to and from the field site as a driver or as a passenger. This class may be taken as dual enrollment with RACC.

**Credits:** 2  
**Length:** Full Year  
**Grade:** 11-12

# FAMILY & CONSUMER SCIENCE

## Student Instructional Aide Program (Honors)

*Acceptance into the SIA program is based on completion of an acceptable application, including student career goals and teacher recommendation, submitted to the program coordinator.*

**Credits: 2**  
**Length: Full Year**  
**Grade: 12**

Student Instruction Aide program enables students to serve as aides to a classroom teacher (K-12) by tutoring individual pupils, working with small groups of pupils, and performing other classroom duties. The program is designed to give the student an insight into the field of education. Since the number of applications may exceed the openings available, those students who are most highly recommended will be considered first. This program is suitable for students interested in becoming teachers. Unless the student chooses to work in an elementary classroom at the Whitfield elementary school, it is the responsibility of the parent to provide the student's transportation to and from the field site as a driver or as a passenger. This class meets for two periods. An application packet may be obtained in the Counseling Office.

## Fashion & Interior Design CP

Fashion and Interior Design allows the student to explore the world of design! Learn about clothing and textile design, fabrics, clothing construction, "the runway", wardrobe care and shopping. Interior design \_ an excellent approach to understanding the concepts and principles of planning personal space. Includes decorating, designing, and the use of color and the basics of furniture styles. Students will design and create projects, hear guest speakers, go on field trips and explore career options. Students are required to purchase supplies for this class; therefore, students will incur individual costs for projects.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Costume Design for Theater Production

Costume Design for Theater Production students will create costumes for the fall theater productions. Students will conduct historical research to develop characters through wardrobe and accessories. Fabric effects on stage and impact of stage lighting on wardrobe will be considered in the design of costumes. Students will learn basic sewing techniques, fitting a model, simple closures for quick change and up-cycling for new looks of characters. Students will explore management systems for costume and accessory conservation and retrieval.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Costume Design for Musical Theater Production

Costume Design for Theater Production students will create costumes for the spring musical theater productions. Students will conduct historical research to develop characters through wardrobe and accessories. Fabric effects on stage and impact of stage lighting on wardrobe will be considered in the design of costumes. Students will learn basic sewing techniques, fitting a model, simple closures for quick change and up-cycling for new looks of characters. Students will explore management systems for costume and accessory conservation and retrieval.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Textile & Clothing Construction

Textile and Clothing Construction students will explore the world of clothing and textiles. So..... Are you interested in careers in clothing and textiles? Do you want to learn how to sew and develop your creative skills with fabrics? Then this is the course for you! Create projects using commercial patterns and supplies to meet the individual student's needs and fashion sense. Students will be involved in flat pattern measuring, fitting methods, and sewing techniques. Students are required to purchase supplies for this class; therefore, students will incur individual costs for projects.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

# FAMILY & CONSUMER SCIENCE

## **Advanced Clothing Construction (Pre-requisite: Textile & Clothing Construction)**

Advanced Clothing Construction is the capstone course for students interested in clothing construction and fashion careers. Students will self-select projects, based on their interests and career goals that challenge and extend their current skill level. Principles of advanced fitting and clothing construction will be applied. Students will use pattern drafting and draping and couture sewing techniques. Students are required to purchase supplies for this class; therefore, students will incur individual costs for projects.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

# JROTC

## Junior Reserve Officers' Training Course (JROTC) I

The first year of Leadership, Education and Training (LET) course provides an introduction into the Junior Reserve Officers Training Corps (JROTC). The program's mission is to motivate young people to be better citizens. Activities to develop leadership and management skills are stressed. This course uses military skills to teach self-discipline, confidence, and pride in communication skills, promotes and encourages citizenship through participation in community service projects, and develops leadership potential. Students are required to wear uniforms once a week.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Junior Reserve Officers' Training Course (JROTC) II

### Pre-requisite: JROTC I

The second year of the Leadership, Education and Training (LET) course builds on what was learned during JROTC I, with an emphasis placed on further development of leadership ability, oral communications, drill and ceremonies, first aid skills and map reading. Students are placed in leadership positions and are expected to demonstrate the ability to work cooperatively with others. Course content prepares students to succeed both in school and after graduation. Students are required to wear uniforms once a week.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Junior Reserve Officers' Training Course (JROTC) III

### Pre-requisite: JROTC I & II

The third year of the Leadership, Education, and Training (LET) course places more emphasis on leadership within the JROTC cadet battalion. By taking on added responsibility, students gain more leadership skills to help them succeed during and after high school. Duties and responsibilities of a leader are applied to the areas of drill and ceremonies and American citizenship. Career opportunities include ROTC scholarship and military academy programs. Students are required to wear uniforms once a week.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## Junior Reserve Officers' Training Course (JROTC) IV

### Pre-requisite: JROTC I, II, & III

The final year of the Leadership, Education, and Training (LET) course places primary emphasis on the practical application of the student's leadership duties and responsibilities with the cadet battalion. Students receive practical experiences in problem-solving, group management, and challenges in leadership. Students apply the principles of the planning process, decision-making/problem-solving process, and supervisory techniques in fulfilling course requirements. The importance of American history through the 20th Century is covered. The course uses group dynamics to plan and conduct inspections and ceremonies. Continued emphasis is placed on community service projects. Students are required to wear uniforms once a week.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

# MATHEMATICS

## Algebra I - CP HS

**Pre-Requisite: Algebra I not successfully completed in an earlier grade**

Algebra 1 is considered the gateway course in mathematics. Students in this course will learn fundamental algebraic skills necessary for advancement into higher level math courses. Topics of study include the real number system, radical expressions, linear equations, linear inequalities, quadratic equations, factoring, and graphing algebraic functions. Real world applications are presented and are an integral component of the algebraic learning experience.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Algebra Standards I

**Not proficient or advanced on the Algebra I Keystone Exam**

This course is designed to proactively support a student's foundation of Algebra 1. In addition to receiving individual and group support in reaching proficiency on the Keystone, students will get support in foundational math skills which will set them up for later success in Geometry, Algebra 2, etc. Basic Algebra 1 skills (for example: factoring, combining like terms, rate of change) will be firmed up and give students a greater foundation to build upon later in their high school mathematics careers.

**Credits: 0.5**  
**Length: Half Year**  
**Grade: 9-11**

## Algebra Standards II

**Not proficient or advanced on the Algebra I Keystone Exam**

This course is designed to dive deeper into the application of Algebra 1 skills. Students will receive support for the Algebra 1 Keystone in the second semester of their 10th grade year. In addition to individual and group support in reaching proficiency on the Keystone, students will receive a greater focus on the in-depth application of Algebra 1 skills.

**Credits: 0.5**  
**Length: Half Year**  
**Grade: 9-11**

## Geometry CP Pre-requisite: CP Algebra I, or CP Algebra I-B

This course emphasizes the mathematical structure of geometry. It allows students to engage in and apply the foundational aspects of lines, planes, and shapes. Topics studied include: methods of reasoning, angle relationships, perpendicular and parallel lines, congruent and similar polygons, properties of polygons, right triangle trigonometry, area and volume of figures, circles, and coordinate geometry.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-11**

## Honors ISTEM Mathematics for Algebra 2

**Recommendation to program from current teacher OR successful completion of Virtual Geometry Academy Summer Course, Enrolled in ISTEM**

In this integrated course the projects drive the content that is presented. Traditionally, projects are devised to supplement the content that is being taught. Project completion times will have a range of 2-8 weeks based upon project complexity. Students will hone their higher level mathematical skills as "application" will be required at all times. Students will also learn to work in teams, compromise during decision making, and interact with mentors both in person and virtually. Students will continually be immersed in situations that force them to problem solve, critically think, and troubleshoot. Project examples include: Tic Tac Toe Manufacturing, Pumpkin Chucking, Materials Testing, Truss Bridge Building, Microcontroller Control, Infectious Disease Transmission, Rube Goldberg, and a research based project left to student choice.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9**

*\*Courses within Honors ISTEM:  
Honors ISTEM Physics, Honors ISTEM  
Makers and Innovators, Honors  
ISTEM Mathematics for Algebra 2.  
Please note: Students can choose  
between Honors or CP English*

# MATHEMATICS

## **Algebra 2-A CP** Pre-requisite: CP Geometry

This course includes all topics from the first half of the CP Algebra II curriculum. It will include numerous exercises and the extended time necessary to help students develop a deeper understanding of the topics. It will also provide students with the additional practice needed to reinforce these skills.

Credits: 1  
Length: Full Year  
Grade: 10-12

## **Algebra 2-B CP** Pre-requisite: CP Algebra 2A

This course includes all topics from the second half of the CP Algebra II curriculum. It will include numerous exercises and the extended time necessary to help students develop a deeper understanding of the topics. It will also provide students with the additional practice needed to reinforce these skills.

Credits: 1  
Length: Full Year  
Grade: 11-12

## **Algebra II CP** Pre-requisite: Geometry or Virtual Academy Geometry Summer Course

CP Algebra II will begin with a review of basic algebra concepts, with an emphasis on solving equations and problem-solving. Topics studied in Algebra II include inequalities, linear equations, polynomials, factoring, polynomial equations, rational expressions, radicals, and complex numbers. Quadratic equations, polynomial equations, and logarithms will also be discussed.

Credits: 1  
Length: Full Year  
Grade: 10

## **Pre-Calculus CP** Pre-requisite: CP Algebra 2

Pre-Calculus begins with a review of algebra topics. It is designed to provide a student with the basics of trigonometry (triangle solutions, inverse relations, trig function graphs, vectors, and trig equation solutions), analytic geometry (line, coordinate geometry, and conic sections), and an introduction to calculus concepts.

Credits: 1  
Length: Full Year  
Grade: 10-11

## **Pre-Calculus - Honors** Pre-requisite: CP Algebra 2

The goal of Honors Precalculus is to prepare students for AP Calculus. The concepts and topics examined are meant to deepen students' understanding of algebraic concepts and expand their ability to process and think at higher abstract and conceptual levels. The curriculum will provide a comprehensive analysis of Trigonometry and Precalculus, building upon students' prior mathematical knowledge. Topics examined include, but are not limited to Functions, Conic Sections, Matrices, Sequences & Series, the Unit Circle, Analytic Trigonometry, Vectors, Polar Coordinates, Parametric Equations, and Limits. All of the topics covered will be applied to real-world situations through life problems, projects, and writing assignments.

Credits: 1  
Length: Full Year  
Grade: 10-12

## **Calculus CP** Pre-requisite: Pre-Calculus or Honors Pre-Calculus

This course will begin with a review of pre-calculus concepts. Some of the calculus topics discussed will include limits, differentiation, related rates, curve sketching, graphing, integration, logarithmic functions, exponential functions, optimization and area between curves. Applications of these topics will be included throughout the course.

Credits: 1  
Length: Full Year  
Grade: 10-12

## **Calculus AP** Pre-requisite: Honors Pre-Calculus

Advanced Placement Calculus will follow the outline for the Advanced Placement Course AB and BC as prescribed by the College Entrance Examination Board. Students are encouraged to earn college credit and possible advancement by demonstrating their competence on the AP examination in May. Although students are strongly encouraged to purchase their own graphing calculators, the school will provide TI-84 calculators for classroom use to those students who have not, or are unable to purchase one on their own.

Credits: 1  
Length: Full Year  
Grade: 11-12

# MATHEMATICS

## **Statistics CP** Pre-requisite: Geometry

Statistics and Selected Topics is designed to provide a student with the basics of descriptive stats (measures of spread and location, histograms, distribution tables, and regression lines), probability, inferential stats (binomial and normal distributions, and hypotheses testing). Although students are encouraged to purchase their own calculators, the school will provide TI-84 calculators for classroom use to those students who have not purchased one on their own.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## **Statistics AP** Pre-requisite: CP Algebra II

This course is divided into four major themes exploratory analysis, planning a study, probability, and statistical inference. The AP Statistics course will follow the outline for the Advanced Placement Course as prescribed by the College Entrance Examination Board. Students are encouraged to earn college credit and possible advancement by demonstrating their competence on the AP examination in May.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## **Mathematical Logic & Problem Solving CP**

### **Pre-requisite: Algebra II CP**

Mathematical Logic and Reasoning is designed for the student to be able to understand the mathematics they are doing and explain their reasoning in writing. They will develop problem-solving strategies in order to be able to solve challenging problems, often called riddles or brain teasers. Students will collaborate with their peers in order to discuss, explain, and communicate their solutions to each other. Students will learn to logically work through problems and view the problems from different angles in order to arrive at a solution.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

## **Thinking Mathematically I** Pre-requisite: Geometry

A mathematical mindset is a skill that can be used in your day to day life and applied in the arts. This elective class is an opportunity for students to see math in a different light and experience more success in understanding its applications. Students will be using knowledge from Geometry and Algebra 1 to complete various tasks ranging from creating artwork to real world abstract thinking. Topics of study include: Origami - 2D Design - History of Mathematicians - Tessellations - 3D Design

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

## **Thinking Mathematically II** Pre-requisite: Geometry

A mathematical mindset is a skill that can be used in your day to day life and applied in the arts. This elective class is an opportunity for students to see math in a different light and experience more success in understanding its applications. Students will be using knowledge from Geometry and Algebra 1 to complete various tasks ranging from creating artwork to real world abstract thinking. Topics of study include: Desmos Art - History of Mathematicians - Budgeting - Mixing Problems - Product Invention

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

# MUSIC

## Music Theory AP

### Pre-requisite: Teacher Recommendation

Advanced Placement Music Theory is designed to provide students with the skills necessary to create and analyze music. The content will focus on a combination of ear training, writing, music history, and analysis of music. It is essential that a student has performance skills on any instrument -- wind, percussion, string, voice, or keyboard. This course is strongly recommended for the student considering music as a college major or career. Students are encouraged to earn college credit by demonstrating their competence on the AP examination in May. Students are required to do several assignments during the summer as preparation for this course.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Introduction to Music Theory

Introduction to Music Theory is a one-semester course for students who have a strong interest in learning music theory but have a limited background in music theory or reading music notation. The course provides students with an in-depth study of beginning music theory concepts. Introduction to Music Theory, along with Piano I, is recommended for students who would like a head start in mastering the basics, prior to taking AP Music Theory.

**Credits: 1**  
**Length: Semester**  
**Grade: 9-12**

## Guitar I

Guitar I is a one-semester course for beginner guitarists, dedicated to providing a musically enriching experience for students who wish to keep music in their lives. Students will learn to play guitar by ear and from music notation while studying various musical styles and introductory music theory.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Jazz Class

Jazz Class is designed to provide students with the opportunity to perform and encounter the various styles that make up the music of Jazz. The styles of music performed and examined will allow the students to gain access to musical concepts that are not consistently part of the marching or concert band experience. A combination of improvisation, ear training, basic theoretical knowledge, and performance will serve as the focus of this course. There also will be an emphasis on the history of jazz and its' style development.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Piano I

Piano I is a one-semester course for beginner pianists, dedicated to providing a musically enriching experience for students who wish to keep music in their lives. Students will learn to play piano by ear and from music notation while studying musical styles and introductory music theory. Piano I, along with Introduction to Music Theory, is highly recommended as preparation for AP Music Theory.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Piano II

### Pre-requisite: Piano I

Piano II is a one-semester course for intermediate pianists, dedicated to providing the opportunity for students who wish to continue to develop the skills obtained in Piano I. Students will encounter new time signatures, tonalities and keys, and advanced musical terminology. The student will broaden their musical horizons by being able to obtain a higher level of technical proficiency.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

# MUSIC

## **Symphonic Band**

### **Pre-requisite: Band Experience**

The Wilson Symphonic Band is a two-semester course dedicated to the performance of quality band literature. The Symphonic Band will perform a number of concerts and community events throughout the school year. The emphasis of the course is the love of life and the uplifting of the human spirit that comes from positive human and musical interaction. The student will improve skills as both an individual and an ensemble performer while enhancing knowledge of music history and critical listening skills.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## **Orchestra**

The Wilson Orchestra is a two-semester course dedicated to the performance of orchestral literature. The Wilson High School Orchestra performs two concerts annually and consists of students who play the violin, viola, cello, and string bass. Each concert includes both string and full orchestra repertoire with wind, brass, and percussionists enrolled in Symphonic Band. In class, we focus on advancing string techniques and explore a variety of genres of string repertoire while enhancing musicianship and critical listening.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## **Concert Choir**

Concert Choir is a two-semester course dedicated to the performance of quality chorus literature. Students will improve vocal technique and develop a high level of musicianship. Diverse repertoire will foster an understanding of the power of music across cultures.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

# PHYSICAL EDUCATION

## Health

Health Education focuses on a comprehensive view of health and wellness. Through multiple media avenues, students will explore the topics of stress management, mental health, nutrition, non-communicable diseases, drug and alcohol awareness, and sex education.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Virtual Health

Virtual Health Education is an online course, hosted by Google classroom, that focuses on a comprehensive view of health and wellness. Through multiple media avenues, students will explore the topics of stress management, mental health, nutrition, non-communicable diseases, drugs and alcohol awareness, and sex education. Students will also be introduced to 21st-century computer skills and gain an understanding of how to manage taking an online course. The students are provided support through online communication tools (email or instant messaging) or by scheduling a Google meet. Only students with strong organizational skills and self-drive are encouraged to sign up for the course.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Fitness Foundations (Level I Physical Education Course)

Fitness Foundations – Introduces students to various physical activity components that assist students to develop a base level of well-rounded fitness. Students will be introduced to a wide array of varying physical activities that promote growth in all 3 areas of overall wellness. Units of instruction include benefits of fitness, tracking techniques, health and skill-related fitness components, cardiovascular endurance activities, and muscular strength and endurance activities.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Fitness Foundations (Level I Physical Education Course) - Virtual

Virtual Fitness Foundations – Introduces students to various physical activity components that assist students to develop a base level of well-rounded fitness. Students will be introduced to discover a wide array of varying physical activities that promote growth in all 3 areas of overall wellness. Units of instruction include benefits of fitness, tracking techniques, health and skill-related fitness components, cardiovascular endurance activities, muscular strength activities, and endurance activities. Students are required to meet with the course instructor 2 times each month for fitness and biomechanical assessments. These meetings will occur during the school day in conjunction with the activity period. The course will introduce students to the principles necessary to develop a healthy fitness plan using a variety of fitness activities. Students will explore the health-related fitness components that assist in the development and implementation of a self-designed fitness program.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Driver Education - Virtual

Virtual Driver Education is an online course, hosted by Google classroom, based on the Pennsylvania Department of Education Content Expectations. Through multiple media avenues, students will explore traffic statistics, fundamental driving skills, PA traffic laws, perceptions of driving, and physical and emotional conditions that affect drivers. Students will also be introduced to 21st-century computer skills and gain an understanding on how to manage taking an online course. The students are provided support through online communication tools (email or instant messaging) or by scheduling a Google meet.. Completion of Virtual Driver Education with a 60% or higher will earn the student a certificate of completion and a possible reduction on their car insurance. Students interested in participating in the optional Summer Behind the Wheel program should contact Mr. Dries for more information.

**Credits: 0.25**  
**Length: One Marking Period**  
**Grade: 10-12**

# PHYSICAL EDUCATION

## Wellness Through Strength And Fitness

### Level I Physical Education Course

The course teaches students strength and conditioning skills and techniques. Multiple principles of training are implemented. Using progressive resistance exercise (PRE), flexibility exercises, plyometric form running drills, and aerobic activity programs, students will develop/maintain a high level of physical conditioning throughout the year. Student evaluation is based on quarterly testing in strength and fitness, as well as completion of all prescribed work. This course is not limited to students participating in varsity athletics and may be taken one year for credits.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Wellness Through Games and Sport

### Level I Physical Education Course

This course provides an opportunity to explore fitness with an emphasis on games and sports. Physical wellness will be achieved through sports-specific workouts to help maintain/improve the following health-related components of fitness: cardiorespiratory fitness, flexibility, muscular strength, and muscular endurance. Other physical fitness activities will include cooperative games, invasion, net and wall, target, and fielding, and striking games/sports. Various tools will be used to assess student progress and goal achievement. Students will leave this course with an understanding of how to develop their own physical fitness program.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Wellness Through Virtual Personal Fitness

### Level I Physical Education Course

An online course with the ultimate goal of empowering students with the skills necessary to assess, develop, and maintain their personal fitness status. This course is designed for students who learn independently, are well organized, self-motivated, and computer savvy. The class is ideal for those learners that cannot fit a traditional physical education into their schedules and would like to explore the world of online education. Fitness development will be assessed throughout the semester during face-to-face meetings with the instructor using cardiovascular fitness and body composition tests. Students must understand that the aforementioned fitness development assessments will be a factor in their quarter grade. Each week, students will be responsible for an exercise journal that ties the weekly learning objective to their individualized fitness development plan. Most communication is conducted via email, text messages, and digital forums; however, the instructor has daily office hours to answer student questions and concerns.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

# PHYSICAL EDUCATION

## Wellness Through Group Fitness

### Level I Physical Education Course

Wilson High School's Level 2 Physical Education courses involve fitness testing to monitor and analyze student's physical fitness status. All level 2 students will leave this course with an understanding of how to apply their own physical fitness program. This course provides an opportunity to explore fitness with an emphasis on group and team fitness. Each day students will perform a different style workout from fitness circuits, fitness dance, fitness stretching, fitness obstacles, fitness strength training, and fitness intervals, etc. Some of the group fitness activities involve Yoga, Pilates, Kickboxing, Body Pump, Body Flow, Barre, POUND, Bootcamp, ZUMBA, HIIT, At-Home Workouts such as Beach Body, Tone it Up, Jillian Michaels, etc. Some of the Team Fitness Activities include Group obstacle courses, Group Circuits (as many rounds as possible, every minute on the minute, etc.), and Partner workouts. Physical wellness will be achieved through fitness workouts to help maintain/improve the following health-related components of fitness: cardiorespiratory fitness, flexibility, muscular strength, and muscular endurance. Various tools will be used to assess student progress and goal achievement. This is a great course for students who have an interest in working out in a group fitness styled structure.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Stress Management (Health Elective)

Stress is not caused by the daily occurrences that happen in our lives, but our reactions to the situations. A correctly implemented stress reduction plan will increase concentration, decrease anxiety, and create the emotional distance needed to respond appropriately. Effectively managing stress often leads to an improved health status. The course will analyze the anatomy and physiology of the stress reaction. By investigating historical trends and current research, students will be equipped with the tools to make the stress reaction their "friend." With examination, analysis, and authentic participation in stress management techniques, students will create an individualized stress management plan to meet their daily needs.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

## Advanced Strength And Fitness

### Level II Physical Education Course; Pre-requisite: Wellness Through Strength & Fitness

Advanced techniques of progressive resistance exercise (PRE) are implemented as well as in-depth study of theory in exercise science. Students recommended for this course will enter with a strong background in strength and conditioning principles and be highly motivated. Evaluation of students is based on end-of-quarter testing for strength and fitness levels and knowledge of the principles being studied. Attendance and participation are very important aspects of this course. Boys in Strength/Fitness II will have the opportunity to design and implement an individualized program.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Advanced Sports and Games

### Level II Physical Education Course; Pre-requisite: Any Level I PE

This course provides an opportunity to explore fitness with an emphasis on games and sports. Physical fitness activities will include cooperative games, invasion, net and wall, target, and fielding, and striking games/sports. Various tools will be used to assess student progress and goal achievement.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

## Athletic Training and Injury Prevention (Health Elective)

This course will introduce students to athletic training by focusing on the care and prevention of athletic injuries. Topics include but are not limited to injury prevention, injury assessment, injury rehabilitation, and counseling techniques used in caring for athletes. Students will explore upper and lower extremity injuries by applying taping strategies, bracing techniques, baseline assessments, and emergency care of an injured patient.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

# READING

## Reading Strategies - 9th Grade

Reading Strategies 9 meets one period a day for the entire year. This course is designed for 9th grade students who demonstrate the need to increase their reading comprehension and vocabulary. Reading materials will consist of content area texts, contemporary novels, and other genres of literature. The course highlights independent reading of student-selected novels, responding to literature through discussion and writing, content area strategy instruction, and extending critical reading skills. Students will develop skills and strategies at their instructional reading level and then work to "push these skills out" into their content area classes. Students will be placed in this class based upon results of the PSSA scores, GRADE assessments, and teacher recommendations.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9**

## Reading Strategies - 10th Grade

Reading Strategies 10 meets one period a day for the entire year. This course is designed for 10th grade students who demonstrate the need to increase their reading comprehension and vocabulary. Reading materials will consist of content area texts, contemporary novels, and other genres of literature. The course highlights independent reading of student-selected novels, responding to literature through discussion and writing, content area strategy instruction, and extending critical reading skills. Students will develop skills and strategies at their instructional reading level and then work to "push these skills out" into their content area classes. Students will be placed in this class based upon results of the GRADE assessments, local assessments, and teacher recommendations.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10**

## Reading Strategies - 11th Grade

Reading Strategies 11 meets one period a day for the entire year. This course is designed for 11th grade students who demonstrate the need to increase their reading comprehension and vocabulary. Reading materials will consist of content area texts, contemporary novels, and other genres of literature. The course highlights independent reading of student-selected novels, responding to literature through discussion and writing, content area strategy instruction, and extending critical reading skills. Students will develop skills and strategies at their instructional reading level and then work to "push these skills out" into their content area classes. Students will be placed in this class based upon results of the GRADE assessments, local assessments, and teacher recommendations.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11**

# SCIENCE

## Integrated Science CP

Integrated Science provides students with a curriculum designed to explore and develop solutions to real-world problems. Students will learn how to apply content related to life, physical, and earth sciences. This course helps establish the foundation for future science courses taken throughout students' careers at Wilson High School.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9**

## Integrated Science Honors

Honors Integrated science takes a deeper dive into the topics covered in CP. Students will learn scientific content and principles related to solving specific problems, with an emphasis on the integration of the different types of science required to solve these problems. Students will also conduct in an independent research project of their choosing.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9**

## Physics CP

### Pre-requisite: Algebra II taken concurrently or previously

College Prep Physics provides a conceptual overview of the basic principles of mechanics, electricity, light, sound, and wave mechanics. Laboratory work reinforces the subject material. Reasoning skills are emphasized over mathematical problem-solving.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Physics - Honors

### Algebra II must be taken concurrently or previously

Honors Physics is a traditional physics course that provides the basis for college physics classes and the AP courses: kinematics (1D, 2D, and circular motion), forces, mechanical energy, electricity, light, and sound. Mathematical problem-solving and reasoning skills are emphasized. Laboratory work (hands on and computer simulated) reinforces the presented subject material.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Honors ISTEM Physics

### Students must be enrolled in I-STEM to participate in this course

In this integrated course the projects drive the content that is presented. Traditionally, projects are devised to supplement the content that is being taught. Project completion times will have a range of 2-8 weeks based upon project complexity. Students will hone their higher level mathematical skills as "application" will be required at all times. Students will also learn to work in teams, compromise during decision making, and interact with mentors both in person and virtually. Students will continually be immersed in situations that force them to problem solve, critically think, and troubleshoot. Some examples of possible projects are the following: Tic Tac Toe Manufacturing, Pumpkin Chucking, Materials Testing, Truss Bridge Building, Microcontroller, and a Rube Goldberg Design.\*

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

*\*Courses within Honors ISTEM: Honors ISTEM Physics, Honors ISTEM Makers and Innovators, Honors ISTEM Mathematics for Algebra 2. Please note: Students can choose between Honors or CP English*

## Health Science CP

Health Science applies the fundamentals of general science to investigate careers in the health care industry. The course will explore a wide array of health science fields including environmental health, occupational health, radiological health, toxicology, clinical medicine, and dental and nursing practice. This course supports students planning careers in science and the health care professions.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

## Physics Mechanics AP

### Honors Pre-calculus or Calculus must be taken concurrently or previously

AP Physics is an in-depth study of the basic concepts of mechanics. Mathematical aspects of vector components, vector products, trigonometric functions, and calculus will be emphasized. The course will follow the prescribed Advanced Placement curriculum. Note: This is a lab course requiring one day of lab in the six-day cycle during a different class period. Students are expected to take the AP exam in May. Several assignments may be required during the summer in preparation for this course.

**Credits: 1.2**  
**Length: Full Year**  
**Grade: 10-12**

# SCIENCE

## Physics Electricity And Magnetism - AP

**Honors Pre-calculus or Calculus taken concurrently or previously**

AP Physics E/M is an in depth study of the basic concepts of electromagnetism. Mathematical aspects of vector components, vector products, trigonometric functions, and calculus will be emphasized. The course will follow the prescribed Advanced Placement curriculum. Note: This is a lab course requiring one day of lab in the six day cycle during a different class period. Students are expected to take the AP exam in May. Several assignments may be required during the summer in preparation for this course.

**Credits: 1.2**  
**Length: Full Year**  
**Grade: 10-12**

## Physics of Astronomy CP

The Physics of Astronomy investigates our solar system, stars and their evolution, galaxies and the universe as a whole will be studied. Laboratory investigations and computer simulations will be used to supplement classroom work.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Chemistry CP Pre-requisite: Algebra I

College Prep Chemistry is a study of the structure and composition of matter and the changes that matter undergoes during chemical reactions. Students will develop an understanding of energy, atomic structure, chemical bonding, the arrangement of the Periodic Table, and chemical equations. An emphasis on algebra will be used to aid in the understanding of concepts.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10**

## Chemistry - Honors

**Algebra II must be taken concurrently or previously**

Honors Chemistry is an in-depth study of the structure and composition of matter and the changes that matter undergoes during chemical reactions. The topics covered include composition of materials, atomic structure, bonding, heat energy, acids-bases, and stoichiometry. Laboratory work supplements theoretical concepts. A strong emphasis on algebra will be used to aid in the understanding of concepts

**Credits: 1**  
**Length: Full Year**  
**Grade: 10**

## Chemistry - AP Pre-requisite: Honors Chemistry

AP Chemistry is an in-depth study of the mole concept, stoichiometry, thermochemistry, acid-base theory, chemical equilibrium, and kinetics. Course materials and laboratory experiences are based on the prescribed Advanced Placement curriculum and will require the use of scientific graphing calculators. Students are required to take the AP examination in May to possibly earn college credits. Note: This is a lab course requiring two days of lab in the six day cycle during a different class period. Students are expected to take the AP exam in May. Several assignments may be required during the summer in preparation for this course.

**Credits: 1.4**  
**Length: Full Year**  
**Grade: 11-12**

## Science, Ethics, and Contemporary Issues - CP

Science, Ethics, and Contemporary issues is an analysis of the issues, events, scientific research and global influences of current scientific developments. This course explores the cause and effect relationship of the science related events of our time and evaluates their possible impact on the future of our world. The course design allows students to develop the research and debate skills that will be used to examine current scientific issues of the 21st century.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

# SCIENCE

## Materials Science CP

**Pre-requisite: College Prep Chemistry or Honors Chemistry**

Materials Science explores the relationships between the structure and properties in all classes of substances including metals, ceramics, electronic materials, and bio-materials. The course investigates the synthesis of improving materials in response to challenges in the areas of energy, the environment, medicine, and manufacturing. This course is designed to give students a significant and unique advantage in material use and its application in 21st century Art, Science, and Engineering. This course supports students planning careers in science and engineering professions.

**Credits: 0.5**  
**Length: Semester**  
**Grade: II-12**

## Organic Chemistry - Honors

**Pre-requisite: College Prep Chemistry or Honors Chemistry**

Honors Organic Chemistry explores not only the nomenclature of organic compounds but also the relationship between structure and function, classes of reactions, reaction mechanisms, synthesis of organic compounds, and identification by spectroscopic techniques. This course will challenge students' ability to think critically and make connections, in a broader sense, between the sciences. It will also focus extensively on laboratory techniques and the application of learned concepts to the real world. This course supports students planning careers in science, chemical engineering and the health care professions.

**Credits: 0.5**  
**Length: Semester**  
**Grade: II-12**

## Biology CP

College Prep Biology is an introductory course to the study of biology. The major concepts of Biology will be explored such as biochemistry and the molecular basis of life, cellular organization and function, genetics and heredity, evolution and the origin of life. Lab experiments will reinforce course concepts, and students will be expected to utilize critical thinking skills and methods of scientific inquiry to further their knowledge of science as a process. This course has a culminating Keystone Biology Exam.

**Credits: 1**  
**Length: Full Year**  
**Grade: II**

## Biology - Honors

Honors Biology is an introductory course designed for students who are planning a career in science as well as a foundational course for students who plan to take AP Biology. The major concepts of Biology will be explored from both the micro- and macro- scales and will include such topics as biochemistry and the molecular basis of life, cellular organization and function, genetics and heredity, evolution and the origin of life, taxonomical classification of organisms, and the interactions of organisms with their environment. Lab experiments will reinforce course concepts, and students will be expected to utilize critical thinking skills and methods of scientific inquiry to further their knowledge of science as a process. Several assignments may be required during the summer in preparation for this course. This course has a culminating Keystone Biology Exam.

**Credits: 1**  
**Length: Full Year**  
**Grade: II**

## Biology - AP

**Pre-requisite: Honors Biology & Honors Chemistry**

AP Biology is the equivalent of a college introductory biology course. Learning outcomes include a grasp of science as a process of inquiry; recognition of the themes that integrate the major topics of biology; and the application of biological information to environmental and social issues. Students are required to take the AP exam in May to possibly earn college credits. Note: This is a lab course requiring three days of lab in the six day cycle during a different class period. Students are expected to take the AP exam in May. Several assignments may be required during the summer in preparation for this course.

**Credits: 1.6**  
**Length: Full Year**  
**Grade: 12**

# SCIENCE

## Environmental Science - AP

### Pre-requisite: Honors Biology and Honors Chemistry

AP Environmental Science is the equivalent of an introductory environmental science college course. Emphasis is placed on the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world (ecology). Ecological principles are used to identify and analyze environmental problems both natural and human-made, the relative risks associated with these problems, and the alternative solutions for resolving and/or preventing them. Field trips provide on-site experiences; the cost for these trips will be the student's responsibility. (Included among these experiences is a five-day field trip to the Marine Science Consortium at Wallops Island, Virginia) Strong analysis and synthesis skills will be developed and used extensively in all work done in this course. Note: This is a lab course requiring one day of lab in the six day cycle during a different class period. Students are expected to take the AP exam in May. Several assignments may be required during the summer in preparation for this course.

**Credits: 1.2**  
**Length: Full Year**  
**Grade: 11-12**

## Environmental Sustainability - Honors

### Introduction to Engineering Design or Principles of Engineering (for Engineering Students only)

In ES, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Anatomy and Physiology - CP

Anatomy and Physiology explores the structures and functions of the systems comprising the human body. An equal emphasis will be placed on physiological mechanisms as well as a thorough understanding of anatomy. The inter-relatedness of such systems as the skeletal, muscular, nervous, digestive, and circulatory will be explored. Students will apply their knowledge in the analysis of clinical case studies. Laboratory investigations involving dissections will be offered. This course supports students planning careers in science and the health care professions.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Bio Medical Technology - Honors

### Pre-requisite: College Prep or Honors Chemistry

Biomedical Technology is an introduction to the expanding field of BioMedical Technology. This course provides students with the tools for practical success in the field through an emphasis on hands-on laboratory techniques used in industry, as well as career explorations, and discussion of topics in biotechnology. Medical and pharmaceutical topics will be explored, and human micro-anatomy will be examined. This is an opportunity to for laboratory experiences beyond the regular biology courses. This course supports students planning careers in science and the health care professions.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 10-12**

## Forensic Science - CP

Forensic Science explores the world of science in a completely new way! This course applies science to the criminal justice system. Content includes crime investigation and collection and analysis of evidence such as hair, fibers, fingerprints, DNA, blood, and ballistics. Students will develop precision in obtaining and analyzing data and communicating results through the use of court testimony, case studies, and projects. Note: this course contains graphic material.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

# SCIENCE

## Microbiology - CP

**Pre-requisite: College Prep or Honors Biology**

Microbiology explores the world of bacteria, virus, and fungi and their influence on humans. Microbe-related topics include disease, bio-terrorism, food production, biotechnology, and ecology. With a lab intensive approach, this course supports students planning careers in science and the health care professions.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 11-12**

## Natural History CP

Do you like the outdoors? Do you like to camp, hike, fish, or hunt? If so, here is a course for you. Natural History explores the wilderness of Pennsylvania. This semester course includes visits to Hawk Mountain, discussions with Fish and Game Commission Officers, and countless field and stream studies. An adventure awaits. Classwork and assessments will all be in the form of lab reports and projects. Come along and study the great outdoors of Pennsylvania.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 9-12**

# SOCIAL STUDIES

## US History II - CP

CP United States History II is a year long, comprehensive study of the development of social, political, economic, demographic, and cultural continuities of the United States from 1890 to the present. The evolution of America's society will be reviewed. Additionally, the survey course focuses on the people, ideas, and events that have helped shape modern America. In addition to learning the skills used by the historian, the student is taught to view our nation's history as a continuous process of change and growth.

Credits: 1  
Length: Full Year  
Grade: 9

## US History II - CP Virtual

CP Virtual United States History II is an online course that follows the same curriculum scope and sequence as CP US History II; however, instruction will be entirely self-driven with the teacher serving as a facilitator to assist students in their self-discovery. The teacher will post assignment and activities designed to guide and challenge students during their self-inquiry. Students may occasionally meet with the classroom teacher, however, the majority of the study will be self-guided. Students should be self-motivated and are required to have out-of-school access to the internet.

Credits: 1  
Length: Full Year  
Grade: 9

## U.S. History - Honors

### Pre-requisite: Teacher Recommendation

This class will examine the growth of the United States from the 1860s to the modern era. Along the way, students will engage in study of such topics as the Civil War & Reconstruction, the Gilded Age, the Progressive Era, American Imperialism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Vietnam War, as well as more modern historical characters and events like Reaganomics, the Iraq Wars, the Bush administrations, Bill Clinton, September 11th, the Obama administration, and the Trump presidency. Students will be introduced to principles of research, historical study, and historical writing, with a particular focus on primary document analysis. The course will challenge students to develop connections across various examples in the material as well as how past events and issues affected the 21st Century.

Credits: 1  
Length: Full Year  
Grade: 9

## US History AP

### Pre-requisite: Teacher Recommendation

Taught on the college level, AP United States History follows the prescribed Advanced Placement curriculum. This course will focus on selected topics critical to the understanding of the formation and development of the nation. The course will also prepare students for the study of history on the college level by developing writing, research, and examination skills required by typical college courses. Students are encouraged to earn college credit and possible advancement by demonstrating their competence on the AP exam. **The completion of a summer reading list and accompanying assignments required throughout the summer.**

Credits: 1  
Length: Full Year  
Grade: 9 & Elective

## America and the World - CP

CP America & the World will require students to develop a detailed understanding of how the United States interacts with other nations. Topics included in the course will consist of (but not be limited to) US foreign policy, international politics, cultural studies, and comparative religions. Areas to be studied will change according to current world conditions; however a detailed examination of the Middle East, China, and India will regularly take place.

Credits: 1  
Length: Full Year  
Grade: 10

# SOCIAL STUDIES

## America and The World - CP Virtual

CP Virtual America & the World is an online course that follows the same curriculum scope and sequence as CP America & the World; however, instruction will be entirely self-driven with the teacher serving as a facilitator to assist students in their self-discovery. The teacher will post assignment and activities designed to guide and challenge students during their self-inquiry. Students may occasionally meet with the classroom teacher however; the majority of the study will be self-guided. Students should be self-motivated and are required to have out-of-school access to the internet.

Credits: 1  
Length: Full Year  
Grade: 10

## Word History AP

### Pre-requisite: Teacher Recommendation

Taught on the college level, AP World History follows the prescribed Advanced Placement curriculum. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. **The completion of a summer reading list and accompanying assignments may be required throughout the summer.**

Credits: 1  
Length: Full Year  
Grade: 10, 11, & 12 Elective

## Civics - CP

CP Civics will offer students a strong introduction to government, citizenship, and the American economic and legal systems. Major units of study that are addressed during CP Civics include - the foundations of political and economic democracy, citizen interaction in the economy, citizen rights and responsibilities, government and citizen interaction on local, state, and national issues, global interdependence, and citizen influence of public policy. CP Civics is a preparatory course for the Pennsylvania Keystone Civics Exam.

Credits: 1  
Length: Full Year  
Grade: 11

## Civics - CP Virtual

CP Virtual Civics is an online course that follows the same curriculum scope and sequence as CP Civics; however, instruction will be entirely self-driven with the teacher serving as a facilitator to assist students in their self-discovery. The teacher will post assignment and activities designed to guide and challenge students during their self-inquiry. Students may occasionally meet with the classroom teacher however; the majority of the study will be self-guided. Students should be self-motivated and are required to have out-of-school access to the internet.

Credits: 1  
Length: Full Year  
Grade: 11

## U.S. Government & Politics AP

### Pre-requisite: Teacher Recommendation

Taught on the college level, AP US Government and Politics follows a prescribed Advanced Placement curriculum. Students will study the principles of the United States government and politics. It places primary emphasis on the study of government institutions, linking citizens to government, and general concepts used to interpret U.S. politics. Students will study political parties, interest groups, public policy, and civil rights. They are encouraged to earn college credit and possible advancement by demonstrating their competence on the AP exams. **The completion of a summer work is required throughout the summer.**

Credits: 1  
Length: Full Year  
Grade: 11, 12

# SOCIAL STUDIES

## Microeconomics AP

### Pre-requisite: Teacher Recommendation

Taught on the college level, AP Microeconomics follows a prescribed Advanced Placement curriculum. Students will study the principles of microeconomics. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are encouraged to earn college credit and possible advancement by demonstrating their competence on the AP exams. **The completion of a summer work may be required throughout the summer.**

Credits: 1  
Length: Full Year  
Grade: 12

## Psychology AP

### Pre-requisite: Teacher Recommendation

Advanced Placement Psychology follows the prescribed AP curriculum. Students will study psychology from a historical as well as scientific perspective. They are encouraged to earn college credit and possible advancement by demonstrating their competence on the AP examination. Students will participate in sheep brain and eye dissections. **The completion of a summer reading list and accompanying assignments may be required throughout the summer.**

Credits: 1  
Length: Full Year  
Grade: 11, 12

## Human Geography - AP

### Pre-requisite: Teacher Recommendation

Taught on the college level, AP Human Geography follows the prescribed Advanced Placement curriculum. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine the socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. **The completion of a summer reading list and accompanying assignments may be required throughout the summer.**

Credits: 1  
Length: Full Year  
Grade: 11, 12

## Contemporary Issues A - CP

Students engage in an analysis of the issues, events, personalities, and places that comprise the current state of local, national, and global political, economic, and social developments. In this course the student will explore the cause-and-effect relationship of the events of our time and evaluate their possible impact on the future. Classroom activities include team competition for the ñVoguit Cupí, participation in a survivor series debate tournament, and other interactive activities.

Credits: 0.5  
Length: Semester  
Grade: 12

## Contemporary Issues B - CP

Students engage in an analysis of the issues, events, personalities, and places that comprise the current state of local, national, and global political, economic, and social developments. In this course, the student will explore the cause-and-effect relationship of the events of our time and evaluate their possible impact on the future. Classroom activities include team competition for the ñVoguit Cupí, participation in a survivor series debate tournament, and other interactive activities.

Credits: 0.5  
Length: Semester  
Grade: 12

# SOCIAL STUDIES

## Psychology - CP

CP Psychology is for college bound seniors who are interested in an introduction to psychology. CP Psychology will incorporate multiple hands on projects, essays, discussions, and tests. Students will examine the history of psychology as well as fundamental principles that underlie the discipline; such as development, memory, learning, personality and psychological disorders.

Credits: 0.5  
Length: Semester  
Grade: 12

## Sociology - CP

CP Sociology is for college bound seniors who are interested in an introduction to sociology. CP Sociology will incorporate hands on projects, discussions, and tests. Students will survey the history of sociology as well as fundamental principles that underlie the discipline; such as culture, social structure, group behavior, socialization, family dynamics, gender and race.

Credits: 0.5  
Length: Semester  
Grade: 12

## Nazi Germany and The Holocaust - CP

CP Nazi Germany is designed to examine the rise, reign, and ultimate collapse of Hitler and the Nazi party throughout Germany. While many content areas will be examined, special emphasis will be placed on Hitler's social agenda resulting in the Jewish Holocaust.

Credits: 0.5  
Length: Semester  
Grade: 12

## East Asian: Culture and History - CP

CP East Asian: Culture & History examines the history, culture, politics, economics, pop culture, and current events of East Asia. Because of the emergence of China, Korea, and Japan as major players in world politics and economics, students will develop a broader knowledge of this region.

Credits: 0.5  
Length: Semester  
Grade: 11-12

## Crime & Justice - CP - Virtual

Virtual Crime and Justice will allow students to investigate how crime, disorder, and justice are applied at different levels of society. The implications of civil liberties to changing global and economic trends will also be addressed.

Credits: 0.5  
Length: Semester  
Grade: 12

## Terrorism and Counterterrorism - CP Virtual

The course will allow students to investigate philosophical, political and religious roots of terrorist activities and their effects. Threats from suicide bombers, as well as chemical, biological, radiological, and nuclear weapons as well as new threats in genomic terrorism, will be explored. Students will debate the practical, political, ethical, and moral questions raised by military and non-military responses to terrorism. The course will culminate with the development of future national and international responses to defend against terrorism.

Credits: 0.5  
Length: Semester  
Grade: 12

## African American History - CP

Students will gain an appreciation of the richness, diversity, and contributions of African-American culture to the United States. They will develop a knowledge of important people, events, and ideas, that have played a key role in shaping the history and culture of African-Americans, as well as, the United States of America. Additionally, students will explore the current narrative for African-Americans across the country and develop a knowledge of struggles and successes along the way.

Credits: 0.5  
Length: Semester  
Grade: 11-12

## History of Sport & Society

Have students explore the influence sports have had on various political, social, cultural and economic moments in history. Develop an understanding of important people, events and ideas in sports that have helped shape US and World History. Explore the key issues of the sports world today and theorize how developing trends and conflicts will influence future decisions.

Credits: 0.5  
Length: Semester  
Grade: 11-12

# SOCIAL STUDIES

## History of Cinema on Society

Explore the birth of cinema as an industry and examine the impact it had on American society. Discuss how new techniques and genres developed and influenced filmmaking in the 20th and 21st century. Examine how film was affected by the political, economic and social changes experienced throughout the 20th and 21st century. Identify key figures, films and moments in film history that impacted the history of cinema.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 11-12**

## War & Glory I CP

World War I began in 1914, after the assassination of Archduke Franz Ferdinand, and lasted until 1918. During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Japan and the United States (the Allied Powers). The United States joined the war effort late but had an ever-lasting impression on the post-war world. Thanks to new military technologies and the horrors of trench warfare, World War I saw unprecedented levels of carnage and destruction. By the time the war was over and the Allied Powers claimed victory, the instability created in Europe by the First World War (1914-18) set the stage for another international conflict, World War II. The conflict would take more lives and destroy more land and property around the globe than any previous war. Among the estimated 45-60 million people killed were 6 million Jews murdered in Nazi concentration camps as part of Hitler's "Final Solution," now known as the Holocaust.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 11-12**

## War & Glory II CP

During World War II, the United States and the Soviet Union fought together as allies. However, the relationship between the two nations was a tense one. Americans had long been wary of Soviet communism and concerned about Russian leader Joseph Stalin's. Postwar Soviet communism in Eastern Europe fueled many Americans' fears of a Russian plan to control the world. The Korean War began when some 75,000 soldiers from the North Korean People's Army crossed the 38th parallel, the boundary between the Soviet-backed Democratic People's Republic of Korea to the north and the pro-Western Republic of Korea to the south. This invasion was the first military action of the Cold War. American troops had entered the war on South Korea's behalf to implement the policy of containment. The Vietnam War was a long, costly and divisive conflict that pitted the communist government of North Vietnam against South Vietnam and its principal ally, the United States. The conflict was intensified by the ongoing Cold War between the United States and the Soviet Union. More than 3 million people (including over 58,000 Americans) were killed in the Vietnam War. Iraqi leader Saddam Hussein ordered the invasion and occupation of neighboring Kuwait. Neighboring Arab powers such as Saudi Arabia and Egypt called on the United States and other Western nations to intervene.

**Credits: 0.5**  
**Length: Semester**  
**Grade: 11-12**

# TECHNOLOGY & ENGINEERING

## **ISTEM Pre-requisite: Must be eligible for ISTEM Mathematics Algebra II**

I-STEM is a Science, Technology, Engineering, and Math course of study that integrates Honors ISTEM Physics, Honors ISTEM Makers and Innovators, Honors ISTEM Mathematics for Algebra II. The course is designed to help students explore and acquire the basic research and problem-solving skills to aid their later experiences in the STEM Academy or a potential career in a STEM related field. Field experiences, lab experiments, projects, and class trips will reinforce course concepts, and students will be expected to utilize critical thinking skills and problem solving abilities on a daily basis.

**Credits: 3**  
**Length: Full Year**  
**Grade: 9-12**

Courses within Honors ISTEM: Honors ISTEM Physics, Honors ISTEM Makers and Innovators, Honors ISTEM Mathematics for Algebra 2. Please note: Students can choose between Honors or CP English

## **Honors ISTEM Makers and Innovators** **ISTEM Concurrently**

In this integrated course the projects drive the content that is presented. Traditionally, projects are devised to supplement the content that is being taught. Project completion times will have a range of 2-8 weeks based upon project complexity. Students will hone their higher level mathematical skills as “application” will be required at all times. Students will also learn to work in teams, compromise during decision making, and interact with mentors both in person and virtually. Students will continually be immersed in situations that force them to problem solve, critically think, and troubleshoot. Project examples include: Tic Tac Toe Manufacturing, Pumpkin Chucking, Materials Testing, Truss Bridge Building, Microcontroller Control, Infectious Disease Transmission, Rube Goldberg, and a research based project left to student choice.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## **Introduction To Engineering Design (IED) - Honors**

Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th-grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. In addition, students use 3D modeling design software to help them design solutions to solve proposed problems. The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## **Principles Of Engineering (POE) - Honors**

POE is an introductory engineering course designed to provide students with hands-on experiences in a variety of engineering areas. In the Energy & Power unit, students will build simple and complex machines, gear trains, electrical circuits, solar and hydrogen fuel cell vehicles and a winch system. In the Materials & Structures unit, students will investigate structures, build and test virtual bridges, balsa trusses and analyze material properties. Students will also build and program robotic vehicles and projects, explore and build hydraulic and pneumatic fluid systems in the Control Systems unit. Projectile motion is covered in the Kinematics part of the course and includes virtual and actual projectile launches as well as statistics and probability lessons. POE emphasizes problem-solving skills and integrates the study of science, technology, engineering and math (STEM). This course provides students with a comprehensive overview of many engineering fields.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

# TECHNOLOGY & ENGINEERING

## Computer Integrated Manufacturing (CIM) - Honors

Computer Integrated Manufacturing bridges the gap between design and prototype. Students create projects on the computer using software programs such as Autodesk Inventor, EdgeCAM, RoboPro, RoboCELL, Adobe Illustrator, and more. Students are able to create their prototypes by learning to use a Laser Engraver, CNC 3-Axis Mill, Rapid Prototyping Machine, Robotic Arms, a 3-D Scanner, and other prototyping methods. This course exposes students to technologies that are on the cutting-edge, and are simply unparalleled in any other atmosphere.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Civil Engineering and Architecture (CEA) - Honors

The major focus of this course is completing hands-on projects that involve the development of property sites and civil structures. The course provides students with real-life scenarios to model the experiences that civil engineers and architects face. Students work individually and 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. Areas of focus are land surveying, water resources and management, environmental issues, soil testing, architectural building design, landscape design, model building and structural strength of materials. Course elements are supplemented by activities with professional guest speakers and field trips.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Digital Electronics (DE) - Honors

DE is a course that explores the foundation of all modern electronic devices such as cell phones, MP3 players, computers, digital cameras, and HDTV. Students will learn about electrical safety, learn how to solder various electronic kits, measure voltage, current, and resistance, identify various electronic components, interpret digital signals and waveforms, and build digital circuits on breadboards, such as timers, metronomes, and alarm systems. Students will also create and build counters and various digitally controlled devices, build and simulate virtual circuits and build and program circuits on programmable logic boards and explore the basics of digital memory circuits. This is a hands-on course that emphasizes problem-solving skills and integrates the study of science, technology, engineering and math (STEM). Digital Electronics provides students with a comprehensive overview of electronics and electrical engineering concepts.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## Aerospace Engineering (AE) - Honors

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 course is designed for 11th or 12th-grade students.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

# TECHNOLOGY & ENGINEERING

## Engineering Design And Development (EDD) - Honors

**Pre-requisite: Must be a senior, and have completed two other previous PLTW courses**

This course is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

## STEM Explorations

This course is a hands-on class designed to benefit students with no prior experience and those with varying levels of prior experience. In this course, students will employ all aspects of the Technology and Engineering Department to design and create projects of their choice. Students will explore the design process while working through activities, projects, and problems in a self-directed, teacher supported lab environment. CAD, 3-D printing, laser engraving, CNC, prototyping, problem solving, Virtual Reality, programming, and skill development will be the foundation of this exploration and design course. The pace each student moves through the course will be dependent upon their previous experiences. Students can take the course for varying increments as small as one quarter in length.

**Credits: 0.25-1**  
**Length: Varies**  
**Grade: 10-12**

## Visual Design and Image Manipulation

Graphic and Visual Design is communication using art. Our world is becoming ever more visually stimulating, especially on screen. How do you process all this information? In this class you will learn about photography using a 35mm SLR camera and three programs in the Adobe Creative Suite: PS, AI and ID. You will make ideas visually appealing by exploring and working with fonts and what makes a design strong. Using Adobe programs, you will be introduced to print layout such as magazine covers, advertising, menus, etc. You can use these skills in any career you may end up doing.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Game Development and Virtual Reality

Game design and development are undergoing significant changes as immersive experiences like virtual reality continue to push the boundaries of storytelling, games, and interactive experiences. Creating your own game or virtual reality experience in this course leaves students with a significant accomplishment in this emerging field. In this course, students learn the skills you need to create virtual reality games and experiences through multiple pieces of software, such as Unity, and on multiple platforms, such as the HTC Vive. Learn the best ways to use the Unity game development engine and tackle the unique design challenges that arise when building for Virtual and Augmented Reality. You'll learn how the game engine controls everything from moving platforms to artificial intelligence

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

# TECHNOLOGY & ENGINEERING

## Web Design & Digital Development

This course focuses on all aspects of web site design and creation. This course will focus on four key skill areas related to web design and digital content; project management and collaboration, digital design processes, research and communication, and professional web authoring tools. The course will start out with the fundamentals of web design and spiral into more challenging skills as the year goes on. Projects will focus on the entire process of real world web design, focusing on all of the steps from project planning to evaluation and website launch and implementation. This course will allow for Adobe certifications in Adobe Dreamweaver and Fireworks software.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Digital Video & Computer Animation

This course introduces students to the latest in digital video production, post production, special effects and 2D/3D animation. All areas of video creation and production will be explored from determining audience to camera angles/shots, filming, editing, sound, titling and special effects. Students will also gain experience with DVD creation/authoring, as well as formatting video for web and devices. Students will also explore applications of 2D and 3D animation as they relate to video creation/production. Professional level software including Adobe Premiere, Soundbooth, Photoshop, After Effects and other programs will be utilized in this class. Students projects may include (but are not limited to) digital video commercials, documentaries, instructional videos, music videos, public service announcements, special events, newscasts and interviews. An Adobe Digital Video certification will be available for students that choose to pursue this option.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Technology Innovation & Design

### Pre-requisite: Any Two Technology Education Courses

This course is a project based Technology and Engineering research course in which students will work independently and collaboratively within diversely skilled groups to research, develop, design and create solutions to their own, school, community, or worldwide needs. Students will get to spend considerable time planning for and working on Technology and Engineering Design projects that will be entered into competitions at the Regional, State, and National level.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## Computer Science Principles AP

### Pre-requisite: Honors Computer Science and Software Engineering

Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. Throughout the course, students will design, implement, and analyze solutions to problems. Students in AP Computer Science will use standard data structures, develop and select appropriate algorithms and data structures to solve new problems, write solutions fluently in an object-oriented paradigm, write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

# WORLD LANGUAGES

## **Mandarin Chinese I - CP**

This beginning Chinese focuses on introducing basic Chinese in pinyin, tones, and character writing. Students will learn to differentiate the four tones in Chinese, learn character stroke orders and basic sentence and question structures. Students will study thematic units such as "May I Introduce Myself?", "This is My School Life", and "Let's Hang Out". Students will learn to play traditional Chinese games such as Mahjong and Chinese Checkers. Authentic texts and materials are used to enhance student learning. Online and classroom materials are also available for students in language acquisition. Students will be introduced how different American student's lifestyle is different than their Chinese counterparts.

**Credits: 1**  
**Length: Full Year**  
**Grade: 8-12**

## **Mandarin Chinese II - CP**

### **Pre-requisite: Chinese I or Equivalent**

Chinese 2 is second-year introductory course to Chinese. Chinese 2 follows Chinese 1 in studying character writing, tone differentiation, and pinyin. Students are expected to write short essay, focusing on building vocabulary (characters) and simple grammar rules applied in the sentence/question structures. Students will study thematic units such as "Let's Go Shopping", "What do You Want to Eat?", "It's a Date!". Students will work in pairs, groups and independently. Students will study how the Chinese philosophy is reflected in the Chinese tradition and home life. A variety of authentic online materials will be used to enhance student understanding.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## **Mandarin Chinese III - CP**

### **Pre-requisite: Chinese II or Equivalent**

Chinese 3 continues the study of Chinese language. The focus in this course will be to build student vocabulary in Chinese, introduce complex grammar rules, study provincial expressions, and write long essays. Thematic units for this course will include "I Need to See a Doctor!", "My Summer Job and Future Career Plans", and "Let's Take a Vacation!" Students will make presentations and research based on thematic units. Students will learn to differentiate different parts of China geographically and its ethnic cultures and traditions. Students will also use the textbook Integrated Chinese II for grammar application sections.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## **Mandarin Chinese IV - Honors**

### **Pre-requisite: Chinese III or Equivalent**

Chinese Honors 4 focuses primarily on grammar. Students will interact with other Chinese students in the study of performance, and to build vocabulary knowledge using the college textbook Integrated Chinese I, Part I. Students are expected to use the online resources and the audio files provided by the textbook, guided by the instructor, with bi-weekly assignments due. Social websites and group chats are used for class interaction and group support. In sum, this course focuses on text reading and journal writing to enhance the learning and usage of Chinese.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## **Mandarin Chinese Language and Culture - AP**

### **Pre-requisite: Honors Chinese IV or Equivalent**

AP Chinese is an intense college-level 5th-year Chinese language course. This course is designed to prepare students to participate in the Student-Exchange Program with our sister-school in China, and to take AP Chinese in May. Students will use Integrated Chinese II, Part 1 and Part 2 in class, with an emphasis in reading and writing. In this college-level course, students are expected to speak Chinese as much as they can in class to build their oral proficiency for the AP Chinese Exam. Students are also expected to read news articles and student writings from online resources to familiarize themselves with authentic Chinese writing and language application. Clips of Chinese news videos and student activities are shared to enhance student's language skills.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

# WORLD LANGUAGES

## French I - CP

French 1 is an introduction to French with an emphasis on oral communication. Topics studied include How to greet people in French and keep a conversation going, how to utilize everyday terms, and how to ask and understand basic directions when traveling. Also included are the fundamentals of French sentence structure. Students study French cultural heritage of art, history, cuisine, and customs.

**Credits: 1**  
**Length: Full Year**  
**Grade: 8-12**

## French II - CP

### Pre-requisite: French I or Equivalent

French 2 completes the presentation of the fundamentals of the French language through a conversational and communicative skills approach. Upon completion of this course, students will be able to discuss past, present and future activities. Units of particular interest include Paris, clothing/fashion and French cuisine.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## French III - CP

### Pre-requisite: French II or Equivalent

French 3 is an intermediate level course in which students gain confidence in speaking about themselves. Listening and speaking skills are developed to include specialized vocabulary and idioms. Reading and writing activating activities stress the understanding expanded vocabulary. As major activity projects, students participate in simulated visits to French-speaking areas, sensitizing them to different customs, "survival vocabulary," and cultural highlights.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## French IV - Honors

### Pre-requisite: French III or Equivalent

Honors French 4 focuses on heightening listening and speaking skills for conversation as well as reading and writing in the language. Students use French in the classroom not only for everyday expressions, questions, and answers but also for discussing personal opinions and reactions as well as pursuing cultural topics of student interest. The reading materials include excerpts of novels, short stories, and current French magazine and newspaper articles.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## French V - Honors

### Pre-requisite: Honors French IV or Equivalent

Honors French 5 is conducted entirely in French. Class discussions and individual and group projects help students polish their speaking, listening, reading and writing skills into life-long assets. Materials for reading and listening include these topics: La France, Le Petit Prince, "Intrigues," Les Arts, and selected short stories and excerpts of novels. Honors French 5 is strongly recommended for students who want to meet selective college language requirements.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

# WORLD LANGUAGES

## German I - CP

German 1 is an introduction to the German language and culture. Basic speech patterns, vocabulary, and pronunciation are covered through conversational dialogues and intensive oral practice. Also included are essentials of grammar, everyday culture (such as behavior patterns of native speakers, geography, etc.), and the development of listening, reading, and writing skills.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 9-12

## German II - CP

### Pre-requisite: German I or Equivalent

German 2 completes the presentation of the fundamentals of the language through a conversational and communicative skills approach. German 2 continues to develop students' ability to speak, understand, read and write German in a cultural context. Learning activities include reading of small, simple authentic texts, simple conversation, short composition, communicative grammar and cultural activities. German 2 students are encouraged to speak as much German as they can.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 9-12

## German III - CP

### Pre-requisite: German II or Equivalent

German 3 is the final segment of the three-part core curriculum preceding the advanced German 4 and German 5 offerings. Following extensive review, the acquisition of basic vocabulary and grammar is completed during this course. In addition, listening and speaking skills are improved through structured activities, rudimentary reading and writing skills are expanded, and cultural awareness is enhanced. In German 3, students are expected to answer written and oral questions in complete sentences. By the end of the course, many classes are taught almost exclusively in German with near-normal fluency.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 10-12

## German IV - Honors

### Pre-requisite: German III or Equivalent

Honors German 4 focuses on conversation and reading in the language as well as advanced grammar and vocabulary expansion. Students are expected to use German in the classroom not only for everyday expressions, directions, questions and answers, but also for discussion of literature, contemporary articles, and culture. German is also used by both students and the instructor for expressing personal opinions and reactions and for exploring subjects of mutual interest. Reading material includes actual literary works such as short stories and short novels as well as timely magazine and newspaper articles of moderate difficulty. Videos and tapes are used to increase listening comprehension, and writing skills are refined through assignments requiring paragraph and ultimately, essay-length responses.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 11-12

## German V - Honors

### Pre-requisite: Honors German IV or Equivalent

Honors German 5 is conducted in German in a seminar atmosphere and features various projects designed to build upon and polish writing, speaking, and listening skills. In addition to a core literature program including short stories, several novels, and a play, reading materials are chosen by interest of the class participants. Several points of advanced grammar are also addressed in this course. Honors German 5 is strongly recommended for students who want to earn college credits for their proficiency through placement examinations at selective colleges.

**Credits:** 1  
**Length:** Full Year  
**Grade:** 12

# WORLD LANGUAGES

## Spanish I - CP

Spanish 1 is an introduction to the Spanish language and culture. Basic speech patterns, vocabulary, and pronunciation are presented through conversational dialogues and oral practice. Also included are essentials of grammar, everyday culture (such as behavior patterns of native speakers, geography, etc.), and the development of listening, reading, and writing skills. Students are expected to use Spanish as much as they can.

**Credits: 1**  
**Length: Full Year**  
**Grade: 8-12**

## Spanish II - CP

### Pre-requisite: Spanish I or Equivalent

Spanish 2 continues the presentation of the fundamentals of the language on a more complex level, expanding vocabulary and grammar while improving the basic skills of listening, speaking, reading, and writing. Students are encouraged to speak as much Spanish as they can at this level.

**Credits: 1**  
**Length: Full Year**  
**Grade: 9-12**

## Spanish III - CP

### Pre-requisite: Spanish II or Equivalent

Spanish 3 is an intermediate level language course. Students will improve their proficiency levels in reading, writing, listening and speaking. Topics studied include Vacationing, When I was Little, Technology among Hispanic youth, and Food! Students will read authentic texts such as advertisements, news articles and short stories as well as listen to native Spanish speakers in commercials, interviews and television programs.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**

## Spanish IV - Honors

### Pre-requisite: Spanish III or Equivalent

Honors Spanish 4 focuses on speaking, reading, writing and listening in the language. This course is taught entirely in Spanish and students are expected to speak only Spanish in the classroom. They will use Spanish for everyday conversations, questions and answers as well as for oral summaries of articles and films, discussions of personal opinions and reactions and presentations of topics of student interest. A cultural emphasis will be placed on Spain as students study its geography, art, music, customs and foods.

**Credits: 1**  
**Length: Full Year**  
**Grade: 11-12**

## Spanish V - Honors

### Pre-requisite: Honors Spanish IV or Equivalent

Honors Spanish 5 is conducted in Spanish in a seminar atmosphere with frequent class discussions and projects. Students are expected to work on perfecting their oral proficiency, written proficiency and interpretive skills. Material for reading and listening is chosen by interest of the class participants from topics such as: "La búsqueda de trabajo," "Los problemas internacionales," "El arte moderno," "La literatura española," and Nuestro mundo. Honors Spanish 5 is strongly recommended for students who want to meet selective college language requirements. Readings and projects may be assigned over the preceding summer and must be completed according to deadlines listed on the high school website.

**Credits: 1**  
**Length: Full Year**  
**Grade: 12**

## Spanish for Native Speakers 1 - CP

### Pre-requisite: Native Speaker of Spanish

Spanish for Native Speakers is designed to meet the unique needs of native Spanish Speakers. It will move at a faster pace than the traditional Spanish class. Students will improve their writing skills with more accurate spelling and writing. Cultural studies will allow students to learn more about their personal heritage and that of other students in the class. Students will continue to develop their speaking and reading skills with cultural materials and authentic texts. This course is taught in Spanish and students are expected to speak Spanish in the classroom. Students must complete a placement test in order to take this course.

**Credits: 1**  
**Length: Full Year**  
**Grade: 10-12**





# MY WEEK

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**PRIORITIES**

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