

COURSE SELECTION

2017-18



UNIONVILLE HIGH SCHOOL

**750 UNIONVILLE ROAD
KENNETT SQUARE, PA 19348**

Board of School Directors	
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Wendy Farina	School Psychologist
Jennifer Fulton	Social Worker
Ashley Murphy	Learning-to-Learn
Jess Bogusch	IST Coordinator

Academically Talented	Patrick Clark
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Art	Heidi Benson*	Faith Dilworth	Louis Stamis
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Computer Applications	Gwen Hicks	Joe Kilpatrick*	Justin Mansor
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English	Amy Ahart*	Jessie Findora	Keeley Lannon
	Joseph Ahart	Jennifer Haak	Daniel Lipowitz
	Ashley Burslem	Betsy Hickman	Tim Patton
	Katie DelDotto	Janet Holguin	Kate Sager
	Andy Dippell		

Driver's Education	G. "Buddy" Meredith
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English Language Learner	Trish DiFilippo
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Family & Consumer Science	Robin Daly*
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Health & Physical Education	Joe Herman*	G. "Buddy" Meredith
	Mandi Quinn	Andrew Moister

Library and Media Center	Diane Mustin – Librarian
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Mathematics	Christie Clark	Sherry Hwang	Lori Snyder
	Loreen Dietz	Patrick Kehan	Erika Tessitore
	Erin DiTeodoro	Kevin Long*	Julie Toy
	Jessica Gigliotti	Dori Ray	Trevor Tredway
	Alison Holmes	Jennifer Sarno	

Music	G. Scott Litzenberg*	Jason Throne	Leo Zumpetta
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Science	Clee Brun	Sandy Litvin	Stephanie Smith
	Walter Burgess	Charles Manning	Diana Tucker
	Jeremy Dickson	Kari Oakes	Doug Vallette*
	Matt Hurray	Patrisha Ross	Brad Wasserman
	Mark Laciaanca	Diane Schafer	

Social Studies	Matthew Borger	Andrew Husband	Ann Ruhl
	Darlene Brigance	Lindsay Iezzi	Cody Stafford
	Andrew Cordrey	Mike Mangan*	Paul Wolf
	John Cranston	Natalie Miller	
	Nick DelDotto	Fran Mulhern	

Special Education	Sue Bank	Bethany Clemson*	Molly McConnell
	Kevin Brode	Erin Curtis	Jennifer Pastor *
	Stephanie Brown	Nick Eppinger	
	Esther Chi	Megan Hilbolt	

Technology Education	Mike Berkeihiser*	Neil Linkmeyer	Steve Ortega
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World Language	Bonnie Bergen-Borda	Joanna Johnson	Alison Quigley
	Yaneth Castro	Veronique Liska	Heather Weigner
	Pamela Graybeal	Ulkrrike Martin	
	Julie Hawkes*	Cindy Pisauro	

*Department Chair or Co-Chair

LINKS TO SECTIONS/DEPARTMENTS

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Purpose

The information provided in the UHS Course Selection Guide is essential for students and parents to understand the academic options and framework used at UHS, and to understand fully your role in the Course Selection process. This guide is designed to support students and parents as they navigate the high school planning process in accordance with the students' interests, needs, and career goals.

Graduation Requirements

Each student must earn a minimum of 22 credits in grades 9 through 12 and demonstrate proficiency on the Biology Keystone Exam, Algebra I Keystone Exam, and Literature Keystone Exam.

Units of Credits Required per Department

- 4 English
- 4 Social Studies
- 3 Mathematics
- 3 Science
- 1 Arts or Humanities
- 1.25 Health and Physical Education
- 0.50 Essential Computer Applications
- 5.25 Electives

Credit

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

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

Course Selection Considerations

Careful course planning is essential when trying to develop the best possible program for each student. Students are expected to read through the content of the course selection guide, including the course descriptions and prerequisites prior to submitting course requests. Selecting a course of study is a serious undertaking and students are more successful when they carefully review the course offerings, communicate with parents, teachers and school counselors with any questions, and consider priorities and extracurricular commitments which impact their daily lives. Additional considerations for students may include:

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

Course Selection Considerations

During the course selection process, students have an opportunity to discuss teacher recommendations with teachers in various departments. Teacher recommendations have been made for courses that are sequential and have prerequisites. Teacher recommendations are based upon student classroom performance to date and are meant to serve as a guide for students when making course requests for the 2017-2018 school year. A teacher recommends placement in a particular course when the student's current performance indicates that the student has the highest chance to be successful. Course placements are based on course prerequisites and final grades. Teachers give serious consideration to these recommendations and criteria include, but are not limited to:

- *The students' performance in previous courses.
- *The student's attitude toward the work necessary.
- *The required skills for the course.
- *The student's performance in other "predictors" of success.
- *The prerequisites for final placement in the proposed courses. Teacher recommendations provide valuable feedback and students are strongly encouraged to speak with the teacher if the course recommendation or level differs from the student's intended course request. Course placements are based on course prerequisites and student's final grades.

When making course selection requests, students should plan accordingly if they want a study hall in their schedule. Every student must request between 5.5 and 7 credits, and should request a study hall(s) in their course requests so it is included when the schedule is built. The requested study hall will be incorporated into the schedule prior to scheduling alternative electives. Please note that all course offerings are subject to cancellation or closing of sections due to staffing, facilities, and enrollment. Students have the option to select alternative electives during the course selection process and these alternative electives will be scheduled when the elective(s) requested are unable to be scheduled due to a conflict or cancellation of a course.

Course Selection Consideration for Rising 9th Graders

- * High School credit will be granted only for courses passed while the student is enrolled in classes taken at the high school.
 - * Courses taken at the middle school may not be repeated at UHS for credit unless the prerequisite to advance was not met.
 - * Classes should be scheduled according to each student's abilities. Selection of honors level courses should be made with teacher and counselor advice. Course prerequisites must be met for entrance into courses.
 - * If a student has received reading help in 6th, 7th, or 8th grade, consider taking English First Level and postpone starting a world language.
 - * Students are required to take Health/PE in 9th grade.
 - * Essential Computer Applications should be taken in 9th or 10th grade.
- If you are unsure about course selection, contact your counselor at the Middle School (610-347-2000).

Course Selection Timeline and Process

January 27 - February 1

Counselors complete grade level course selection presentations.

February 2: Course Selection Night for rising 9th grade students and parents

Representatives from all UHS departments and TCHS will be there to answer questions for current students as well.

February 2-13: Students complete online course requests in Powerschool

Use this time to evaluate and discuss course selection options and considerations.

April 17- 26: Final Course Request Change Period

All changes to current course requests must be submitted during the final course request change period. This is the last opportunity for students to make any changes to their course requests, with the exception of level changes. A link to submit a Final Course Request Change will be available on the UHS website.

June 14- July 10: Course Level Change Request & Grade Prerequisite Waiver Submission Period

All students are required to check final grades and course prerequisites for their current course requests. Students **MUST** meet the prerequisites at the end of this school year in order to be eligible for certain courses next year.

Students who do not meet the prerequisites at the end of the year will be placed in the appropriate course. Students who elect to request a course for which they do not meet the prerequisite must submit a Grade Prerequisite Waiver Agreement through the link on the UHS website by July 10, 2017.

Grade Prerequisite Waiver Agreement

Extreme caution should be used if students consider waiving into a higher level course. Waivers are reviewed after the July 10th deadline and will only be considered if course sections have open seats. Students are committed to the courses requests by July 10, 2017. Placement in a course, as a result of a waiver, is for the duration of the course. Only students who complete the 1st marking period with a 65% or lower may seek an Administrative Waiver Review for level change consideration.

Administrative Waiver Review Process: Students who finish marking period one with a 65% or lower can request an administrative waiver review. Students are expected to uphold the conditions and expectations of the Grade Prerequisite Waiver Agreement by being actively engaged in the class, completing homework and additional practice as necessary, and seeking additional support through extra help or tutoring. Placement in a course is contingent upon course availability and there is no guarantee that the course level being requested through the Administrative Review Process will be available. If approved for a level transfer, students will be offered a course based on availability, which may differ from the level or option requested. Any change to a course can result in additional and unforeseen schedule changes. Grades earned in the course marking period one will transfer to the new course and be used in calculation of the final grade for the new course.

**Course Change or
Withdraw
Requests**

Students are committed to the course request as of July 10, 2017 and any course request change must be made directly to an administrator. Schedule changes are restricted to improper academic placements or previous course failures. Students are expected to complete assigned summer work for courses selected and it will contribute to a student's course grades. Summer assignments are listed on the UHS website. Failure to complete summer work is not a reason to change a student's schedule. Any approval to withdraw from a course after the 20th day of the course will be recorded on the official transcript as a WP (withdraw pass) or WF(withdraw fail), contingent upon the percentage grade when the student is withdrawn from the course.

**Course Level
Descriptions &
Terms**

Advanced Placement courses provide students with the opportunity to challenge themselves at the highest level. These courses follow a carefully constructed syllabus that is prescribed by the College Board. Students who complete this course work can opt to take a national exam or complete national portfolio requirements and potentially earn college credits. The selection of Advanced Placement courses must be made with great care due to the extremely rigorous course content and the time required for studying and preparation outside of the classroom. Students who elect AP courses need to be exceptionally motivated, should have a particular desire to learn the content material, and must be dedicated to the increased work involved. The curriculum and assessment are based on the level of thinking and the depth of knowledge that is expected from equivalent college courses. This offers students the opportunity to delve more deeply into content, research in a scholarly fashion, and learn in a college-like inquiry based manner. Students enrolled in an AP course undertake a very demanding workload that involves extensive independent reading, writing, problem solving, and critical thinking; they must consistently demonstrate independence and learn to think conceptually. Students will develop higher-order thinking skills using an accelerated pace and enriched content. Students who are successful at the AP level are motivated to contribute intellectually and creatively. Each course with these designations places rigorous and time consuming expectations upon the student and only students who exhibit a willingness to accept the challenge of a rigorous academic curriculum should consider this level. Students are expected to complete work at a college level of effort for the duration of the course. Assessments and homework assignments are challenging, so students are advised to think carefully about how many of these courses they should take (all AP sciences require students to take 8 periods out of a 6-day cycle). Please be mindful that some of the AP courses require intensive summer work and a change of schedule will not be granted due to a student's failure to complete summer work. **Homework expectations: In general, an appropriately placed student who meets the prerequisites for an AP course can expect four to five hours of homework a week per class.**

**Course Level
Descriptions &
Terms (cont'd)**

Honors courses are highly rigorous and provide a high level of difficulty. Selection of an honors level course(s) must be made with great care due to high level of rigorous and time consuming expectations. A considerable amount of outside work is expected. Students must exhibit a willingness to accept the challenge of a rigorous academic curriculum. Honors level students must demonstrate independence and learn to think conceptually. These courses demand a high level of intellectual curiosity and students must be motivated and able to work independently. The academic expectations require outside research, nightly assignments, and the ability to develop and discuss material with depth and understanding. Students will have an opportunity to develop cognitive thought and expression and deeper examination of concepts with an emphasis on analysis, synthesis, and evaluation will take place.

Homework expectations: In general, an appropriately placed student who meets the prerequisites for an Honors level course can expect three to four hours of homework a week per class.

Accelerated level courses (previously referred to as Traditional in Math) are academic, college-preparatory classes that follow a demanding curriculum with an emphasis on serious academic studies to help students progress toward meeting the challenges of competitive college work. Accelerated courses move at an extremely quick pace and students must be motivated and able to work independently.

Homework expectations: In general, an appropriately placed student who meets the prerequisites for an Accelerated level course can expect two to three of homework a week per class.

Academic level courses are college-preparatory courses designed for a student who plans to continue his/her formal education beyond high school. Students must exhibit a willingness to accept the challenge of a rigorous academic curriculum. Students will engage in a variety of activities to improve critical thinking skills. Outside research, homework assignments, and independent projects are frequent requirements in Academic courses.

Homework expectations: In general, an appropriately placed student who meets the prerequisites in an Academic level course can expect two to three of homework a week per class.

First Level courses follow a challenging curriculum to prepare students for college and/or the workplace. Students enrolled in First Level courses learn through guided instruction that involves reading, writing, problem solving, and development of critical thinking skills. First level courses include strong thinking and study skill components, are aligned to the Pennsylvania Academic Standards and are appropriate for those students who need more intense assistance in particular courses. The pace of instruction is adjusted to meet the needs of the students. Critical thinking skills are emphasized as is the application of skills and strategies.

Homework expectations: In general, an appropriately placed student who meets the prerequisites in a First Level course should expect approximately one to two hours of homework a week.

**Course Level
Descriptions &
Terms (cont'd)**

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

Course Prerequisites are based on historical data and they are intended to guide students when selecting course levels. Please note the prerequisite(s) are the minimum requirement a student needs to register for a course; therefore, students narrowly meeting the prerequisite may find the course challenging.

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

Electives: Students are required to earn 22 credits to graduate, 5.25 of which must be elective credits. Once students fulfill their core requirements in a given department, any additional courses taken within that department count as an elective credit. Additionally, any course in a language, art, technology, computer, music, family and consumer science, etc. are automatically defined as elective courses.

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

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

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

**Important Updates
for 2017-2018**

1. Course Selection timeline and requirements for changing course selections has changed. Carefully read the Course Selection Process and Timeline section.
2. Read the course level descriptions and terms in the Course Selection Guide to understand and identify course levels and sequencing of courses. This standardization creates consistency across departments but does not change curriculum of courses or weighting.

**Department
Updates and
Changes**

Social Studies:

- * 10th grade Cultural Studies is changing to World History for all levels
- * 12th grade academic courses in Econ/US Govt changing to full year Citizenship in the 21st Century in First Level and Academic

Math:

- * Traditional level now being referred to as Accelerated
- * Fundamental level now being referred to as Academic

PE/Health: UHS will not offer summer PE or Health classes. Requirement changed to .75 in PE and .50 in Health from two of three health options (*required)

* Students are required to take:

- Wellness I
- Team Building & Leadership 9
- Lifelong Fitness 10

* Students are required to take one of the following:

- Wellness II
- Sports Science

* Students are required to take one additional from the following:

- Introduction to Yoga
- Team Games
- Personal Fitness
- Adventure Based Education

Technology Education: Third level Project Lead the Way Course: Computer Integrated Manufacturing Honors.

TCHS: Sports Medicine- senior only course at UHS, see course description for more details.

NCAA Eligibility Requirements

In recognition of its responsibility to ensure that student-athletes have every chance to get an education, the National Collegiate Athletic Association (NCAA) has implemented a series of increasingly strict academic standards. A student who wants to compete in either Division I or II sports must complete 16 core academic courses (ten of which must be completed by the end of junior year) and achieve a core-course grade point average and SAT or ACT scores which meet a qualifier index standard as established by the NCAA.

Please go to the eligibilitycenter.org website and select "Resources" from the menu bar and "List of NCAA Courses" from the list to view UHS' NCAA approved list of core courses. If you have any questions or need more information, visit the NCAA website for their Quick Reference Guide or check with your School Counselor.

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf.

How to register with the NCAA Eligibility Center? If you want to play NCAA sports at a Division I or II school, you need to meet certain academic standards and be certified as an amateur athlete. The NCAA Eligibility Center will evaluate your academic and athletic experiences based on information you provide through your eligibilitycenter.org account. The NCAA Eligibility Center also offers a profile page for students planning to compete at Division III, or students who don't yet know where they want to compete. Your eligibilitycenter.org account or profile page contains all the information you need to begin your NCAA experience.

Chester County Technical College High School

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

Independent Study

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

Guidelines for Independent Study are as follows:

- * Only one Independent Study Program may be undertaken for credit by a student within any academic year.
 - * The maximum value for a single Independent Study Program is 0.5 credit.
 - * No more than two (2.0) credits may be earned by any one student through Independent Study during grades 9-12.
 - * Independent Study Programs cannot be substituted for required courses.
 - * The Independent Study Mentor must be a certified teacher approved by the Principal. The teacher's certification must be in the content area that relates to the topic of the independent study.
- Independent Study applications must be completed before work on the contract may commence.

Work Experience

Procedure for Scheduling Work Experience

Seniors who are interested in working afternoons during the school year should make an appointment with their school counselor to see if work experience participation is possible with consideration of graduation requirements. All candidates for the work experience program must:

1. Complete and return the "Application for Participation in Work Experience Program" to the Counseling Center.
2. Return completed working papers to the Main Office if under the age of 18 years old.
3. Make an appointment with their school counselor to review their class schedules and make any needed course changes. A work-experience student who does not meet the requirements to be a full-time student may not be involved in any athletic or non-athletic extracurricular activity.

WEEKLY TIME COMMITMENT CHART

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

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

Daily Homework & Study Time Needed for Proposed Classes		
Courses Desired	Daily Homework/Study Time	Hours /week
Total hours needed for Homework & Study Time		
Extra-Curricular Activities: List the time spent in athletics, performing arts, volunteer work, and any		Hours/ week
Total hours for Extra-Curricular Activities		
Personal Time: Include work, watching TV, computer/TV time, sleep, socializing, family time, etc.)		Hours/ week
Sleep	8.25hr/day	60
In School	7hr/day	35
Add all shaded boxes together	Total of Committed Hours	
Total number of hours in a week		168
minus (-) Total number of Committed Hours		minus (-)
February 2nd- 13th: Students complete online course requests in Powerschool		Available Time =
April 17th - 26th: Final Course Request Change Period All changes to current course requests must be submitted during the final course		
June 14th- July 10th: Course Level Change Request and Grade Prerequisite Waiver Submission Period		

Checking Final Grades for Prerequisites and Self-Reporting Grades for College Applications

Students and parents can access all of a student's historical grades by logging into Powerschool. Here are instructions on how to access your historical grades:

1. Log in to PowerSchool (SAM).
2. Under "Navigation" on the left-hand side of the screen click "Grade History."
3. You will be looking at your historical grades in this screen. Each year has a tab at the top of the screen.

Course #	Course Name by Department		Course #	Course Name by Department
ART1002	Art I: Introduction to Drawing		ENG4003	English 12 Honors
ART1012	Art 3-D Design I		ENG4004	AP English Literature & Composition
ART1022	Art 2-D Survey		ENG4012	English 12 Survey Academic
ART1032	Art 3-D Survey		FCS1002	Foods I
ART2002	Art II: Introduction to Color		FCS1012	Foods II
ART2004	AP Art History		FCS1022	Child Development
ART2012	Art 3-D Design II		FCS1032	Housing & Interior Design
ART3002	Art III: Advanced Methods		FCS2002	Regional & Global Cuisine
ART3012	Art 3-D III Sculpture & Design		HPE1002	Wellness I
ART4002	Art IV: Portfolio		HPE1012	Team Building & Leadership 9
AT1002	Higher Order Thinking Skills		HPE1022	Drivers Education Fall
BUS1002	Ess. Computer Apps		HPE1032	Drivers Education Spring
BUS1021	Ess. Computer Apps Online		HPE2002	Wellness II
BUS1022	Ess. Computer Apps Online Summer		HPE2012	Sports Science
BUS1032	Ess. Computer Apps Survey		HPE2022	Lifelong Fitness 10
BUS1042	Apps for Digital Devices		HPE2032	Drivers Education Behind the Wheel
BUS1052	Entrepreneurship		HPE3012	Adventure Based Education
BUS1062	Introduction to Personal Finance		HPE3022	Introduction to Yoga
BUS1072	Multimedia Productions		HPE3032	Personal Fitness
BUS1082	Adobe Photoshop		HPE3042	Team Games
BUS1092	Web Development Using HTML		LSSSC1010	Science Practical Living
BUS1102	Programming Principles with Python		MA1001	Algebra I A First Level
BUS2002	Accounting I		MA1002	Algebra I Academic
BUS2004	AP Computer Science A		MA1012	Algebra I Accelerated
BUS2012	Business Personal Law		MA2001	Algebra I B First Level
BUS2022	Criminal Justice		MA2002	Geometry Academic
BUS2032	Intro to Computer Programming Using C++		MA2003	Geometry Honors
BUS2042	Sports & Entertainment Marketing		MA2012	Geometry Accelerated
BUS3002	Student Help Desk		MA2022	Geometry Online Summer Accelerated
CC0011	College Admissions Seminar 11		MA3001	Geometry First Level
CC0012	College Admissions Seminar 12		MA3002	Algebra II Academic
ENG1001	English 9 First Level		MA3003	Algebra II Honors
ENG1002	English 9 Academic		MA3012	Algebra II Accelerated
ENG1003	English 9 Honors		MA4002	Algebra III & Trigonometry Academic
ENG1013	Eng 9 Fdns of Western Thought Honors		MA4012	Trigonometry & Analysis Accelerated
ENG1092	Yearbook Journalism		MA4022	Statistics Academic
ENG2001	English 10 First Level		MA4023	Advanced Math Honors
ENG2002	English 10 Academic		MA5002	Topics in Calc & Statistics Accelerated
ENG2003	English 10 Honors		MA5004	AP Calculus AB
ENG2012	Creative Writing		MA5012	Calculus Accelerated
ENG2022	Public Speaking		MA5014	AP Statistics
ENG3001	English 11 First Level		MA6004	AP Calculus BC
ENG3002	English 11 Academic		MU1002	Concert Band
ENG3003	English 11 Honors		MU1012	Orchestra
ENG3004	AP English Language & Composition		MU1022	Symphonic Band
ENG3012	English 11 Survey Academic		MU1032	Jazz Band
ENG3013	English 11 American Studies Honors		MU1042	Concert Choir
ENG3022	Sports Literature Academic		MU1052	Chorale
ENG3032	Grammar & Composition Academic		MU1062	Fundamentals of Music
ENG3042	Contemporary Literature Academic		MU1072	Guitar I
ENG3052	Lit Analysis Cinematic Elements Academic		MU1082	Music Theory I
ENG3062	ELit: Reading in Science & Math Academic		MU1092	Music Technology I
ENG3072	Literature, Society & Self Academic		MU1102	Combined Instrument & Vocal
ENG4001	English 12 First Level		MU1112	Combined Sym. Band & CC
ENG4002	English 12 Academic		MU1122	Combined Orchestra & CC

MU2072	Guitar II			Sports Medicine TCHS
MU2082	Music Theory II			Homeland Security Octorara
MU2092	Music Technology II		T122P	Teacher Leadership Academy TCHS
MU3004	AP Music Theory		T2002	PE 10 TCHS
SC1001	Global Science First Level		T3002	PE 11 TCHS
SC1002	Biology I Academic		T300A	World Cultures 10 TCHS
SC1003	Biology I Honors		T301A	Government 12 TCHS
SC2001	Biology I First Level		T302P	US History 11 TCHS
SC2002	Chemistry I Academic		T304P	Western Civilizations 9 TCHS
SC2003	Chemistry I Honors		T4002	PE 12 TCHS
SC3001	Integrated Science First Level		T6001	Health I TCHS
SC3002	Physics I Academic		T6002	Health II TCHS
SC3003	Physics I Honors		T800A	Veterinary Science TCHS
SC3004	AP Physics C: Mechanics		TE1002	Architectural/CAD Drafting I
SC3012	Biology II Academic		TE1003	Intro to Engineering Design Honors
SC3014	AP Biology		TE1012	Electronics I
SC3022	Environmental Science Academic		TE1022	Engineering/CAD Drafting I
SC3024	AP Environmental Science		TE1032	Engineering I Survey
SC3032	Astronomy & Oceanography Academic		TE1042	Graphic Communications I
SC3034	AP Chemistry II		TE1052	Photography I
SC3042	Forensic Science Academic		TE1062	TV/Video Production I
SC4002	Physics II Academic		TE1072	Wood & Metal Technology I
SC4004	AP Physics C: Electricity & Magnetism		TE1082	Air & Water Transportation
SS1001	Western Civilization First Level		TE1092	Construction & Home Renovation
SS1002	Western Civilization Academic		TE1112	Land Transportation
SS1003	Western Civilization Honors		TE1122	Robotics
SS1013	SS 9 Fdns of Western Thought Honors		TE2002	Architectural/CAD Drafting II
SS2001	World History First Level		TE2003	Principles of Engineering Honors
SS2002	World History Academic		TE2012	Electronics II
SS2003	World History Honors		TE2022	Engineering/CAD Drafting II
SS2004	AP World History		TE2032	Engineering II Survey
SS2014	AP Psychology		TE2042	Graphic Communications II
SS3001	U.S. History & Cultures First Level		TE2052	Photography II
SS3002	U.S. History & Cultures Academic		TE2062	TV/Video Production II
SS3003	U.S. History & Cultures Honors		TE2072	Wood & Metal Technology II
SS3004	AP US History		TE3003	Computer Integrated Manuf. Honors
SS3013	SS 11 American Studies Honors		TE3052	Photography III
SS4001	Civics & Econ: 21st Century First Level		TE3062	TV/Video Production III
SS4002	Civics & Econ: 21st Century Academic		TE3072	Wood & Metal Technology III
SS4004	AP Comparative Government & Politics		TE4052	Photography IV
SS4014	AP Economics		TE4062	TV/Video Production IV
SS4024	AP US Government		TE4072	Wood & Metal Technology IV
T1002	PE 9 TCHS		WLF1002	French I Academic
T100	Allied Health Science Technology TCHS		WLF2002	French II Academic
T101A	Animal Science TCHS		WLF2002	French II Honors
T102A	Automotive Collision Technology TCHS		WLF3002	French III Academic
T103A	Automotive Service Technology TCHS		WLF3003	French III Honors
T105A	Carpentry TCHS		WLF4002	French IV Academic
T107A	Computer Info Systems Programming TCHS		WLF5002	French V Academic
T108A	Cosmetology TCHS		WLF5003	French IV Honors
T109A	Criminal Justice & Police Sciences TCHS		WLF5004	AP French
T110A	Culinary Arts TCHS		WLG1002	German I Academic
T111A	Early Childhood Care & Education TCHS		WLG2002	German II Academic
T113A	Engineering & Robotics TCHS		WLG2003	German II Honors
T114A	Engine Technology TCHS		WLG3002	German III Academic
T116A	Health Career Pathways TCHS		WLG3003	German III Honors
T119A	HVAC & Refrigeration Technology TCHS		WLG4002	German IV Academic

WLG4002	German IV Honors			
WLG5002	German V Academic			
WLG5004	AP German			
WLS1001	Spanish I A First Level			
WLS2001	Spanish I B First Level			
WLS2002	Spanish I Academic			
WLS2002	Spanish II Academic			
WLS2003	Spanish II Honors			
WLS3002	Spanish III Academic			
WLS3003	Spanish III Honors			
WLS4002	Spanish IV Academic			
WLS4003	Spanish IV Honors			
WLS5002	Spanish V Academic			
WLS5004	AP Spanish			
	Learning Support			
	Pathways Support			

ENGLISH DEPARTMENT**Amy Ahart, Dept. Chair***Students must consult the UCFSD website for information regarding summer reading requirements.*

Courses		Course Descriptions	Course Prerequisite
GRADE 9	English 9 First Level ENG1001 1 credit 6/6 days a cycle Year	English 9 First Level includes the study of specific novels, short stories, poetry, grammar, and vocabulary. While analyzing thematic and literal meanings, as well as literary devices, students will concentrate on attaining the skills needed to reach proficiency on the Keystone Literature exam in 10th grade. The course focuses on the effective use of language for communication, scaffolding skills appropriately for students.	60% in 8th grade English
	English 9 Academic ENG1002 1 credit 6/6 days a cycle Year	English 9 Academic focuses on a variety of literary genres, while analyzing thematic and literal meanings as well as literary devices. This course emphasizes instruction and practice in oral and written composition and also improvement of language skills. Students are challenged to demonstrate skills in a variety of written responses: informational, persuasive, and creative assignments. Basic grammar skills taught in eighth grade are the expected knowledge base. Additional skills will be taught and reinforced. Students are responsible for retaining skills, completing assignments, participating in class, and learning to use MLA format.	60% in 8th grade Core English, Honors English, or Honors Creative Writing
	English 9 Honors ENG1003 1 credit 6/6 days a cycle Year	English 9 Honors is a reading, writing, and grammar intensive course designed for the motivated freshman who has demonstrated a firm working knowledge of the grammar skills taught in 8th grade. Areas of study include extensive investigation of literary devices as well as author motivation and historical context. Students are expected to research, to analyze and to interpret each piece of literature, and to come to class ready to participate in classroom discussions. Students will continue to learn MLA format. Writing expository/informational and persuasive essays is the main focus; students are expected to include literary and research-based evidence in their essays.	80% in 8th grade Honors English or Honors Creative Writing or 90% in 8th grade Core English

<p style="text-align: center;">GRADE 9</p>	<p>Eng 9 Fdns of Western Thought Honors ENG1013 1 credit 6/6 days a cycle Year</p>	<p>Foundations of Western Thought is an integrated Honors English and Honors Social Studies course. While it shares the same curricular goals as the honor level courses, it does so with a unique thematic and chronological focus. The course explores the history and literature of Ancient Greece, the Roman Empire, the Middle Ages, the Renaissance and Reformation, the French Revolution, the Industrial Revolution, Nationalism and Imperialism, and World War I. In the class, students gather for a ninety-minute period, which allows students time to develop academic community, build critical thinking, sharpen reading skills, and improve fluent writing through literary and historical contexts. This dynamic course will emphasize connective thinking and Socratic discussion, practice the research process, and develop writing skills. Students electing this course should have strong organizational skills and the ability to work both independently and in groups.</p>	<p>80% in 8th grade Honors English or Honors Creative Writing or 90% in 8th grade Core English</p>
<p style="text-align: center;">GRADE 10</p>	<p>English 10 First Level ENG2001 1 credit 6/6 days a cycle Year</p>	<p>English 10 First Level builds on the language arts skills learned in 9th grade. Instruction is designed to reinforce critical thinking skills and improve students ability to organize, learn, and recall information. The curriculum includes various genres of World Literature including poetry, short stories and novels. Students will study grammatical concepts and vocabulary, developing writing skills that can be applied to post-graduate endeavors. The PA state standards will be delivered through the examination of various types of literature from around the world. Students will take the Keystone Literature Exam at the conclusion of this course.</p>	<p>60% in English 9</p>

GRADE 10	<p>English 10 Academic ENG2002 1 credit 6/6 days a cycle Year</p>	<p>English 10 Academic builds on the foundation established in the ninth grade curriculum, which will explore common themes across various genres of World Literature. The curriculum continues to focus on reading, writing and word study in a variety of structured situations. A working knowledge of grammar skills is required and will be formally reinforced. Students are expected to show increasing ability to think independently and to express themselves in oral presentation and written essays. Reading comprehension and analysis are assessed throughout the school year. PA state standards will be reinforced, and students will take the Keystone Literature exam at the conclusion of this course.</p>	<p>60% in English 9 Academic or 90% in English 9 First Level</p>
	<p>English 10 Honors ENG2003 1 credit 6/6 days a cycle Year</p>	<p>English 10 Honors builds on the language arts experience of English 9 Honors, with greater breadth and depth. The course focuses on the connection between literature and culture. This course is for the motivated student who reads critically, has a firm working knowledge of grammar skills, demonstrates willingness toward independent thinking and creative expression, understands and makes use of the writing process, and demonstrates competent use of research skills, which will be expanded. PA state standards will be reinforced, and students will take the Keystone Literature exam at the conclusion of this course.</p>	<p>80% in English 9 Honors or 90% in English 9 Academic</p>
GRADE 11	<p>English 11 First Level ENG3001 1 credit 6/6 days a cycle Year</p>	<p>The English 11 First Level course, based on American Literature, builds on the learning and skills developed in ninth and tenth grades. In the study of various forms of literature, students experience the people, places, ideas, and language of America, and practice grammatical concepts, vocabulary, and writing skills. Those studies will be done through an instructional emphasis on the Core Standards, and students' goal is to become proficient on the Keystone test if not yet mastered. *Students who show academic success in the first semester may (with teacher recommendation) choose to take an English Core Elective during the second semester.</p>	<p>60% in English 10</p>

GRADE 11	<p>English 11 Academic ENG3002 1 credit 6/6 days a cycle Year</p>	<p>The English 11 Academic is a full-year course that focuses on the development of American Literature by tracing themes that recur at various periods in the nation's history. A goal of the course is to have students discern, in formal writing and in various scaffolding activities, the uniqueness of American Literature. An extensive review and study of formal grammar and vocabulary will be completed. Students learn to use MLA style documentation to complete a research paper. Frequent writing by the students is of a critical nature and directly related to the developmental and thematic focus of American Literature.</p>	<p>60% in English 10 Academic or 90% in English 10 First Level</p>
	<p>English 11 Survey Academic ENG3012 .5 credit 6/6 days a cycle Sem.</p>	<p>English 11 Survey is a semester-long course that counts toward half of the English 11 credit required. Students must also select another half-year English academic course (not an elective). This course will examine the impact of history and culture on American Literature. Students will examine representative works from American Literature and be asked to synthesize new learning and reading, making critical connections to their contemporary world. Based on the class discussion format, students will be given an opportunity to explore new ideas and incubate ambitious and thought-provoking arguments. The student will examine the historical framework and a sample of some of the representative works produced in each period. This class is designed for students who wish to examine the traditional literary canon for one semester and pursue other interests related to English language and writing for the second semester with an *academic survey course.</p>	<p>60% in English 10 Academic or 90% in English 10 First Level</p>

GRADE 11

<p>English 11 Honors ENG3003 1 credit 6/6 days a cycle Year</p>	<p>Honors English 11 is a reading and writing intensive course for the highly motivated student willing to assume a rigorous and challenging study of American Literature and culture. The literature is arranged and explored in order of historical events. Appropriately placed students demonstrate independent thinking skills, a solid application of grammar usage, and strong reading comprehension. Creative expression is greatly encouraged. Evaluations are based on lecture, small and large group activities and presentations, individual assignments, readings, quizzes, essays, and tests.</p>	<p>80% in English 10 Honors or 90% English 10 Academic</p>
<p>English 11 American Studies Honors ENG3013 1 credit 6/6 days a cycle Year</p>	<p>American Studies is an interdisciplinary, team-taught honors course combining American history with American literature and culture. Events in American history are arranged and explored in chronological order. Each unit presents a topic, thematic question, and one or more recurring themes, which we will investigate through events in political history, literary works, and other artistic expressions reflective of each period. Evaluations are based on lecture, small and large group activities and presentations, individual assignments, readings, quizzes, essays and tests.</p>	<p>80% in English 10 Honors or 90% in English 10 Academic</p>
<p>AP English Language & Composition ENG3004 1 credit 6/6 days a cycle Year</p>	<p>AP English Language and Composition is a college-level course that facilitates higher-level reading and writing skills. Students work in a variety of disciplines and rhetorical contexts, studying prescriptive grammar concepts, writing in the four rhetorical modes of discourse, analyzing professional writing models, and producing essays informed by these models. Students practice stylistic techniques that are the result of careful syntactical choices and precise diction. The aim of the course is to develop college-level reading and writing skills adaptable to a variety of occasions and needs. Students are expected to take the AP Examination in May.</p>	<p>85% in English 10 Honors or 93% in English 10 Academic</p>

GRADE 12	<p>English 12 First Level ENG4001 1 credit 6/6 days a cycle Year</p>	<p>English 12 First Level provides a comprehensive reading and writing study, along with effective cover letter and resume writing instruction. Students will work with approximately one novel per marking period to improve critical reading skills, writing analytical essays and a research paper. Integrated into this course are projects requiring group work, independent work, and practical application. Thinking skills for this level are also incorporated to ensure greater success and skill development for the students. The course is designed to prepare both students planning to immediately join the workforce and those intending to go to college.</p>	<p>60% in English 11</p>
	<p>English 12 Academic ENG4002 1 credit 6/6 days a cycle Year</p>	<p>English 12 Academic is a year-long course for students who seek an in-depth examination of formative works of writing in the English language and how they act as reflections of the world in which they were written. Students will read and analyze works of British and World literature, organized in thematic units from the Anglo-Saxon period to the 21st century. Poetry, drama, short stories, essays, and novels will be read and discussed. Students will be asked to make modern critical connections to their texts. Two Shakespeare plays will be studied in detail in addition to several medieval works. Students will exercise writing skills by composing various types of formal and informal essays. At least one research paper written in MLA style will be required of all students. An extensive review of formal grammatical usage and vocabulary will be completed. Independent reading will be required of all students.</p>	<p>60% in English 11 Academic or American Literature Survey or 90% in English 11 First-Level</p>

GRADE 12

<p>English 12 Survey Academic ENG4012 .5 credit 6/6 days a cycle Sem.</p>	<p>English 12 Survey is a semester-long course that counts toward half of the English 12 credit required. Students must also select another half-year English academic course (not an elective). This course will examine formative works of the English language in the form of epic poems, novels, short stories, plays and nonfiction essays. As a survey course, the class is designed for students who wish to gain an overview and general background on major formative works of British and English literature through class discussion, analysis, and examination of the influence these works have had on the present. This class is designed for students who wish to examine the traditional literary canon for one semester and pursue other interests related to English language and writing for the second semester with an *academic survey course.</p>	<p>60% in English 11 Academic or American Literature Survey or 90% in English 11 First-Level</p>
<p>English 12 Honors ENG4003 1 credit 6/6 days a cycle Year</p>	<p>English 12 Honors is a reading and writing intensive course designed for the highly motivated senior willing to assume a rigorous and challenging study of American, British, and World literature. This course will examine works of the imagination--epic poems, novels, short stories, plays, and nonfiction essays. In this course students will, through extensive research and close literary analysis, explore ideas and formulate assertions. Each semester, students will complete essays and creative works. In addition, students will give oral presentations and write research papers. Honors English 12 gives students a deeper understanding of complex aspects of literature and the English language and its relevance to contemporary issues.</p>	<p>70% in AP English Lang & Comp or 80% in Eng 11 Honors or American Studies English Honors or 90% in English 11 Academic</p>

GRADE 12	AP English Literature & Composition ENG4004 1 credit 6/6 days a cycle Year	AP English Literature and Composition provides an intensive and rigorous study of works of literary merit across various genres and time periods. Through this course, students will learn the skills of literary analysis and critical writing, extending their awareness and appreciation of language and structure. Harkness discussion, Socratic seminar, analytical writing, oral presentations, and deep reading are at the core of the course. Students will also complete the requisite senior research paper during the year. Students gain a working knowledge of literary terminology, scholarly criticism, advanced vocabulary, and mature writing skills. The course is open to students who are willing to engage in the scholarship, reading, conversing, and writing the class entails. Students are expected to take the AP English Literature Examination in May.	80% in AP Lang. & Comp or 85% English 11 Honors, American Studies Honors or 93% in English 11 Academic or American Literature Survey
	GRADE 11 & 12 ACADEMIC SURVEY OPTIONS	Sports Literature Academic ENG3022 .5 credit 6/6 days a cycle Sem.	Students will read and analyze works that explore the role of sports in society and identify and reflect on the lasting lessons that sports teach. Students will write critically about the cultural, social, and historical connections between sports and society. Students will read a variety of sports literature novels, newspapers, magazines, and other works.
Grammar & Composition Academic ENG3032 .5 credit 6/6 days a cycle Sem.		Grammar & Composition Academic is designed for students interested in improving their writing. Examining professional prose models from newspapers, magazines and essay anthologies, students will conduct a thorough study of prescriptive grammar, stylistic choices and vocabulary that will inform their writing. Students will learn strategies and skills necessary to write essays in a wide range of rhetorical modes, including narrative, descriptive, compare and contrast, expository and persuasive.	60% in last year's English Academic or 90% in last year's English First Level

GRADE 11 & 12 ACADEMIC SURVEY OPTIONS

<p>Contemporary Literature Academic ENG3042 .5 credit 6/6 days a cycle Sem.</p>	<p>Contemporary Literature Academic will emphasize the reading of contemporary literature while fostering skills such as making connections, reading for comprehension, actively participating in discussion, and analyzing literature. The contemporary selections will demonstrate that all literary conventions are used in modern literature. Students will select their books of interest from the following genres of study: Science Fiction, Realistic Fiction, Historical Fiction, Memoir, Fantasy, Romance, Suspense, Adventure, Horror, and Spiritual. The students will be asked to make modern critical connections to history, their lives, the world, and other literature.</p>	<p>60% in last year's English Academic or 90% in last year's English First Level</p>
<p>Lit Analysis Cinematic Elements Academic ENG3052 .5 credit 6/6 days a cycle Sem.</p>	<p>The Literary Analysis of Cinematic Elements Academic class is designed for students interested in studying the art of cinema by examining films for rhetorical effect, evaluating the effectiveness of different techniques as implemented by directors and other creators, and interpreting the presented text of a variety of films. In addition to analysis of traditional literary techniques in a visual medium, students will study the history and development of cinema, researching the works of major pioneers within the industry, and examining the works of creators from various countries. Critical analysis of the films will be applied through examining the creation of mood & tone, symbolism, setting, and character types. The vocabulary of film will also be examined in-depth and compared to parallel literary devices.</p>	<p>60% in last year's English Academic or 90% in last year's English First Level</p>

GRADE 11 & 12 ACADEMIC SURVEY OPTIONS

<p>ELit: Reading in Science & Math Academic ENG3062 .5 credit 6/6 days a cycle Sem.</p>	<p>The ELit Readings in Science and Math Academic course is designed for students with an interest in investigating the fields of math, science, and technology. Students will read biographies, fiction, non-fiction, reports, journals, and online sources relating to timely news in the content areas of math, technology, and science. Students will respond to content with composition of research and grant writing, blogging, critical analysis, and creative writing. Students will develop a cumulative research project during this semester course and will present this research using current digital media.</p>	<p>60% in last year's English Academic or 90% in last year's English First Level</p>
<p>Literature Society & Self Academic ENG3072 .5 credit 6/6 days a cycle Sem.</p>	<p>Literature, Society & Self Academic is an introduction to critical thinking about the construction of self. What role do gender, class, family and ethnicity play in shaping who we are? Through reading the works of contemporary writers, we will examine how society shapes our individual lives. Students are expected to read four novels. A large selection of choice novels will be offered for Literature Circle Discussions each marking period. Short story, poetry, non-fiction and film excerpts will also be examined. The major writing requirements will include a research paper, an expository analysis, short memoir, a speech, and poetry. Students will maintain a Reader's Write Journal which will be collected each marking period and graded. Tests and quizzes will also be used to assess students understanding. Appropriately placed students should expect to read each night, actively participate in class discussion, and respond to literature through writing.</p>	<p>60% in last year's English Academic or 90% in last year's English First Level</p>

ELECTIVES	<p>Yearbook Journalism ENG1092 .5 credit 6/6 days a cycle Sem.</p>	<p>Course content will focus on developing writing characteristics for contemporary literacy. Students will apply terms and skills associated with various fields of storytelling to authentic products for school and community organizations. Because the stories of today are told in numerous fashions, students will engage with storytelling methods through the conventional written word as well as those found in different media outlets. The objective of the course is to make students critical consumers and creators of media messages.</p>	
	<p>Creative Writing ENG2012 .5 credit 6/6 days a cycle Sem.</p>	<p>This standard-based writing course is designed to improve the student's writing ability. Through a variety of writing assignments including short stories, poetry, and/or creative nonfiction, students will learn to express their ideas with greater clarity. Writing is shared with the class and peer editing is emphasized. Class discussion is geared to sharpen listening skills and critical thinking. Writing includes journals, narratives, editorials, short stories, and a children's story.</p>	
	<p>Public Speaking ENG2022 .5 credit 6/6 days a cycle Sem.</p>	<p>Public Speaking focuses on delivery methods such as eye contact, voice, and body language in order to deliver a variety of speeches. When preparing for informative, persuasive, and entertaining speeches, students will practice the skills of organizing, developing, introducing, and concluding ideas. Practice will be focused on public speaking skills that are specific and necessary for a variety of different settings.</p>	

Grade 9

English 9
First Level

- OR -

English 9
Academic

- OR -

Foundations of
Western Thought
(Honors)

- OR -

English 9
Honors

Grade 10

English 10
First Level

- OR -

English 10
Academic

- OR -

English 10
Honors

Grade 11

English 11
First Level

- OR -

English 11
Academic

- OR -

American Litera-
ture Survey &
Core Elective

- OR -

English 11
Honors

- OR -

American Studies
(Honors)

- OR -

AP Language &
Composition

Grade 12

English 12
First Level

- OR -

English 12
Academic

- OR -

British & World
Literature Survey
& Core Elective

- OR -

English 12
Honors

- OR -

AP Literature &
Composition

**Grade 11 and 12
Core Elective Choices**

- Contemporary Fiction
- eLit: Readings in Science & Math
- Grammar and Composition
- Literary Analysis of Cinematic Elements
- Literature, Society and Self
- Sports Literature

<p>English Department “Free” Electives:</p>	<p>Yearbook Journalism open to grades 9, 10, 11, or 12</p>	<p>Creative Writing open to grades 10, 11, or 12</p>	<p>Public Speaking open to grades 11 or 12</p>
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SOCIAL STUDIES DEPARTMENT Mike Mangan, Dept. Chair

Courses		Course Descriptions	Course Prerequisite
GRADE 9	Western Civilization First Level SS1001 1 credit 6/6 days a cycle Year	Western Civilization focuses on the development of traditions, values and cultures associated with major historical topics. This "Survey of History" course covers Greece, Rome, Middle Ages, Renaissance and Reformation, Absolutism, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Imperialism, and WWI. Each unit utilizes a variety of activities that require thinking skills ranging from recognition, recall, comprehension, and organization of facts and ideas. The pace of this course is specifically designed to meet students' needs.	60% in 8th grade Social Studies
	Western Civilization Academic SS1002 1 credit 6/6 days a cycle Year	Western Civilization Academic focuses on the development of traditions, values and cultures associated with major historical topics. This "Survey of History" course covers Greece, Rome, Middle Ages, Renaissance and Reformation, Absolutism, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Imperialism, and WWI. Each unit utilizes a variety of activities that require thinking skills ranging from recognition, recall, comprehension, and organization of facts and ideas.	60% in 8th grade Social Studies
	Western Civilization Honors SS1003 1 credit 6/6 days a cycle Year	Western Civilization Honors focuses on the development of Western Civilization including the traditions, values and cultures associated with major historical topics. This Survey of History covers: Greece, Rome, Middle Ages, Renaissance and Reformation, Absolutism, Enlightenment, French Revolution, Industrial Revolution, Nationalism, Imperialism, and WWI. Students will be challenged in a variety of ways and will be required to use higher level, critical thinking skills and strategies including, problem solving, synthesis, and evaluation. Superior reading comprehension and strong writing skills are necessary for students' success in this course.	90% in Honors Social Studies or 93% in Core Social Studies and 93% in Geography

<p style="text-align: center;">GRADE 9</p>	<p>SS 9 Fdns of Western Thought Honors SS1013 1 credit 6/6 days a cycle Year</p>	<p>Foundations of Western Thought Honors is an integrated course focusing on the same curricular goals as the Honors English and Honors Western Civilization courses, but with a thematic and chronological focus. This course will focus on the history and literature of Ancient Greece, The Roman Empire, Medieval/Middle Ages, Renaissance and Reformation, the French Revolution, the Industrial Revolution, Nationalism and Imperialism, and World War I. In this class students will have an extended ninety minute period, which will allow students to spend time developing communication, critical thinking, and reading skills through literary and historical contexts. This course will emphasize connective thinking and discussion, the process of research, the mechanics of writing, and creative projects and presentations. Students selecting this course should have strong reading comprehension and organizational skills and an ability to work both independently and in groups.</p>	<p>90% in Honors Social Studies or 93% in Core Social Studies and 93% in Geography</p>
<p style="text-align: center;">GRADE 10</p>	<p>World History First Level SS2001 1 credit 6/6 days a cycle Year</p>	<p>World History is a new course for 2017-2018. The course is consistent with our current Cultural Studies classes in its primary emphasis on the development of non-western cultural regions, but unlike Cultural Studies will be structured based on both chronological periods and broad themes, rather than being structured by region only. The course will help students to see the relationships between the regions of the world during various time periods and understand commonalities in their development over time. The pace of this course is specifically designed to meet students' needs.</p>	<p>60% in 8th grade Social Studies</p>
<p style="text-align: center;">0</p>	<p>World History Academic SS2002 1 credit 6/6 days a cycle Year</p>	<p>World History Academic is a new course for 2017-2018. The course is consistent with our current Cultural Studies classes in its primary emphasis on the development of non-western cultural regions, but unlike Cultural Studies will be structured based on both chronological periods and broad themes, rather than being structured by region only. The course will help students to see the relationships between the regions of the world during various time periods and understand commonalities in their development over time.</p>	<p>60% in 9th grade Social Studies</p>

<p style="text-align: center;">GRADE 1</p>	<p>World History Honors SS2003 1 credit 6/6 days a cycle Year</p>	<p>World History Honors is a new course for 2017-2018. The course is consistent with our current Cultural Studies classes in its primary emphasis on the development of non-western cultural regions, but unlike Cultural Studies will be structured based on both chronological periods and broad themes, rather than being structured by region only. The course will help students to see the relationships between the regions of the world during various time periods and understand commonalities in their development over time. Students choosing this course level should have strong reading comprehension skills and an interest in social studies.</p>	<p>80% in Western Civilization Honors or Foundation of Western Thought—Honors or 90% in Western Civilization Academic</p>
<p style="text-align: center;">GRADE 10</p>	<p>AP World History SS2004 1 credit 6/6 days a cycle Year</p>	<p>The AP World History course is offered for 10th graders with the exceptional ability, motivation, and willingness to accept the challenge of a college-level social studies course. Superior reading comprehension and analytic skills are essential prerequisite skills required for students considering this level. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.</p> <p>The course is designed to prepare students for the AP World History Exam in May. There is a summer assignment requirement for this course.</p>	<p>85% in Western Civilization Honors and English 9 Honors 85% in Foundations of Western Thought—Honors English and Social Studies or 93% in Western Civilization Academic and English 9 Academic</p>

GRADE 11	U.S. History & Cultures First Level SS3001 1 credit 6/6 days a cycle Year	U.S. History & Cultures First Level surveys U.S. historical and cultural developments beginning with an overview of early American political and cultural conditions from 1607-1919. Emphasis is placed on the role of government, foreign policy, and current connections. In-depth units of study include: The 1920s, the Great Depression, World War II, the Aftermath of World War II, Social Responsibility (1961-69), Civil Rights, the Vietnam War Era, the Era of Social Action (1961-73), the Age of Limits, Modern Issues, and the recent presidencies. The pace of this course is specifically designed to meet students' needs.	60% in 10th grade Social Studies
	U.S. History & Cultures Academic SS3002 1 credit 6/6 days a cycle Year	U.S. History & Cultures Academic surveys U.S. historical and cultural developments beginning with an overview of early American political and cultural conditions from 1607-1919. Emphasis is placed on the role of government, foreign policy, and current connections. In-depth units of study include: The 1920s, the Great Depression, World War II, the Aftermath of World War II, Social Responsibility (1961-69), Civil Rights, the Vietnam War Era, the Era of Social Action (1961-73), the Age of Limits, Modern Issues, and the recent presidencies.	60% in 10th grade Social Studies
	U.S. History & Cultures Honors SS3003 1 credit 6/6 days a cycle Year	U.S. History & Cultures Honors surveys historical and cultural developments beginning with an overview of early American political and cultural conditions from 1607-1919. Emphasis is placed on the role of government, foreign policy, and current connections. In-depth units of study include: The 1920s, the Great Depression, World War II, the Aftermath of World War II, Social Responsibility (1961-69), Civil Rights, the Vietnam War Era, the Era of Social Action (1961-73), the Age of Limits, Modern Issues, and the recent presidencies. Students will use a variety of thinking skills in their examinations. Students choosing this higher level should have an interest in social studies and be prepared to challenge themselves in higher level thinking.	75% AP World History or 80% in Cultural Studies Honors or 90% in Cultural Studies Academic

GRADE 11

	<p>SS 11 American Studies Honors SS3013 1 credit 6/6 days a cycle Year</p>	<p>American Studies Honors is an interdisciplinary, team-taught honors course combining American history with American literature and culture. Events in American history are arranged and explored in chronological order. Each unit presents a topic, thematic question, and one or more recurring themes, which we will investigate through events in political history, literary works, and other artistic expressions reflective of each period. Evaluations are based on lecture, small and large group activities and presentations, individual assignments, readings, quizzes, essays and tests.</p>	<p>75% in AP World History or 80% in Cultural Studies Honors or 90% in Cultural Studies Academic</p>
GRADE 11	<p>AP US History SS3004 1 credit 6/6 days a cycle Year</p>	<p>The AP United States History course provides the opportunity for highly motivated students with a learning experience equivalent to that obtained in most college introductory United States History courses. AP US History is a concepts course based on the seven course themes of geography and the environment, migration and settlement, work, exchange and technology, culture and society, American and national identity, politics and power, and America in the world. Historical thinking skills stressed throughout the course are argumentation, use of relevant evidence, causation, continuity and change over time, periodization, compare and contrast, contextualization, interpretation, and synthesis. Students are expected to use research skills daily, to read and comprehend a college level text daily, and write above grade level essays for each of nine units of content. Extensive amounts of higher level reading are required during this course. The goal of AP United States History is to help students organize and comprehend factual materials and then be able to establish the context, importance, and significance of specialized interpretive problems.</p> <p>This course emphasizes college level reading and writing, therefore it is strongly advised that students prepare for this course by taking 10th grade Honors English and 10th grade Honors Cultural Studies, or AP World History. Students who take the AP United States History course are expected to take the Advanced Placement examination in May.</p>	<p>80% in AP World History or 85% in Cultural Studies Honors and English 10 Honors or 93% in Cultural Studies Academic and English 10 Academic</p>

GRADE 12	Civics & Econ: 21st Century First Level SS4001 1 credit 6/6 days a cycle Year	Citizenship in the 21st Century First Level is a course designed to provide students with the knowledge, skills, and values they need to be more engaged citizens in the local, state and national communities. The course is tailored to engage seniors and show how government and economics is applicable to their lives, including good decision-making. The course includes a final project will allow students to demonstrate their role in the community, both political and economic, applying the principles and ideas from the course. Students will be engaging with their local communities in order to work toward these goals. The pace of this course is specifically designed to meet students' needs.	60% in 10th/11th Grade Social Studies First Level or 60% in Cultural Studies Academic or US History Academic
	Civics & Econ: 21st Century Academic SS4002 1 credit 6/6 days a cycle Year	Citizenship in the 21st Century Academic is a course designed to provide students with the knowledge, skills, and values they need to be more engaged citizens in the local, state and national communities. The course is tailored to engage seniors and show how government and economics is applicable to their lives, including good decision-making. The course includes a final project will allow students to demonstrate their role in the community, both political and economic, applying the principles and ideas from the course. Students will be engaging with their local communities in order to work toward these goals.	60% in 11th grade Social Studies

GRADE 12

AP Comparative Government & Politics
SS4004
1 credit 6/6 days a cycle Year

AP Comparative Government & Politics is the equivalent of an introductory level college course in political science and is conducted as a seminar involving student presentations, lectures, discussions, and debates. A variety of readings supplement the text and analytical writing skills, applicable to any college-level history or social science courses will be emphasized. During the first marking period, the focus is on United States government and the intellectual framework of comparative politics, including vocabulary, theoretical models and concepts of political organization, processes and policies. The remaining part of the course concentrates on comparisons of concrete systems of government, including Great Britain, Russia-USSR, China, Mexico, Iran, Nigeria, and the European Union. Controversial domestic and foreign economic and political policies will be discussed and debated. Students enrolled in this course are encouraged to take the AP Comparative Government & Politics examination administered in May.

80% in AP United States History or 85% in US History and Culture Honors or American Studies Honors or 93% in US History and Culture Academic

GRADE 12	<p>AP Economics SS4014 1 credit 6/6 days a cycle Year</p>	<p>AP Economics is the equivalent of an entry level college course in microeconomics and macroeconomics. One semester is devoted to an introduction to basic economic concepts and reasoning and microeconomic topics, which include the structure and function of markets, the theory of the firm, product market models, the factor market, the role of government in the economy, and international trade. The other semester focuses on macroeconomics, the study of economic systems, including measuring economic performance, aggregate supply and aggregate demand, monetary policy, monetary and fiscal stabilization policies, schools of macroeconomic thought, and a reexamination of international trade. Emphasis is placed on the graphing and the application of economic principles and theories to analyze international, national, and local events and trends. Students can expect a course that is rigorous, including extensive reading and independent analytical thinking. Students have frequent opportunities to generate solutions to real and hypothetical economic problems, and to employ written and oral discourse supported by graphs to illustrate the logic of their conclusions.</p> <p>A summer assignment is required for all students who enroll in this class and due the first day of class. Students enrolled in this course are encouraged to take the Advanced Placement Microeconomics and Macroeconomics examinations administered in May.</p>	<p>80% in AP United States History or 85% in US History and Culture Honors or American Studies Honors or 93% in US History and Culture Academic</p>
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GRADE 12	<p>AP US Government SS4024 1 credit 6/6 days a cycle Year</p>	<p>AP US Government is the equivalent of an entry level college course in political science. It is designed to encourage students to develop critical perspectives on American politics and government. Students will develop knowledge of the structure of American government and institutions interest in public issues, and understand the groups, beliefs, and ideas that influence public policy decision making. It involves the study of general concepts used to interpret American politics and the analysis of specific case studies. Emphasis is placed on discussion and a critical review of a myriad of issues. Students are expected to have strong reading comprehension skills and organizational skills. Students are expected to read college-level texts and supplemental research, and apply these findings to current governmental policies. Areas of study include the structure of American government, public opinion and political participation, the influence of interest groups on policy, political parties and campaigns, presidential elections, and the structure and powers of the three branches of government. Students are also expected to fulfill political activism hours as well.</p> <p>Students enrolled in this course are encouraged to take the Advanced Placement U.S. Government examination administered in May. A summer assignment will require you to watch political shows and read news articles to review current events. An informational handout detailing specific instructions will be presented at a meeting in June prior to the summer break.</p>	<p>80% in AP United States History or 85% in US History and Culture Honors or American Studies Honors or 93% in US History and Culture Academic</p>
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ELECTIVES	<p>AP Psychology SS2014 1 credit 6/6 days a cycle Year</p>	<p>AP Psychology offers qualified students an elective course that is equivalent to an introductory college course in psychology. The course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including the ethics and methods psychologists use in the practice of their science. It is highly recommended that a student completes advanced coursework in another social studies class (Honors or AP) prior to taking this course. This would provide the student with the necessary experience in rigor, motivation, and discipline needed to complete course assignments and increase their likelihood for success in the course. An interest in the discipline is necessary for thoughtful examination and class discussion.</p>	<p>80% in last year's AP Level Social Studies course or 85% in last year's Honors Social Studies course or 93% in last year's Academic Social Studies course</p>
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SCIENCE DEPARTMENT Doug Vallette, Dept. Chair

Courses		Course Descriptions	Course Prerequisite
GRADE 9	Global Science First Level SC1001 1 credit 6/6 days a cycle Year	Global Science First Level teaches principles of matter and energy, as well as a basic understanding of ecology and the environment. This course will help build the skills necessary for a seamless transition into Biology First Level in 10th grade. This course will complement an Algebra IA/B First Level course or Algebra I Academic course, providing appropriate reinforcement of these concepts as needed. There is not an end of year Keystone exam in this course. Students who take this class will take the required Keystone exam after completing biology in 10th grade. Students can expect 1-2 hours of homework per week.	We recommend that students enrolled in Algebra IA First Level or Algebra IB First Level enroll in Global Science.
	Biology I Academic SC1002 1 credit 6/6 days a cycle Year	Biology I Academic is a laboratory oriented course designed for students who are continuing their education beyond high school. Class activities are based on laboratory experiences, inquiry, and analytical thinking. Integration of previous coursework in science and math is expected, and effective written communication is emphasized in the form of formal lab reports. The textbook integrates on-line activities into every unit. These enhance the overall learning experience. An appropriately placed student should expect 2-5 hours of homework over the period of a week, depending on the topic. [Note: Students enrolling in Algebra IA or IB First Level should request Global Science First Level.]	Concurrent enrollment in Algebra I Academic or higher and 70% in 8th grade science or 80% in Global Science (waiver not allowed if coming from Global Science)

GRADE 9	<p>Biology I Honors SC1003 1 credit 6/6 days a cycle Year</p>	<p>Biology I Honors is designed to be an interactive experiential treatment of basic biological principles and concepts. The course relies heavily on an inquiry based foundation in its instruction. Students should expect to be challenged mentally on a regular basis. Assessment includes the application of knowledge to new situations. This course is intended to prepare highly motivated students for their future coursework in science, including a second year of biology and/or other advanced level science courses. The course employs a molecular approach to exploring the various prevailing themes of life science. Emphasis is placed on higher level thinking skills, laboratory investigations and student enrichment activities. Open ended assignments and written communication are emphasized through formal laboratory reports. Students are expected to take an active part in classroom and lab discussions and regularly contribute to the enhancement of the course. An appropriately placed student should expect 3-6 hours of homework/independent study over the period of a week, depending on current topic.</p>	<p>93% in 8th grade Core Science or 85% in 8th grade Honors Core Science</p>
GRADE 10	<p>Biology I First Level SC2001 1 credit 6/6 days a cycle Year</p>	<p>Biology I First Level presents biological concepts in an easy-to-read text and lab book. Topics and labs are applicable to everyday situations. Student activities are designed to enhance motivation and reinforce concepts. An appropriately-placed student should expect 1 - 2 hours of homework over the period of a week.</p>	<p>60% in Global Science</p>

GRADE 10	Chemistry I Academic SC2002 1 credit 6/6 days a cycle Year	Chemistry I Academic is a laboratory course is designed for students who are continuing their education beyond high school. The fundamental concepts of chemistry are presented through demonstrations, laboratory experiments, classroom discussions, and cooperative learning activities. Emphasis is placed on the descriptive study of matter and its changes. Units include, matter, periodic table, nomenclature, chemical reactions, the mole, stoichiometry, energy, bonding, gases, and solutions. Students will learn to integrate their algebra understanding and their scientific thinking in this course. An appropriately placed student should expect an average of three hours of homework per week in the form of projects, test preparation, laboratory reports, and concept practice.	Math Prereq: 80% in Algebra I Academic or 70% in Algebra I Accelerated and Science Prereq: 80% in either Biology First Level or Integrated Science or 70% in Biology I Academic or 60% in Biology I Honors
	Chemistry I Honors SC2003 1 credit 6/6 days a cycle Year	Chemistry I Honors is designed as an inquiry approach to chemistry. Fundamental concepts are discovered through the use of problem solving and open-ended questioning in the laboratory, and in class discussion. Emphasis is placed on quantitative relationships and the careful collection, recording and interpretation of data. This course is recommended to students interested in taking AP Chemistry. Disciplined work habits are a necessity to succeed in this accelerated math-based chemistry course. An appropriately placed student should expect an average of four hours of work per week in the form of projects, test preparation, lab reports, and homework.	Math Prerequisites: 90% in Algebra I Accelerated or 85% in Algebra 1 Honors and Science Prerequisites: 90% in Biology I Academic or 80% in Biology I Honors
	Integrated Science First Level SC3001 1 credit 6/6 days a cycle Year	Integrated Science is designed as an introductory course in the principles of physics and chemistry. It is a laboratory based course that uses real-world examples to lay a foundation for the understanding of other science courses in high school. An appropriately-placed student should expect 1-2 hours of homework over the period of a week.	60% in Biology First Level or Biology I Academic but not yet completed Algebra I Academic

COURSES AVAILABLE PER PREREQUISITE

<p>Physics I Academic SC3002 1 credit 6/6 days a cycle Year</p>	<p>Physics I Academic is a laboratory course designed for students who are continuing their education beyond high school. Due to the nature of this course, students who will be concurrently enrolled in Trigonometry & Analysis or beyond will be more appropriately placed in Honors Physics rather than Academic Physics. An appropriately-placed student should expect 2 hours of homework over the period of a week.</p>	<p>Math Prereq: 70% in Algebra I Academic or 60% in Algebra I Accelerated or Honors and Science Prereq: 70% in Chemistry Academic or 60% in Chemistry I Honors</p>
<p>Physics I Honors SC3003 1 credit 6/6 days a cycle Year</p>	<p>Physics I Honors serves to develop skills in quantitative problem solving and laboratory methods. The course concentrates on mechanics, but also explores waves, thermodynamics, optics and sound, electricity, magnetism, and modern physics. Trigonometry and algebra skills are integrated together with scientific thinking, giving the student a stronger basis in both science and mathematics. An appropriately-placed student should expect 3 hours of homework over the period of a week.</p>	<p>Science: 90% in Chemistry or 80% in Honors Chemistry and Math: Current enrollment or completion of either Trigonometry and Analysis Accelerated or Honors Advanced Math</p>
<p>AP Physics C: Mechanics SC3004 1 credit 6/6 days a cycle Year Plus 2/6 days a cycle for labs.</p>	<p>AP Physics C: Mechanics is designed for the highly-motivated student considering a major in physics, engineering or other physical science and who wishes to possibly receive a college credit for work completed in high school. This first-year course in physics includes the content of the AP Physics C-Mechanics exam. Topics include the study of motion and force, work and energy, rotational dynamics, gravity, and oscillations. Students should be able to apply the concepts they are learning in calculus to the new topics they are learning in this course. This course does not cover all topics assessed on the SAT-II Physics Subject test. An appropriately placed student can expect 2-4 hours of work per week.</p>	<p>83% in Honors Chemistry or Honors Physics AND Current enrollment or completion of Calculus Accelerated or AP Calculus</p>

COURSES AVAILABLE PER PREREQUISITE

<p>AP Physics C: Electricity & Magnetism SC4004 1 credit 6/6 days a cycle Year Plus 2/6 days a cycle for labs.</p>	<p>AP Physics C: Electricity & Magnetism is a second year course in physics, designed for the highly motivated student considering engineering, physics, or other physical sciences. The content of this course builds on concepts of honors physics or AP Physics C Mechanics. Topics include electrostatic forces and fields, magnetism and electromagnetic induction, the theory behind electrical components, analysis of DC and AC circuits, and electromagnetic waves as a model for light. This course does not cover all topics assessed on the SAT-II Physics Subject test. An appropriately placed student can expect 2 to 4 hours of homework a week, including work on the online Webassign platform.</p>	<p>Science Prerequisites: 90% in Physics I Honors or 70% in AP Physics I and Math Prerequisite: Current enrollment in Calculus Accelerated or AP Calculus</p>
<p>Physics II Academic SC4002 1 credit 6/6 days a cycle Year</p>	<p>Physics II Academic is for the student who has taken Academic or Honors Physics and would like to learn more Physics content at the academic level. The course will cover topics that were not addressed in Academic Physics. Topics include forces involved in flight, properties of light including refraction and lenses, wave behavior, sound, electricity and magnetism, energy and the environment, and topics from modern physics.</p>	<p>70% in Physics I Academic or 60% in Physics I Honors</p>
<p>Biology II Academic SC3012 1 credit 6/6 days a cycle Year</p>	<p>Biology II Academic is an elective course is designed for students interested in continuing their study of biological sciences. Topics for study include: experimental design, microbiology, anatomy, physiology and biochemistry. Time in class is spent conducting lab activities (including student-designed experiments), recitation and lecture. The background for the course is provided by extensive readings in Essential Biology with Physiology (Campbell). An appropriately placed student should expect 3-6 hours of homework over the period of a week, depending current topic.</p>	<p>70% in Biology I Academic or Honors and 75% in Chemistry Academic or 70% in Chemistry I Honors</p>

COURSES AVAILABLE PER PREREQUISITE

<p>AP Biology SC3014 1 credit 6/6 days a cycle Year Plus 2/6 days a cycle for labs.</p>	<p>AP Biology is designed for students who wish to prepare for the Advanced Placement (AP) test in Biology. Course content is consistent with the syllabus for AP Biology prepared by the College Board. The background for the course is provided by the text, Biology (Campbell and Reece, c. 2011, ed. 9). Approximately 28 chapters are covered during the school year, and students are expected to read approximately six chapters during the preceding summer. Time in class is devoted to experimental work (including the 13 required laboratory experiences described in the College Board AP syllabus), recitation, and lecture. Students are expected to: exhibit a high degree of self-motivation; be capable of integrating coursework in math, chemistry and physics; and demonstrate effective oral and written communication skills. Students electing this course are expected to take the AP Biology test, and typically spend between .5 and .75 hr/night preparing for class.</p>	<p>90% in Biology I Academic or 80% in Biology I Honors and 85% in Chemistry Academic or 80% in Chemistry I Honors</p>
<p>Environmental Science Academic SC3022 1 credit 6/6 days a cycle Year</p>	<p>Environmental Science Academic is based on the premise that man is a steward of his environment. This elective course allows students of all academic levels to recognize man's waste and exploitation of his natural surroundings. It also stimulates discussion leading to possible answers remedying these conditions. The topics of study are: hydrology, nuclear energy, air pollution, thermal pollution, noise pollution, division of natural resources, wildlife management, hunting as a conservation tool, edible plants, climates (past, present and future). Projects and presentations are common and allow students to plan out their homework on timelines.</p>	

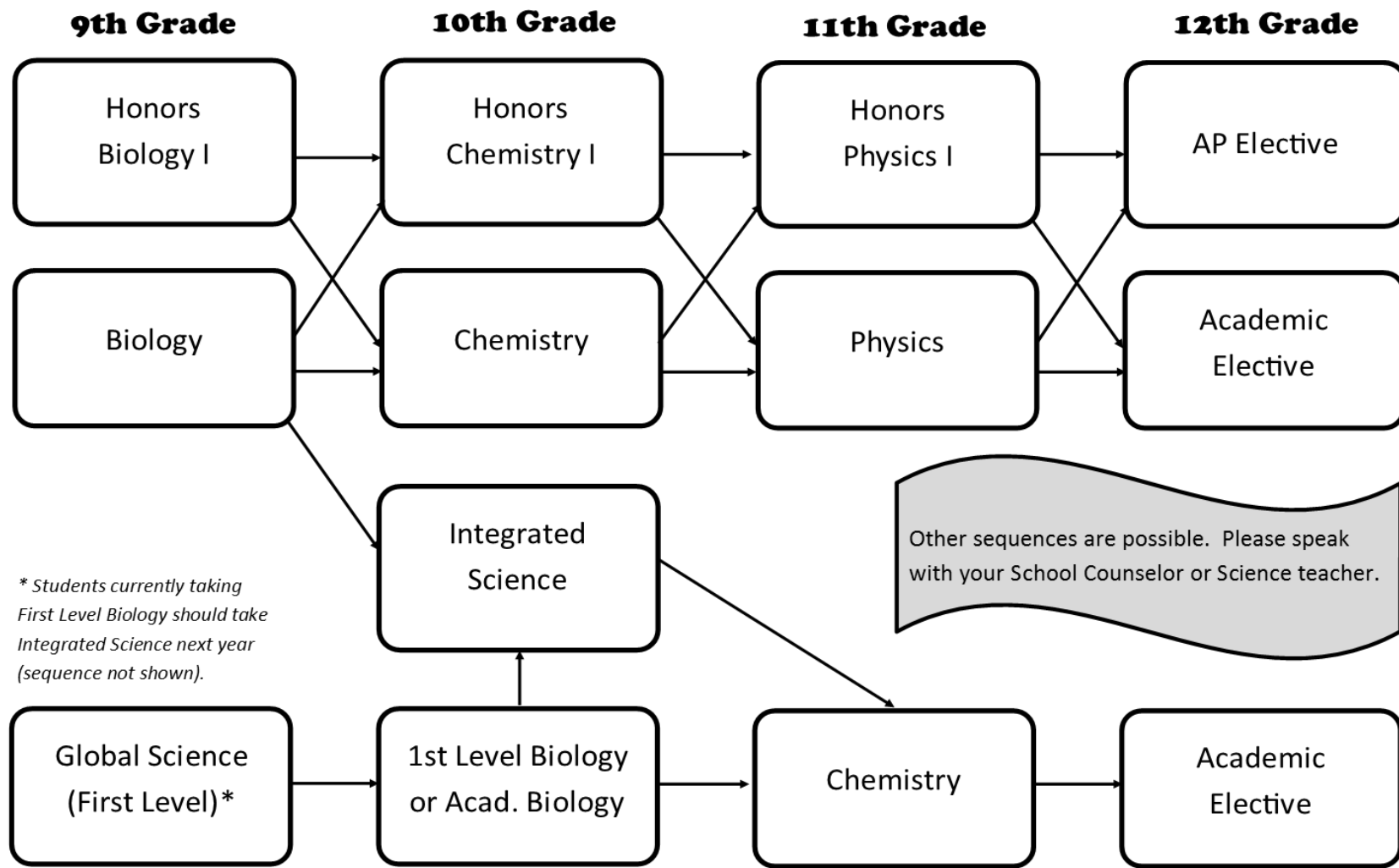
COURSES AVAILABLE PER PREREQUISITE

<p>AP Environmental Science SC3024 1 credit 6/6 days a cycle Year Plus 2/6 days a cycle for labs.</p>	<p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. As a college-level preparatory course, intensive reading and preparation outside of class is expected. Students who take this course are expected to take the AP exam. An appropriately placed student can expect approximately 4 hours of homework/week.</p>	<p>Math Prereq: 70% in Algebra II (Accelerated or Honors) or 80% in Algebra II Academic OR 90% Honors Geometry or 93% in Geometry Accelerated (Waiver not permitted for Geometry requirement) AND Science Prereq: 80% Chemistry I Honors or 90% in Chemistry Academic</p>
<p>AP Chemistry II SC3034 1 credit 6/6 days a cycle Year Plus 2/6 days a cycle for labs.</p>	<p>AP Chemistry II is a second year chemistry course which will build on Chemistry I Honors, and study electrochemistry, bonding, thermodynamics, kinetics, equilibrium, acid and base chemistry. Students will be asked to review Chemistry I Honors with a summer assignment in order to prepare for a test at the beginning of the school year. Major exams are given every two to three weeks. Labs are more complex than in Chemistry I Honors and take a significant amount of time to write up. Disciplined work habits are a necessity to succeed in this college level chemistry course. An appropriately placed student should expect an average of five hours of work per week in the form of projects, test preparation, lab reports, and homework. All students are encouraged to take the Advanced Placement Exam in May.</p>	<p>Science Prerequisites: 85% in Chemistry I Honors</p>

COURSES AVAILABLE PER PREREQUISITE

<p>Forensic Science Academic SC3042 1 credit 6/6 days a cycle Year</p>	<p>Forensic Science Academic offers students an opportunity to see real-world applications of the theoretical principles developed in their more traditional science courses. This course integrates traditionally segregated disciplines (biology, chemistry, physics, math, language arts, social studies) in order to solve crimes based on evidence. Topics covered include: branches of forensic science, the law, types of evidence, how to process a crime scene, fingerprint collection, serology/blood evidence, DNA analysis, trace evidence, questioned documents, ballistics, toxicology, anthropology, and pathology/cause of death. Students enrolled in this course can expect frequent laboratory based assignments as well as extensive case studies in forensic science. An appropriately placed student can expect 1-4 hours of homework per week in the form of project completion, case study analysis, laboratory completion, conceptual practice and test preparation.</p>	<p>60% in Chemistry or 80% in Integrated Science</p>
<p>Astronomy & Oceanography Academic SC3032 1 credit 6/6 days a cycle Year</p>	<p>Astronomy & Oceanography Academic will consist of a semester review of each topic. The questions that you have had about space and the oceans will be answered during this class. In Astronomy your understanding of your place in the Universe will be realized. A tour of topics that will unravel the mysteries of this fascinating science are brought to light in this first semester. You will look to the heavens and begin to connect the stars with a new foundation of understanding, no need to use an app! After that we will delve into the ocean realm. The physical properties and characteristics of the ocean will be explored and the diversity of marine life will be revealed in an understandable manner. This class is a lab science and many labs will be incorporated to increase the enjoyment and retention of new information. Each semester will include a student presentation.</p>	<p>60% in Algebra IB First Level or higher</p>

Grades 9—12 Recommended Science Sequence



** Students currently taking First Level Biology should take Integrated Science next year (sequence not shown).*

Electives:

- ◆ Biology II
- ◆ Environmental Science
- ◆ Intro to Forensic Science
- ◆ Astronomy & Oceanography
- ◆ Physics II
- ◆ AP Biology
- ◆ AP Chemistry
- ◆ AP Environmental Science
- ◆ AP Physics I & II
- ◆ AP Physics C Mechanics
- ◆ AP Physics C Electrics & Magnetism

MATH DEPARTMENT**Kevin Long, Dept. Chair**

All students must complete three credits of mathematics for graduation. Most students complete one credit of math each year for four years. Students begin with Algebra I (the foundation for all other courses) and progress through geometry and Algebra II. At that point students make course choices depending on their future goals. Note: Since Algebra I is the foundation necessary for success in all other math courses, middle school students who earn less than an 83% in Algebra I may repeat the course for credit since they did not already earn high school credit. Current high school students who repeat the course, do not earn credit again, nor will the new grade be factored into the GPA. No other math course may be repeated for credit. Students may repeat another math course but credit will not be received. In order to meet the needs of all students, the math department offers courses that vary in pace and depth of content. There are two academic levels, accelerated and academic, to allow students to be successful through precalculus topics. First level courses ensure that students are prepared for state assessments. Course descriptions include prerequisites for each course. These prerequisites help to ensure success in future courses. It is possible to change levels if students meet minimum requirements. A mapping of possible course sequences is provided at the end of the course descriptions for mathematics.

Courses		Course Descriptions	Course Prerequisite
	Algebra I A First Level MA1001 1 credit 6/6 days a cycle Year	Algebra I A First Level is for students who would benefit from a year of skill development while studying pre-algebra and algebra topics. Students will review pre-algebra topics such as basic operations of whole numbers, decimals and fractions, ratios and proportions, and the coordinate plane. Algebra I topics include simplifying expressions, solving equations and inequalities, and graphing and writing equations of lines. An appropriately placed student should expect at least two hours of homework over the period of a week.	Students with point total less than 110 (IOWA score + pre-algebra final grade percent = Point Total) Students who do not qualify for Algebra I Academic
	Algebra I Academic MA1002 1 credit 6/6 days a cycle Year	Algebra I Academic is a college preparatory course that offers an introduction to higher mathematics. Topics include: number systems, algebraic expressions, equations, polynomials, rational expressions, factoring, and quadratics. An appropriately placed student should expect two to three hours of homework over the period of a week.	Point total of 110-129 (IOWA score + pre-algebra final grade percent) = Point Total
	Algebra I Accelerated MA1012 1 credit 6/6 days a cycle Year	Algebra I Accelerated is a college preparatory course that offers an introduction to higher mathematics. Topics include: number systems, algebraic expressions, equations, polynomials, rational expressions, factoring, and quadratics. An appropriately placed student can manage a faster pace at the academic level and expect three to four hours of homework over the period of a week.	Minimum point total of 130 (IOWA score + pre-algebra final grade percent = Point Total)

	Algebra I B First Level MA2001 1 credit 6/6 days a cycle Year	Algebra I B First Level offers students the opportunity to spend a full year continuing the study of algebra after Algebra IA First Level. While less rigorous than other algebra courses, this course will allow the student to work toward meeting the standards set by the state. An appropriately placed student should expect at least two hours of homework over the period of a week.	60% in Algebra IA First Level
	Geometry Academic MA2002 1 credit 6/6 days a cycle Year	Geometry Academic topics include but are not limited to logic, proofs, properties of triangles, polygons, congruence, similarity, right triangles, parallel and perpendicular lines, circles, area and volumes. An appropriately placed student should expect at least two and a half hours of homework over the period of a week.	60% in Algebra I Academic, Accelerated, or Honors
	Geometry Accelerated MA2012 1 credit 6/6 days a cycle Year	Geometry Accelerated topics include but are not limited to logic, proofs, properties of triangles, polygons, congruence, similarity, right triangles, parallel and perpendicular lines, circles, area and volumes. The rigor of the material covered and the pace of the course increases at the accelerated level. An appropriately placed student should expect at least three hours of homework over the period of a week.	73% in Algebra I Accelerated or Honors or 93% in Algebra I Academic
	Geometry Online Summer Accelerated MA2022 1 credit 6/6 days a cycle Year	Geometry Online Summer Accelerated is designed for rising 10th grade students who took Algebra I Accelerated (previously known as Traditional) in 9th grade. This fast-paced course presents the Geometry Accelerated material in an online format over the summer. Students will be required to work through the material online but come in to school to take chapter tests, midterm, and final exam. The teacher will be available during set, limited office hours if a student requires assistance with the material. Students who successfully complete the course will be able to take an Algebra II course (level determined by prerequisites) as a sophomore. A non-refundable payment is due no later than April 26, 2017 or the slot will be forfeited. Textbook and Blended Schools Online Cost: \$580	Prerequisites: 90% in Algebra I Accelerated; a Grade Prerequisite Waiver cannot be used for this course. Open only to rising 10th graders

	<p>Geometry Honors MA2003 1 credit 6/6 days a cycle Year</p>	<p>Geometry Honors includes but is not limited to logic, proofs, properties of triangles, polygons, congruence, similarity, right triangles, parallel and perpendicular lines, circles, area and volumes. This course is taught at the most rigorous level and fastest pace I. An appropriately placed student should expect at least four hours of homework per week.</p>	<p>93% in Algebra I Accelerated and minimum scores on both Orleans Hanna Geometry Prognosis Test and End of Year Algebra Test or 90% in Algebra I Honors and minimum score on Orleans Hanna Geometry Prognosis Test.</p>
	<p>Geometry First Level MA3001 1 credit 6/6 days a cycle Year</p>	<p>Geometry First Level offers students the opportunity to spend the majority of the year studying Geometry concepts including reasoning, parallel and perpendicular lines, triangles, polygons, perimeter, area, volume, similarities, circles, coordinate geometry and probability. There will be time set aside in this course for students to prepare for the state-wide assessment tests given during the junior year. This course, while less rigorous than the other Geometry courses, will allow the student to work towards meeting the standards set by the state. An appropriately placed student should expect at least two hours of homework per week.</p>	<p>60% in Algebra IB First Level</p>
	<p>Algebra II Academic MA3002 1 credit 6/6 days a cycle Year</p>	<p>Algebra II Academic is a course for students who are going to continue in college preparatory mathematics. The course alone does not count as a prerequisite for Advanced Math Honors (see prerequisite for Advance Math Honors if considering it). The content will include algebraic equations, inequalities, functions, systems of equations, rational expressions, complex numbers, and conic sections. An appropriately placed student should expect two hours of homework over the period of a week.</p>	<p>60% in Algebra I Academic, Accelerated or Honors and 60% in Geometry Academic, Accelerated or Honors</p>

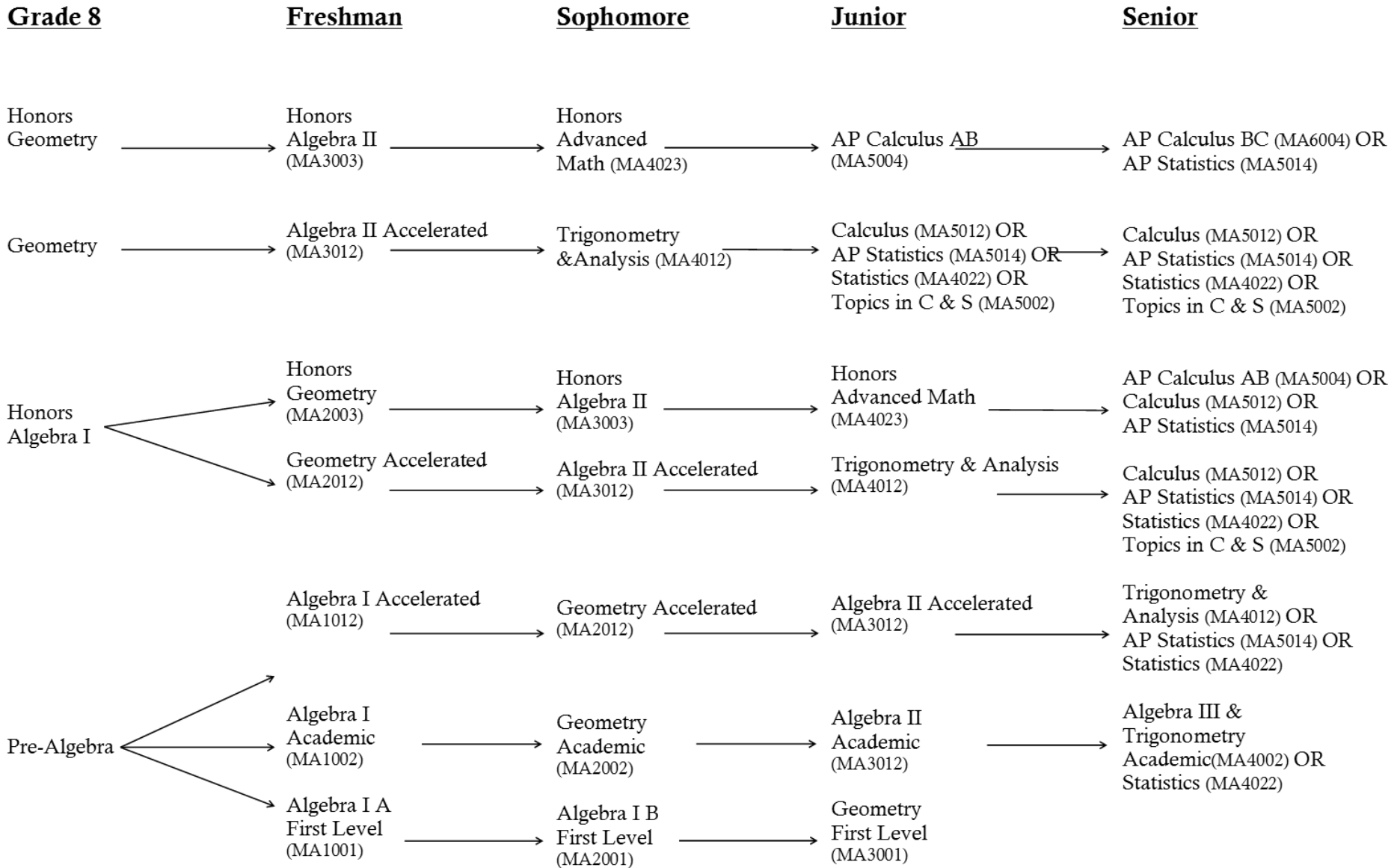
	<p>Algebra II Honors MA3003 1 credit 6/6 days a cycle Year</p>	<p>This is an honors level course that moves at a rapid pace and with great depth in preparation for Honors Advanced Math and eventually AP Calculus. An appropriately placed student is motivated, can process high level mathematical concepts quickly without the need for additional repetition and explanation, can work independently and is committed to completing additional practice when necessary to fully understand the concepts. Course content will include linear, quadratic, rational, irrational, exponential, logarithmic, and trigonometric functions along with quadratic relations. A scientific calculator is needed for this course. Graphing calculators are not permitted on most tests. A classroom set of graphing calculators is available for certain topics during the year. An appropriately placed student should expect about four hours of homework per week.</p>	<p>93% in Algebra I Accelerated or 90% in Algebra I Honors and 83% in Geometry Accelerated or Honors</p>
	<p>Algebra II Accelerated MA3012 1 credit 6/6 days a cycle Year</p>	<p>Algebra II Accelerated is designed to revisit the linear and quadratic families of functions introduced in Algebra I. We will then investigate more complicated families or functions such as linear, quadratic, exponential, logarithmic, radical, and rational functions. Heavy emphasis is placed on connecting algebraic equations to their graphs in the coordinate plane and students will learn to represent them in multiple ways such as verbal descriptions, equations, tables and graphs. Students will also use these functions to model real-world behavior and to make predictions based on limited information. While a graphing calculator is recommended, a scientific calculator will suffice for class work and evaluations. An appropriately placed student should expect four hours of homework over the period of a week.</p>	<p>73% in Algebra I Accelerated or Honors and 73% in Geometry Accelerated or 60% in Geometry Honors</p>

<p>Algebra III & Trigonometry Academic MA4002 1 credit 6/6 days a cycle Year</p>	<p>Algebra III & Trigonometry Academic provides a fourth year of study in college preparatory mathematics while reinforcing Algebra and Geometry skills throughout the year. The first semester topics are: solving and graphing equations of degree two or higher, coordinate geometry, permutations and combinations, probability and conic shapes and their equations. Trigonometry is studied in the second semester focusing on its application rather than its theory. Students will solve problems involving triangles, work with equations and expressions that include trigonometric ratios, apply trig concepts to the X-Y coordinate plane and graph trigonometric functions. An appropriately placed student should expect two hours of homework over the period of a week.</p>	<p>73% in Algebra II Academic or 60% in Algebra Accelerated</p>
<p>Trigonometry & Analysis Accelerated MA4012 1 credit 6/6 days a cycle Year</p>	<p>Trigonometry & Analysis Accelerated is designed to prepare students for a course in Calculus. We build the concept of measuring angles in radians so that we can introduce the trigonometric ratios on a unit circle. Then we progress to the six trig functions, trigonometric equations, right triangle trig and common trig identities. During the second semester, we work with exponents, logarithms and linear, quadratic and polynomial functions. A graphing calculator is strongly recommended for this course. An appropriately placed student should expect between three and five hours of homework over the period of a week. The amount of time required may vary depending on individual students readiness to integrate concepts.</p>	<p>83% in Algebra II Accelerated or 60% in Algebra II Honors</p>

	<p>Statistics Academic MA4022 1 credit 6/6 days a cycle Year</p>	<p>Statistics Academic is designed to provide the students with an introduction to the concepts of statistics. Descriptive and inferential statistics involving the mean of normal distributions are examined in detail. Analysis of variance, regression, and correlation will be studied. This course will stress the practical application of probability and statistics to various disciplines. This course is recommended to seniors who will be taking an introductory course in statistics in engineering, science, business, pre-med, journalism, political science or liberal arts in college. A graphing calculator will be used extensively in this course. An appropriately placed student should expect three to four hours of homework over the period of a week.</p>	<p>93% in Algebra II Academic or 73% in Algebra II Accelerated or 60% in Algebra II Honors</p>
	<p>Advanced Math Honors MA4023 1 credit 6/6 days a cycle Year</p>	<p>Advanced Math Honors moves at a rapid pace and with great depth in preparation for AP Calculus. An appropriately placed student is motivated, can process high level mathematical concepts quickly without the need for additional repetition and explanation, can work independently and is committed to completing additional practice when necessary to fully understand the concepts. Students are expected to fully understand the concepts taught in Algebra II Honors, including but not limited to exponential, logarithmic and trigonometric functions. The content is challenging and will include polynomial, rational, exponential, logarithmic, and trigonometric functions, parametric and polar equations, systems, matrices, sequences, and analytical geometry. Each student is required to provide a TI-83/TI-84 (TI-82, TI-85 or TI-86 are other acceptable options but instruction will be based on the TI-83/TI-84). An appropriately placed student should expect around four hours of homework over the period of a week. PREREQUISITE: Students from Algebra II Traditional are required to complete a self-study of trigonometry concepts and take an end-of-review exam by August 18, 2017.</p>	<p>83% in Algebra II Honors or 93% in both Algebra II Accelerated and Geometry Accelerated and receive departmental approval, which include an review exam.* See course description for more information.</p>

		<p>All students requesting this course who previously took Algebra II Traditional must take the review exam and to seek approval by the department. A grade prerequisite waiver is not permitted to override department approval prerequisite. Students who meet the grade prerequisite AND receive departmental approval will be enrolled in HAM contingent upon course availability. Students should see their current math teacher for an outline of topics for the self-study. Students must make arrangements to take the exam during the summer through the main office.</p>	
	<p>Topics in Calc & Statistics Accelerated MA5002 1 credit 6/6 days a cycle Year</p>	<p>Topics in Calc & Statistics Accelerated is an alternative to a full year of calculus or statistics. Students will learn the fundamentals of probability and statistics. In addition, students will learn the introductory topics of calculus, which include but are not limited to limits and derivatives. Further, if time allows, students will also investigate series and sequences. An appropriately placed student should expect at least four hours of homework over the period of a week.</p>	<p>73% in Trigonometry & Analysis or 60% in Advanced Math Honors</p>
	<p>Calculus Accelerated MA5012 1 credit 6/6 days a cycle Year</p>	<p>Calculus Accelerated will explore analytic geometry, limits, differential calculus, integration, application of the derivatives and the application of the definite integral. Concepts are developed from three perspectives: numerical approximations, graphing and algebra. There is a continued emphasis on correct notation so that students can transition smoothly into a college calculus program. There will be a heavy emphasis on how graphs can inform understanding of a functions behavior. Students will be expected to generate graphs and draw conclusions with and without the aid of a graphing calculator. A graphing calculator is strongly recommended in this course. An appropriately placed student should expect between four and six hours of homework over the period of a week. The amount of time required will vary depending on the individual students readiness to integrate concepts.</p>	<p>83% in Trigonometry & Analysis or 73% in Advanced Math Honors</p>

	<p>AP Calculus AB MA5004 1 credit 6/6 days a cycle Year</p>	<p>AP Calculus AB covers both differential and integral calculus. This is equivalent to a college level course. Students need to have the ability to work independently and must meet daily class requirements. Students who enroll in this course are expected to take the AP test. An appropriately placed student should expect between five and seven hours of homework over the period of a week.</p>	<p>93% in Trigonometry & Analysis or 83% in Advanced Math Honors</p>
	<p>AP Calculus BC MA6004 1 credit 6/6 days a cycle Year</p>	<p>AP Calculus BC begins with a review of the topics in AP Calculus AB. It then moves on to BC level topics as outlined in the AP course outline. Students are expected to take the AP test, BC level. An appropriately placed student should expect at least five hours of homework over the period of a week.</p>	<p>83% in AP Calculus AB</p>
	<p>AP Statistics MA5014 1 credit 6/6 days a cycle Year</p>	<p>AP Statistics topics are divided into four major themes: exploratory analysis, planning and conducting a study with data, probability, and statistical inference. A TI-83/TI-84 graphing calculator is needed for this course. An appropriately placed student should expect three to five hours of homework over the period of a week.</p>	<p>93% in Algebra II Accelerated or 83% in Algebra II Honors</p>



Students may move up or down a level depending on achievement in a course. Prerequisites (listed with each course) determine that movement. All students must successfully complete three math courses to graduate.

HEALTH & PHYSICAL EDUC. DEPARTMENT

Joe Herman, Dept. Chair

Courses		Course Descriptions	Course Prerequisite
GRADE 9 REQUIRED COURSES	<p>Wellness I HPE1002 .25 credit 3/6 days a cycle Sem.</p>	<p>This course explores the concept of health as it relates to the topics of wellness, mental health, mindfulness, substance abuse, relationships and human sexuality. Special emphasis is placed on self-assessment of wellness and application of knowledge toward personal goal setting and decision-making. Evaluation includes homework, quizzes, projects, and unit tests.</p>	
	<p>Team Building & Leadership 9 HPE1012 .25 credit 3/6 days a cycle Sem.</p>	<p>This course is designed to promote a sense of community while giving students the opportunity to work and accomplish objectives as a team. Students will be encouraged to work together to complete cooperative and problem solving initiatives. Students will be given the opportunity to assume various leadership roles throughout the course to help develop the skills necessary to succeed in group settings. The Health and Skill related Components of Fitness will be reinforced through various physical activities. Students will be instructed on the proper use of all equipment and appropriate etiquette in the UHS Fitness Center. Students will also have the opportunity to learn climbing, spotting and belaying techniques while utilizing different climbing elements. In addition, students will participate in a variety of games and activities that will promote personal fitness. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, online assignments, quizzes and/or projects.</p>	

<p style="text-align: center;">GRADE 10 REQUIRED COURSE</p>	<p>Lifelong Fitness 10 HPE2022 .25 credit 3/6 days a cycle Sem.</p>	<p>Personal fitness is the focus of this course based on a design that promotes a healthy lifestyle through physical activity. Students will be instructed on the fundamentals of resistance training as well as ways in which to improve and or maintain cardio-respiratory fitness. In addition, students will participate in a variety of individual and team games and activities in order to demonstrate the correlation between the health and skill related components of fitness, and the game or activity. A students grade will be based on daily preparedness and participation, research assignments, in-class activities and written tests/quizzes. Personal fitness is the focus of this course based on a design that promotes a healthy lifestyle through physical activity. Students will be instructed on the fundamentals of resistance training as well as ways in which to improve and or maintain cardio-respiratory fitness. In addition, students will participate in a variety of individual and team games and activities in order to demonstrate the correlation between the health and skill related components of fitness, and the game or activity. A students grade will be based on daily preparedness and participation, research assignments, in-class activities and written tests/quizzes.</p>	
<p style="text-align: center;">GRADE 10-12</p>	<p>Wellness II HPE2002 .25 credit 3/6 days a cycle Sem.</p>	<p>This course focuses on overall personal wellness. Topics of discussion focus on contemporary issues in nutrition, exercise, stress management, lifetime diseases, theories of addiction and mindfulness. Also, students will learn and apply the concepts of First Aid, CPR, and AED. Upon completion, students have an opportunity to receive their HeartSaver certification through the American Heart Association.</p>	<p>Wellness I</p>

<p style="text-align: center;">GRADE 10-12</p>	<p>Sports Science HPE2012 .5 credit 6/6 days a cycle Sem.</p>	<p>Sport Science is the study of how the human body works during exercise and how sport and physical activity can promote health from the cellular level to the whole body perspectives. This is a great course for students interested studying human anatomy and physiology. In this course, the students will use a kinesthetic (hands-on) approach to learn the anatomical structures, physiological concepts, application of S.T.E.M. principles, and to cultivate an interest in the various fields of medicine and fitness. Evaluation includes homework, quizzes, projects, and unit tests.</p>	<p>Wellness I</p>
<p style="text-align: center;">GRADE 10-12</p>	<p>Adventure Based Education HPE3012 .25 credit 3/6 days a cycle Sem.</p>	<p>This course is designed to expose students to a variety of cooperative and problem solving activities in order to develop a better understanding of skills associated with teamwork (i.e. communication, trust and leadership). Activities may include, but are not limited to low challenge elements, indoor rock climbing, rope climbs and outdoor challenges. In addition, this course will encourage ownership of failures and promotes transfer of learning beyond the lesson and toward real life situations. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, online assignments, quizzes and/or projects.</p>	

GRADE 10-12

<p>Introduction to Yoga HPE3022 .25 credit 3/6 days a cycle Sem.</p>	<p>The focus of the course will be for students to learn the basics of Hatha yoga so they may create a fitness and wellness routine tailored specifically to their individual needs (physically, mentally, and emotionally). Students will complete assessments (Fitness and Perceived Mental Stress) in the beginning and end of course. The muscular and skeletal systems will be reviewed throughout the course to help students with alignment during the physical practice of poses. Students will also learn how and when to modify their practice based on individual needs (injury, illness, etc.). Beginning breathwork and meditation practices will be covered throughout the semester. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, online assignments, quizzes and/or projects.</p>	
<p>Personal Fitness HPE3032 .25 credit 3/6 days a cycle Sem.</p>	<p>The course is designed for students who prefer an individualized approach to fitness. It is perfect for motivated students who would like to make improvements in cardiorespiratory fitness, overall strength and flexibility. This course will start with a review of the health and skill related components of fitness before moving on to a personal health and fitness assessment. Upon completion of the individualized assessment, students will create a personal fitness and wellness plan that will be implemented throughout the remainder of the course. Students will be given the opportunity to choose to work as an individual or as part of a group. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, online assignments, quizzes and/or projects.</p>	

GRADE 10-12	<p>Team Games HPE3042 .25 credit 3/6 days a cycle Sem.</p>	<p>The course promotes the lifelong participation in physical activities through use of various sports and games. The course will be divided into the three main categories of invasion/strategy games, non-traditional games and recreational/traditional games. Students should be prepared to participate in full class, group activities as well as smaller team games. If you love coming to the gym to play and being active with a group of people, this class is for you. Daily class participation is mandatory and a significant percentage of the overall grade. Evaluations may also include written assignments, online assignments, quizzes and/or projects.</p>	
	<p>Drivers Education Classroom Fall HPE1022 Spring HPE1032</p>	<p>*During the School Day Option* This is an elective course typically offered in the Fall and Spring during the school day. There is no cost for this 30 hour drivers education classroom instruction course. This course is designed to provide students with relevant, up to date information regarding driving laws and the driving experience. The curriculum will follow the Pennsylvania Department of Education Enhanced Drivers Education Guide. Students will also have the opportunity to utilize driving simulators during this course. There will be four main units covered in this course with two units being covered per marking period. Upon completion of each unit, students will be required to complete a written assessment. DO NOT sign up for the after school program using this course code.</p>	
	<p>Drivers Education Behind the Wheel HPE2032</p>	<p>The program contains two phases - classroom instruction and behind-the-wheel. The classroom portion of the program is offered in the evenings during the Fall and Spring school term and in the Summer. The behind-the-wheel phase of instruction will be offered to those students who have successfully completed the classroom phase of instruction and have obtained a Pennsylvania Permit or Driver's License. A fee of \$300 is charged for the program (fee subject to change). Information as to the sign up for these classes is available in the high school office. Students do not sign up for this course during the course selection process, nor is it a credit course.</p>	

ART DEPARTMENT**Heidi Benson, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
Art I: Introduction to Drawing ART1002 1 credit 6/6 days a cycle Year	Introductory prerequisite class teaching the fundamentals of volumetric shading, composition, and 2-D design. We will learn how to create large art works to be mounted and displayed. Emphasis on drawing from sight. Mastery will include visual subject matter of nature, architecture, the landscape, the still life, and portrait face. A variety of 2-D materials will be explored including graphite, charcoal, and oil pastels. Graphic design will also be incorporated. Students will work with guided independence during art production. Projects are to be completed on a regular basis. Students will receive a letter grade each marking period. (Lab Fee)		
Art II: Introduction to Color ART2002 1 credit 6/6 days a cycle Year	Two-dimensional skills class emphasizing the technical mastery of a variety of color media. Elements of design and composition will continue to be incorporated into the visual program at this level. A variety of materials will be explored including dry pastels, colored pencil, gouache paint and watercolor among others. Students will refer to personally-selected subject matter without sacrificing aesthetic and creative considerations. Sight drawing and perspective lessons may be included. Students will work with guided independence during art production. Students will receive a letter grade each marking period. Sketchbook work will be required. Minimal of two works completed each quarter. (Lab Fee)	Art I	

	<p>Art III: Advanced Methods ART3002 1 credit 6/6 days a cycle Year</p>	<p>Media exploration in this advanced class will encourage personal discovery and a more individualized development of personal style and subject choices. Art I and II skills will culminate in more complex artworks in scale, color depth and technical expertise. Media will include pastels, both oil and dry, prismacolors, and oil paints. The consideration of art as statement, personal expression, or as illustration and graphic marketing will be taught. Digital portfolio analysis will be incorporated. To advance our understanding of our problem solving choices. Outside of class sketchbook work will be required. Student work with guided independence during production. Students will receive a letter grade each quarter. (Lab Fee)</p>	<p>Art II</p>
	<p>Art IV: Portfolio ART4002 1 credit 6/6 days a cycle Year</p>	<p>This course will offer art students an individualized apprenticeship for culminative portfolio refinement. Continued emphasis will be placed upon personal development and assessment. Competence will be evaluated after periodic student-teacher conference while exploring mixed media techniques, advanced oil painting and other mono- and polychromatic media. Outside-of-class work will be necessary. Portfolio preparation may be options to include into course work. Personal goals will be identified and developed. Students will receive a letter grade each marking period. (Sketchbook and lab fee are required.)</p>	<p>Art III</p>
	<p>Art 3-D Design I ART1012 1 credit 6/6 days a cycle Year</p>	<p>In this year long credit course, students will experience important 3-D sculpture areas which may include but are not limited to: papermaking, stone carving, handbuilt and wheelthrown clay, metals and jewelry, and fibers. Ceramic design and pottery production will be highlighted in this class. Techniques include wheel thrown pottery, paperboard construction, casting and carving. After workshop style introductory lessons, students work with guided independence within each art area. Planning and design will be emphasized. The course requires a completed project in each workshop area. Students will receive a letter grade each marking period. (Lab Fee)</p>	

	<p>Art 3-D Design II ART2012 1 credit 6/6 days a cycle Year</p>	<p>This year long course builds aesthetically and developmentally upon techniques and processes learned in 3-D Design I. Workshop style introductory lessons will be presented, and students will demonstrate and research techniques and processes to expand into higher level applications, more individualized designs and larger, more permanent works. Elements of design and themes of 3-D art will continue to be incorporated into the class at a more advanced level. Emphasis will be placed on personal expression through the presentation of the sculptural mediums, which include but are not limited to clay, metals, and fibers. The course requires a completed project in each workshop. Students will receive a letter grade each marking period. (Lab Fee)</p>	<p>3-D Design I</p>
	<p>Art 3-D III Sculpture & Design ART3012 1 credit 6/6 days a cycle Year</p>	<p>This year long course builds aesthetically and developmentally upon techniques and processes learned in 3-D Design II. Workshop-style introductory lessons will be presented and students will demonstrate and research techniques and processes to expand into high level applications, more design and larger, more permanent works. Elements of design and themes of 3-D art will continue to be incorporated into the class at a more advanced level. Students will develop personal statements and identify elements of their own personal aesthetic. Emphasis will be placed on personal expression through the presentation of advanced sculptural mediums, which include but are not limited to, advanced clay applications and glazing, precious metals, art glass, alabaster stone and fibers. More in depth inquiry into each media area will be required, as compared to previous courses. The course requires a completed project in each workshop. Students will receive a letter grade each marking period. Course Materials: In this class, we will be working with a variety of sculpture materials which may include, but are not limited to, aluminum, sterling silver, copper, brass, precious metal, clay, paper, rigid board, wire, foam, paper mache, plaster, hand-built and wheel-thrown clay, stone, and found objects. (Lab Fee)</p>	<p>3-D Design II</p>

<p>AP Art History ART2004 1 credit 6/6 days a cycle Year</p>	<p>The AP Art History course serves multiple purposes. It satisfies a Humanities elective requirement, it provides an opportunity for highly motivated students to take a college level course, and it offers the possibility of college credit at cooperating colleges and universities. As in all AP courses, students are expected to take the AP exam in May. AP Art History follows the national course outline which emphasizes the historical and cultural contexts of human development from the prehistoric times through modern times as seen through art, architecture, photography, and artifacts. This course is interdisciplinary in nature. The skills required are analytical writing, visual & critical observation, and chronological organization of factual information. Formal aspects to be achieved include: Analyzing formal elements of art, becoming familiar with art vocabulary, acquiring knowledge of media materials and techniques of art production, recognizing and identifying period styles, developing a visual memory of a body of artworks, writing analytical and comparative essays. The AP Art History program's goal is to develop the understanding of culture through a working knowledge of history and philosophies through the world's work of art. NO ART ABILITY IS NECESSARY. NO ART WILL BE PRODUCED IN CLASS. (Lab Fee)</p>	<p>93% in last year's Academic English or 83% in last year's English Honors and 83% in last year's Social Studies Academic or 80% in last year's Social Studies Honors</p>
<p>Art 2-D Survey ART1022 .5 credit 6/6 days a cycle Sem.</p>	<p>This semester long course provides students of all levels experience with the elements of two-dimensional artwork and the use of popular 2-D art media. Materials to be utilized may include but are not limited to: paper, printmaking, collage, illustration and pen & ink. After introductory lessons, students work individually in the specified area. Projects are required and evaluated on a regular basis. Students will receive a letter grade each marking period. (Lab Fee)</p>	

	<p>Art 3-D Survey ART1032 .5 credit 6/6 days a cycle Sem.</p>	<p>This semester long course provides students of all levels experience with the elements of three-- dimensional artwork and the use of popular 3-D art media. Materials to be utilized may include but are not limited to hand-built clay, paper relief, plaster, wire, foam, and mixed media sculpture. After introductory lessons, students work individually in the specific area. Projects are required and evaluated on a regular basis. Students will receive a letter grade each marking period. (Lab Fee).</p>	
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BUSINESS APPS DEPARTMENT**Joe Kilpatrick, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
	Ess. Computer Apps BUS1002 .5 credit 6/6 days a cycle Sem.	This course is required for graduation, and this is the semester, school based option. This course will introduce students to a Windows environment that will enable students to work with and manage computer files and software applications. Topics include: Internet Safety, Cyber Bullying, Cyber Crimes, Wiki Pages, Graphics, Microsoft Word, Excel, Access, Google Docs, Publisher, and PowerPoint. Students will learn the basic skills needed to succeed in college and in the work force. An appropriately-placed student should expect a minimal amount (less than one hour per week) of assigned homework. Software: Microsoft Word, Excel, Access, and PowerPoint	
	Ess. Computer Apps Online BUS1021 .5 credit Sem.	This required course for graduation is intended for students who can work independently. The content is the same as the classroom course listed above. However, students will view video tutorials online that explain the lessons and students will submit their assignments through the website used for this course. This course MUST be completed on a PC using Microsoft Office 2007 or newer, or on a MAC using Microsoft Office 2016. Students will meet with the teacher before the course begins to distribute the necessary materials (username and password, etc.) and demonstrate how to log into the website and submit assignments. Software: Microsoft Word, Excel, Access, PowerPoint, and Publisher	Prerequisite: Ability to work independently and access to Microsoft Office 2007 or newer. A PC computer is preferred.

<p>Ess. Computer Apps Online Summer BUS1022 .5 credit</p>	<p>This required course for graduation is intended for students who can work independently. The content is the same as the classroom course listed above. However, students will view video tutorials that explain the lessons and students will submit their assignments through the website used for this course. This course MUST be completed on a PC using Microsoft Office 2007 or newer, or on a MAC using Microsoft Office 2016. Work may be done at home, or in the summer, while on vacation, as long as Internet access is available. The summer course starts immediately at the end of the school year and lasts for three weeks. There is a cap of 100 students who may enroll. If the number of requests exceeds 100, we will have a lottery to select the 100 students who will be enrolled. Course dates and times are to be determined. Students will meet with the teacher before the course begins to distribute the necessary materials (username and password, etc.) and demonstrate how to log into the website and submit assignments. * A mandatory student orientation will be held the last day of school. Software: Microsoft Word, Excel, Access, PowerPoint, and Publisher</p>	<p>Ability to work independently and access to Microsoft Office 2007 or newer. A PC computer is preferred.</p>
<p>Ess. Computer Apps Survey BUS1032 .25 credit 3/6 days a cycle Sem.</p>	<p>Class is available to identified Academically Talented students whether or not student has a GIEP This modified version of the traditional Essential Computer Applications course (6505) meets 3 days/cycle and fulfills the graduation requirement. Students will be introduced to a Windows Environment that will enable them to work with and manage computer files and software applications. Students will be introduced to word processing in Microsoft Word, spreadsheets in Microsoft Excel and databases in Microsoft Access. Students will gain the basic skills needed to succeed in college and in the changing workplace of the future. Limited homework may be required. * The above referenced courses will be taught on alternating letter days. Students are able to enroll in either or both courses.</p>	<p>Class is available to identified Academically Talented students whether or not student has a GIEP</p>

<p>Apps for Digital Devices BUS1042 .5 credit 6/6 days a cycle Sem.</p>	<p>This project-based semester course utilizes a website developed by MIT which enables students to create apps through the use of App Inventor. App Inventor is a visual blocks-based programming language for digital devices. Its powerful blocks enable even novice programmers to create apps and utilize features such as GPS, texting, time, and sensors. Students learn computer science by building socially useful mobile apps. In addition to programming and computer science principles, this course emphasizes writing, communication, collaboration, creativity and logical thinking; all these skills are needed in very walk of life. Computer apps will be transferred to digital devices via a QR code scanner and can also be shown on the students monitor by means of a phone emulator. A portfolio of student work will be created which students can show to their college admission director and prospective employers. Students will create a final project at the end of the course in lieu of a final exam. Minimal homework will be assigned.</p>		
<p>Entrepreneurship BUS1052 .5 credit 6/6 days a cycle Sem.</p>	<p>In this course students will develop a business plan for a small business and work in groups to develop or market a product or service. Through class discussions, group activities, textbook-workbook activities and case studies the course will explore small business and related marketing concepts. An appropriately placed student should expect minimal amount (less than one hour per week) of assigned work. A final project is included in this course.</p>		
<p>Introduction to Personal Finance BUS1062 1 credit 6/6 days a cycle Year</p>	<p>This is an introductory course offered to the 9th, 10th, 11th and 12th grade. Introduction to Personal Finance will introduce to the students effective ways of handling their finances. Topics will include: Money and Banking, Credit Cards, Budgeting, Taxes, Careers, and Consumer Responsibilities. The Internet will also be used as a supplement to the course. An appropriately placed student should expect minimal amount (less than one hour per week) of assigned work.</p>		

	<p>Multimedia Productions BUS1072 .5 credit 6/6 days a cycle Sem.</p>	<p>The basics of creating and editing digital movies using the iLife software package (iMovie, iTunes, iPhoto, Garageband, and iDVD) will be introduced. Students will use the Green Screen and Final Cut Express HD with iMovie to create exciting movies and a two-minute commercial. Students will learn how to use Garageband to create and export a song of their own which will be used in the projects created in the course. Movies and commercials will be burned on DVDs. Movie trailers will be created as well as using Animoto. All advanced Microsoft Office PowerPoint techniques will be presented in this course, which will enable students to create powerful PowerPoint presentations to use in their future years at Unionville High School as well as in college and the work force. Adobe Photoshop basics will be introduced to students in this class. Students will be able to create a t-shirt design that they will iron on to a t-shirt. Students will also create their own business card using the advanced features of Microsoft Word. No homework assigned. Software: iLife 11 iMovie, iDVD, iTunes, GarageBand, iPhoto, Photo Booth, Final Cut, Cut Express HD, Microsoft Office (Advanced PowerPoint)</p>	
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	<p>Adobe Photoshop BUS1082 .5 credit 6/6 days a cycle Sem.</p>	<p>Photoshop is the professional/standard software used for image manipulation and editing. In this semester course, students will learn how to use and apply the numerous tools to create powerful images. Students will have an opportunity to learn how to work with layers, use masks, and create unique images to give them an artistic look, as well as to distort and create unusual effects. Students will learn how to create dazzling text, apply text to photos, and add special effects to images to create dramatic results. Students will learn how to touch up old photos, and convert color photos to black and white. Recommended for students who want to pursue a career in Graphic Design, Art, Web Development or work at home! No homework assigned. Software: Adobe Photoshop and Photo Booth</p>	
	<p>Web Development Using HTML BUS1092 .5 credit 6/6 days a cycle Sem.</p>	<p>The first marking period of this semester course is devoted to learning HTML, HyperText Markup Language, a very basic language that will be used to design and create a personal web page project. The projects will be posted on the Unionville High School web page. In addition, students will take a series of digital photos while attending a field trip to Longwood Gardens and then use software to create a 360-degree panoramic view for their web page project. The second marking period of this semester course is dedicated to using Adobe InDesign, a desktop publishing software package, which will enable students to create graphic designs, brochures, and flyers. Students will also use Alice Software to create animated graphics for their web pages. No homework assigned. Software: Text Wrangler, VRWorx, and Alice</p>	

<p>Programming Principles with Python BUS1102 .5 credit 6/6 days a cycle Sem.</p>	<p>Using Python as a primary tool, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course can be a student's first course in computer science, although we encourage students without prior computing experience to start with either Introduction to Programming C++ or Apps for Digital Devices. These current computer science course offerings, while valuable introductory courses in programming, have not always prepared students for the rigorous environment of AP Java. Aiming to bridge the gap, this course can give students the next step into deeper computer science concepts rather than jumping straight into AP Java. The goal of the course will be to deepen core computer science concepts while looking through the lens of Python programming language. Python is a relatively recent addition to the universe of programming languages and continues growing in popularity. It is recommended that students without prior computer experience are encouraged to start with Apps for Digital Devices (6525) or Intro to Computer Programming C++ (6516).</p>	<p>Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors</p>
<p>Accounting I BUS2002 .5 credit 6/6 days a cycle Sem.</p>	<p>This semester course will enable students to learn Accounting concepts that are focused on Sole-Proprietorship and service-oriented businesses. This course will teach students the eight-step accounting cycle and how it can be applied to everyday life. Topics will include but are not limited to the accounting equation, T-accounts, posting to a general ledger, cash control systems, worksheets, balance sheets, and income statements. An appropriately placed student should expect minimal amount (less than one hour per week) of assigned homework.</p>	

	<p>Business Personal Law BUS2012 .5 credit 6/6 days a cycle Sem.</p>	<p>This course will focus on both the substance and the process of our legal system and reflect many social and ethical issues. Practical contemporary legal issues such as sexual harassment, date rape, age discrimination, and employment contracts and protections will be addressed. In addition, the course has great practical value, providing background for professional exploration and illuminating the problems of private life, such as marriage, property rental and consumer protection. The Internet will also be used as a supplement to the course. An appropriately placed student should expect minimal amount (less than one hour per week) of assigned work.</p>	
	<p>Criminal Justice BUS2022 .5 credit 6/6 days a cycle Sem.</p>	<p>This course introduces students to legal terminology and practices, ethical and criminal issues, how and why laws are passed, juvenile justice, forensics, trials, sentencing, our penal system, the death penalty, and law enforcement. Classroom instruction will be reinforced through the use of case studies, current events, field trip experience, guest speakers, current periodicals, the Internet, and in-house projects. An appropriately placed student should expect minimal amount (less than one hour per week) of assigned work.</p>	
	<p>Intro to Computer Programming Using C++ BUS2032 .5 credit 6/6 days a cycle Sem.</p>	<p>This course will provide a foundation for further studies in computer science by introducing the high-level programming language C++ as a problem-solving tool. Program design, coding, debugging, testing, documentation, and proper programming style is the focus of the course. Topics include an introduction to control structures, looping, text files, and functions. A disciplined approach to problem solving methods and algorithm development will also be emphasized. Classroom instruction will be reinforced through case studies, periodicals, and in-house projects. An appropriately placed student should expect a minimal amount (less than one hour per week) of assigned homework. Software: Microsoft Visual C++</p>	<p>Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors</p>

	<p>Sports & Entertainment Marketing BUS2042 .5 credit 6/6 days a cycle Sem.</p>	<p>Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in learning the foundations for the numerous careers in the sports and entertainment industry. Instructional areas will include: an orientation to sports and entertainment industry, economics, event execution, career opportunities, decision making, event marketing, advertising and promotion and legal aspects/contracts. Classroom instruction will be reinforced through the use of case studies, field trip experience, current periodicals, the Internet, software, and in-house projects. An appropriately placed student should expect minimal amount (less than one hour per week) of assigned work. Wikis and blogs will be used as a supplement to the course.</p>	
	<p>Student Help Desk BUS3002 .25 credit 3/6 days a cycle Sem.</p>	<p>This course will provide students with real-world work experience. It will teach them problem solving skills, customer service, professionalism, prioritization of tasks, time-management and will strengthen the connection between staff and students. Students will learn a broad range of technical skills, as well as, how to assist teachers and students with using technology in the classroom and how to incorporate social media in the classroom. Students will help integrate software into the classroom by connecting devices to the wireless network, assisting with hardware needs, setting up and helping maintain printers, Smart Board/projector failure, checking in and out loaner devices, logging technology issues, promoting and demonstrating digital citizenship, and helping students with login and password issues. Grades 9 and 10 will be considered if student possesses exceptional technical skills and the necessary customer service skills.</p>	

	<p>AP Computer Science A BUS2004 1 credit 6/6 days a cycle Year</p>	<p>This year long course will provide a foundation for further studies in computer science by introducing the high-level JAVA programming language. This course is based on the premise that students will be able to pass the AP Java Exam given at the end of the year. Topics covered include: object-oriented programming, iteratives, conditionals, strings, arrays, searching, sorting, and data manipulation. Students will be able to produce original programs that will perform calculations, manipulate data, and display graphics. An appropriately placed student should expect approximately 3 hours a week of assigned homework. Software: Java Development Kit, J Grasp. Karel J Robot, Java Methods student disk (all free downloads)</p>	<p>83% in Algebra II Honors or 93% Algebra II Accelerated</p>
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FAMILY CONSUMER SCIENCES DEPARTMENT**Robin Daly, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
Foods I FCS1002 .5 credit 6/6 days a cycle Sem.		Have you ever wanted to make your own pasta? A cake out of instant mashed potatoes? Soup from our garden? Well for the students who want to learn how to cook successfully, have the ability to look at your pantry and NOT say "there's nothing to eat" and more importantly; EAT, then this course is for you. Foods I combines a classroom setting and a REAL kitchen experience. You will learn the basics of kitchen safety, measuring techniques, how to select the perfect recipe, Mise en Place, knife skills, the presentation of food; because WE ALL eat with our eyes, and the nutritional value of the food we make. But emphasis will be put on learning how to prepare many different kinds of food from scratch, in UNIQUE ways, and on a budget. This course will not only help you learn to cook but give you the skills you need and get you thinking outside of the box (or pantry)... don't be surprised when you're challenged with an Iron Chef Mystery Basket! (Lab Fee)	
Foods II FCS1012 .5 credit 6/6 days a cycle Sem.		What do Iron Chef and Cupcake Wars have in common when we talk about Foods II???? It's just some of the ways you'll be challenged in this class!! Do you love to get creative in the kitchen? Does Buddy the Cake Boss inspire you? Do you think you can rise to the occasion and get a complete meal done in 30 minutes that is not only tasty BUT looks appealing and with the energy of Rachael Ray? Do you think you can do this all on a college student budget? This class will not only elevate your culinary skills but your palate and wallet, as well, in a fun high energy environment. (Lab Fee)	

	<p>Child Development FCS1022 .5 credit 6/6 days a cycle Sem.</p>	<p>Do you like being around children? Are you thinking of coaching or teaching one day? Are you thinking about a career that involves working with children? If you answered Yes to any of these questions, then this course is for you. The semester course will identify the skills necessary for effective and rewarding relationships with children. You will understand the benefits from learning about children and gain knowledge in child growth and the interrelationship of all areas of development. Students will study the growth of a child from conception to school age, emphasizing the needs of the child and responsibilities of the caregiver. Students will also explore the following topics: parenthood as a choice, responsibilities of parenting, prenatal care, prenatal development, labor and birth, financial aspects of parenting, child care options, building positive parent/child relationships, theories of child development, variations in family styles and structures, and crisis situations in families (abuse, alcohol, divorce). Guest speakers, field trips, group work, projects, observations, and a student created play day are all a part of this course. (Lab Fee)</p>	
	<p>Housing & Interior Design FCS1032 .5 credit 6/6 days a cycle Sem.</p>	<p>This course will include a study of housing options, home furnishings, design, and architecture. Students will plan and design living spaces and consider furnishings and decorating appropriate for the space, budget and lifestyle. Students will plan living areas using the principles and elements of design. Individual projects will include a variety of hands on experiences. Students will showcase their semester work in a portfolio including scale drawings, floor covering, window treatment, furniture arrangement and accessories for a starter home and future Dream home. This project-oriented class will use computers, field trips and speakers to explore interior design. (Lab Fee)</p>	

	<p>Regional & Global Cuisine FCS2002 .5 credit 6/6 days a cycle Sem.</p>	<p>Do you want to broaden your horizons and challenge your culinary skills? What do scones, enchiladas, eclairs and egg rolls have in common? They're all popular foods that originated in countries outside the U.S. This class is your passport to exploring the foods and cultures of countries around the world. Food custom, traditions, special cooking techniques and meal patterns of foreign countries, ethnic groups, and regions of the United States will be covered. You will discover the origins of many foods as we prepare recipes representing regional American and International cuisines. It will broaden a person's knowledge and understanding of nutrition, along with basic meal planning and food preparation skills Be prepared to taste new foods that you may not have even heard but may become your new favorites. (Lab Fee)</p>	
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MUSIC DEPARTMENT**Scott Litzenberg, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
	Concert Band MU1002 .50 credit 3/6 days a cycle Year	The band program at Unionville has a high level of expectation regarding the preparation, rehearsal, home practice and performances. It is expected that members will be prepared for class as well as the performance. This course also requires attendance at performances outside of the school day. The expectation is that all members will attend the concerts and be prepared for those events. Any woodwind, brass or percussion player may sign up for this class.	
	Orchestra MU1012 .50 credit 3/6 days a cycle Year	The orchestra performs classical selections ranging from works for string ensemble to large scale symphonic works. In addition, students will be placed in small chamber groups and perform in a chamber concert. Students are expected to practice their music outside of school so our class time is spent exploring the context and history of the music we are studying as well as improving technique, tone and over all musicality. We will not only prepare for our winter and spring performances, but student will be given opportunities to play in small ensembles, perform in the community, study etudes and solo repertoire, learn a bit of music history and theory and engage in musical discussions with their peers. After school performances are a part of the course.	
	Symphonic Band MU1022 .50 credit 3/6 days a cycle Year	The band program at Unionville has a high level of expectation regarding the preparation, rehearsal, home practice and performances. It is expected that members will be prepared for class as well as the performance. This course also required attendance at performances outside of the school day. The expectation is that all members will attend the concerts and be prepared for those events. Any woodwind, brass or percussion player may audition for this upper level ensemble. Placement in this class is by audition and teacher recommendation only.	Audition Required

<p>Jazz Band MU1032 .50 credit 3/6 days a cycle Year</p>	<p>The Jazz program at Unionville has a high level of expectation regarding the preparation, rehearsal, home practice and performances. It is expected that members will be prepared for class as well as the performance. Members will explore big band jazz literature, improvisation and jazz history. This course also requires attendance at performances outside of the school day. In addition to our regular concerts, we will attend multiple jazz festivals as well as host our own festival, Jazz Along the Brandywine. The expectation is that all members will attend the festivals and concerts and be prepared for those events. Placement in this class is by audition and teacher recommendation only.</p>	<p>Audition Required</p>
<p>Concert Choir MU1042 .50 credit 3/6 days a cycle Year</p>	<p>In this ensemble, major emphasis is on vocal development, music reading skills, ear training, and the study of varied choral literature. Students will perform in concerts, solo and ensemble activities, musicals, and other special events. Concert Choir is open to students in all grades.</p>	
<p>Chorale MU1052 .50 credit 3/6 days a cycle Year</p>	<p>In the chorale, major emphasis is placed on continued vocal development, continuation of music reading skills, ear training and the study of more complex choral literature. Students participate in frequent appearances and concerts both on campus and off campus. Students will perform in concerts, music festivals, assemblies, musicals, and other special events. Solo and small ensemble activities are encouraged in this advanced choir. Placement in this class is by audition and teacher recommendation only.</p>	<p>Audition Required</p>

<p>Fundamentals of Music MU1062 .25 credit 3/6 days a cycle Sem.</p>	<p>Basic elements of music theory and composition are studied, using computers and MIDI keyboard equipment. Up-to-date software programs are used to study, write, and arrange music. Other activities may include ear training, pitch recognition, and current trends and events in the music world. Experience on a music instrument is desirable. This course will be helpful to students planning careers or avocations in the music field or related industries. Students will learn how to play piano in a class environment utilizing the HS music technology lab. They will learn scales, chords as well as songs from a song book which will need to be purchased by the student. A Cost of the book is approximately \$10. Students will also spend class time pursuing their own musical interests. Whether it is on an instrument, voice, composition or other musical interests students will have the choice of where they would like to focus their musical talents. Students will work individually to achieve their musical goals which will be set by the student and instructor.</p>		
<p>Guitar I MU1072 .25 credit 3/6 days a cycle Sem.</p>	<p>This course provides students with the skills to analyze and compose music. Guitar 1 students will learn to play the classical (nylon stringed) guitar, to read music notation and guitar tablature, and to obtain a rudimentary to advanced understanding of various guitar-playing styles. Those styles include blues, rock, folk and classical. Students will be expected to play scales, chords, and notes with correct rhythms while playing alone (solo playing) or with others (ensemble playing). The course is designed to be appropriate for the beginning player with little to no background in music and/or guitar or the advanced player who can assist with the class and will benefit from the review the course will give. Electric guitars will also be used implemented during this class.</p>		

<p>Guitar II MU2072 .25 credit 3/6 days a cycle Sem.</p>	<p>Classes continue the process of creating a functional guitarist by introducing more complex concepts such as triplets, sixteenth note rhythms and different major/minor scales and their accompanying chords. We start developing the ability to play in position which takes us up the neck to the high register of the guitar. By the end of the second semester, students will have the ability to figure out most music they will be asked to play. Classes will study the guitar as a solo instrument in addition to advanced technique to include movable scale and chord fingerings as well as jazz harmony. In this course, they will be combining all of the concepts of the previous guitar class to complete their training. Classical technique (right hand finger-picking) will be studied so that multi-voiced pieces involving complex counterpoint may be played allowing for more interesting solo guitar work.</p>	<p>60% in Guitar I</p>
<p>Music Technology I MU1092 .25 credit 3/6 days a cycle Sem.</p>	<p>This course will allow students to explore music technology applications and techniques, utilizing MIDI workstations, synthesizers, and computer interfaces. Students will learn in a hands-on environment, developing skills with sequencing, notation, and other music software. A major music lab project will be required.</p>	
<p>Music Technology II MU2092 .25 credit 3/6 days a cycle Sem.</p>	<p>This course will allow students to explore music technology applications and techniques, utilizing MIDI workstations, synthesizers, and computer interfaces. Students will learn in a hands-on environment, developing skills with sequencing, notation, and other music software. A major music lab project will be required. This is a second level course that will utilize advanced techniques and concepts to add on to the skills learned in the first level of this course.</p>	

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

TECHNOLOGY EDUCATION DEPARTMENT**Mike Berkihiser, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
	Air & Water Transportation TE1082 .5 credit 6/6 days a cycle Sem.	In this hands-on, action oriented course, you will gain a more in-depth understanding of the construction and operation of airplanes and boats. Students will build and launch model rockets and airplanes. Students will design, construct and race boat hulls. Students will learn to safely use tools, machinery, and lab equipment. (Lab Fee)	
	Construction & Home Renovation TE1092 .5 credit 6/6 days a cycle Sem.	In this hands-on action-oriented course, you will learn and practice the basics of building construction. You will learn how to frame walls, shingle roofs, hang drywall, wire switches and receptacles, install windows, lay numerous types of flooring, operate a variety of tools and equipment safely, read drawings and blueprints, and much more. This course will provide any student with skills and knowledge that will pay off forever, regardless of career choice. (Lab Fee).	
	Land Transportation TE1112 .5 credit 6/6 days a cycle Sem.	In this hands-on, action oriented course, you will gain a more in-depth understanding of mechanical systems, engine repair, and aerodynamics. Areas of lab work will include: disassembly and assembly of an internal combustion engine; designing, building and racing a CO2 powered dragster car; constructing and riding a hovercraft; and metal fabrication and welding. (Lab Fee)	
	Robotics TE1122 .5 credit 6/6 days a cycle Sem.	In this exciting and challenging hands-on class, students will learn to build and program Lego Mindstorm EV3 robots accompanied by the large metal Tetrax frameworks, servos, and motors. Students will learn the basics of programming robots. The course is structured around groups of students designing and building robots to solve increasingly complex and exciting challenges.	

	Architectural/CAD Drafting I TE1002 .5 credit 6/6 days a cycle Sem.	This course will provide you with the opportunity to design, draw, and model the home of your dreams. You will use the same 2D and 3D software used in Universities and major companies. If you plan to major in architecture in college, you can use this class to build your portfolio. You will understand appearance, building techniques, economics, furnishings, traffic flow, use of space, balance, rhythm, and other design considerations necessary for quality design. (Lab fee).	
	Architectural/CAD Drafting II TE2002 .5 credit 6/6 days a cycle Sem.	In this hands-on computer-based course, you will gain a much more in-depth understanding of architectural design. If you plan to major in architecture in college, you can use this class to build your portfolio. You will use a number of different software packages to create 2- dimensional and 3- dimensional architectural drawings on the computer. You will use the same software and techniques used in colleges, universities, and professional design firms. (Lab fee).	Architectural / CAD Design and Drafting I
	Electronics I TE1012 .5 credit 6/6 days a cycle Sem.	This action-oriented student centered course is designed for students interested in electronics and engineering. You will have the opportunity to solder and build a variety of projects can be taken home, and learn about circuits and their components through experimentation. You will also have an introductory experience with robotics and computer numerically controlled equipment. (Lab Fee)	
	Electronics II TE2012 .5 credit 6/6 days a cycle Sem.	This lab oriented course is the advanced study of electronics. You will build more involved projects and experiment with more complicated circuitry, providing a more in depth understanding of current practices and techniques in the electronics field. (Lab Fee)	Electronics I

	<p>Engineering I Survey TE1032 .5 credit 6/6 days a cycle Sem.</p>	<p>STEM (science, technology, ENGINEERING, and math) careers are among the fastest growing in the world today. They provide qualified graduates with countless opportunities. Take some time while you are in high school to discover the engineering field and prepare yourself for college classes. You have an opportunity at UHS that many schools cannot offer. Engineering I Survey is the study and application of Electrical, Aerospace, Robotic, Manufacturing, and Design Engineering. You will use the engineering design process to solve engineering problems. You will communicate your solutions using state-of-the-art 2D and 3D CAD software, the same software packages used in colleges and in business. You will also learn to model your designs using multiple 3D printers, a laser cutter, and a huge computer numerically controlled (CNC) router. These models can be tested and evaluated using our computer-driven wind tunnel. This is very much a hands-on student driven class where students have freedom to create and build their own designs. (Lab fee).</p>	
	<p>Engineering II Survey TE2032 .5 credit 6/6 days a cycle Sem.</p>	<p>This course is an extension of Engineering I Survey. The content in the second course is deeper and students have much more freedom to choose the direction they would like to go. They can choose the engineering discipline they would like to focus on. Students will learn to build and program VEX Robots. The capstone activity is the design, manufacture, and sale of a product. Students will break into teams of design, marketing, finance, sales, production, safety, and quality. Student teams function like a business to design a product, take on shareholders, conduct market research, safely produce their high quality products using state of the art manufacturing techniques, sell their products, and pay stockholders. (Lab fee).</p>	<p>60% in Engineering Survey I</p>

	<p>Engineering/CAD Drafting I TE1022 .5 credit 6/6 days a cycle Sem.</p>	<p>This action-oriented student-centered course will provide you with an introduction to engineering drafting techniques, computer-aided drafting (CAD), 2D and 3D on-screen computer modeling, technological design and problem solving, and computer numerically controlled (CNC) machining. Students will learn to use our 3D printers, laser cutter, and huge CNC router for class projects. We call it a student centered course because you will spend the bulk of your time working on drawings, models, CAD drawings, and CNC projects. While this course would be beneficial to anyone, it is extremely valuable for anyone planning a career in engineering or other technical fields. This class will also provide you with the opportunity to complete a graduation project. (Lab fee).</p>	
	<p>Engineering/CAD Drafting II TE2022 .5 credit 6/6 days a cycle Sem.</p>	<p>This is a computer-based advanced drafting course where you will create CAD drawings, 2D and 3D computer models, and 3-D solid models. You will also have the opportunity to bring your computer models to life through the use of 3D printers, a laser cutter, and a huge CNC router for class projects. Students will also solve complex engineering problems. They will draw their solutions and model them using CNC equipment. (Lab fee).</p>	<p>Engineering / CAD Design and Drafting I</p>
	<p>Graphic Communications I TE1042 .5 credit 6/6 days a cycle Sem.</p>	<p>This course will provide an examination of graphic design, photography, and visual communications methods. A variety of graphic and media processes will be examined. Areas of study will include but not be limited to: desktop publishing, package and graphic design, screen process printing, multi-color and process color printing, digital photography, image conversion and manipulation. Students will be expected to produce a variety of items using software and hardware applications. You will use industry-related software (Adobe Creative Suite) to gain creative experience in creating designs such as logos, poster, packaging, publications, decals, and screen printed designs. The design process will be used extensively and students will be evaluated upon their ability to apply their knowledge to produce quality products. (Lab Fee)</p>	

	<p>Graphic Communications II TE2042 .5 credit 6/6 days a cycle Sem.</p>	<p>In this course, you will build upon your knowledge of design and fine-tune your ability to use typography, layout, and color theory to create eye-catching designs. You will use industry-related software (Adobe Creative Suite) to gain creative experience in creating designs such as logos, poster, packaging, publications, decals, and screen printed designs. Students will also work with outside clients to produce visual products. These projects will be advanced in both scope and design. Advanced techniques using Adobe Creative Suite will be explored in order to meet the needs of these clients. (Lab Fee)</p>	<p>Graphic Communications I</p>
	<p>Photography I TE1052 .5 credit 6/6 days a cycle Sem.</p>	<p>This is an activity-oriented course designed for all students who are interested in exploring photography as a hobby or possible career choice. You will learn about digital photography through hands-on activities and projects. They will have an opportunity to explore different types of camera and photography equipment, including professional drones. Basic photographic principles including composition, exposure, processing, printing and presentation methods will be explored. You will have an introduction to the use of industry-related software (Adobe Creative Suite) to manipulate photographs that you create. (Lab Fee)</p>	
	<p>Photography II TE2052 .5 credit 6/6 days a cycle Sem.</p>	<p>This activity-oriented course offers the student who has completed Photography I the opportunity to further refine skills in photography. You will have opportunities to improve camera handling, build intermediate photography skills, and photo presentation skills. Projects will include the portrait, architectural, nature, and other types of photographs and preparing photographs for display. Students will also have to opportunity to utilize drones explore aerial photography, The use of industry-related software (Adobe Creative Suite) to manipulate images will be emphasized. (Lab Fee)</p>	<p>Photography I</p>

	Photography III TE3052 .5 credit 6/6 days a cycle Sem.	This activity-oriented course offers the student who has completed Photography II the opportunity to further refine skills in photography. You will have opportunities to explore more advanced photographic skill and become more comfortable with professional level equipment. The students will have the opportunity to explore event and location photography as well as the opportunity to further utilize drones for aerial photography, The use of industry-related software (Adobe Creative Suite) to manipulate images will be emphasized. (Lab Fee)	Photography II
	Photography IV TE4052 .5 credit 6/6 days a cycle Sem.	These semester courses will challenge students to use all of their previous course knowledge to further develop their skills and understanding of photography. Students will be required to develop an independent contract exploring an aspect of photography that they would like to further explore. Work outside of class will be required to complete (Lab Fee)	Photography III
	TV/Video Production I TE1062 .5 credit 6/6 days a cycle Sem.	In this hands-on course, students will make their own video productions. Students will have the opportunity to learn how to operate video cameras, sound equipment and various editing and other tools to produce a variety of video assignments based on personal, school, and community interests. There will be both group and individual projects. This class utilizes the DMZ (Digital Media Zone) which is a fully equipped TV Studio and editing facility. No previous experience is necessary. (Lab Fee)	
	TV/Video Production II TE2062 .5 credit 6/6 days a cycle Sem.	In this course students will continue to study the subject of video production. Much of the course will be spent learning how to utilize non-linear editing systems and additional camera techniques including lighting and special effects. Students will use different audio equipment, specifically external microphones, and study their importance in video productions. Students will work in teams using digital video equipment to complete a variety of video production assignments. Each student will be expected to produce several professional level edited projects for a student video portfolio.	TV / Video Production I

	TV/Video Production III TE3062 .5 credit 6/6 days a cycle Sem.	These semester courses will challenge students to use all of their previous course knowledge to produce video packages. Students will operate the audio and video mixers and other equipment used in the studio broadcast and control rooms. The class will be expected to work as part of a team to write and produce packages that will be featured on our school morning show and on the school TV network. Some time will also be spent on chroma key work, lighting techniques and creation of computer animated graphics. Students will be encouraged to produce segments for entry in various contests and scholarship opportunities.	TV / Video Production II
	TV/Video Production IV TE4062 .5 credit 6/6 days a cycle Sem.	These semester courses will challenge students to use all of their previous course knowledge to produce video packages. Students will operate the audio and video mixers and other equipment used in the studio broadcast and control rooms. The class will be expected to work as part of a team to write and produce packages that will be featured on our school morning show and on the school TV network. Some time will also be spent on chroma key work, lighting techniques and creation of computer animated graphics. Students will be encouraged to produce segments for entry in various contests and scholarship opportunities.	TV / Video Production III
	Wood & Metal Technology I TE1072 .5 credit 6/6 days a cycle Sem.	In this hands-on student-centered class, students will build numerous take-home furniture pieces out of wood, metal, and plastics. These projects may include a hanging wall cabinet, mantle clocks, and a variety of other woodworking and metalworking projects. Students will use all of the equipment in our fully outfitted woodworking lab (shop). This is a great opportunity for all students, regardless of their future career aspirations. Students will develop skills in this class that will be useful throughout life in their careers and as future homeowners. (Lab Fee)	
	Wood & Metal Technology II TE2072 .5 credit 6/6 days a cycle Sem.	This is a course in advanced level woodworking where students will have the opportunity to build a wide variety of furniture pieces and other items. Students will build upon what they learned in the previous course class and apply their knowledge to more advanced projects. (Lab Fee)	Wood and Metal Technology I

	Wood & Metal Technology III TE3072 .5 credit 6/6 days a cycle Sem.	Advanced courses designed to utilize current and innovative manufacturing techniques. Students will work independently to design and make a custom piece of furniture. Students will incorporate the use of CNC machinery in the design. (Lab fee).	Wood and Metal Technology II
	Wood & Metal Technology IV TE4072 .5 credit 6/6 days a cycle Sem.	Advanced courses designed to utilize current and innovative manufacturing techniques. Students will work independently to design and make a custom piece of furniture. Students will incorporate the use of CNC machinery in the design. (Lab fee).	Wood and Metal Technology III
	Intro to Engineering Design Honors TE1003 1 credit 6/6 days a cycle Year	This honors level year long course utilizes Autodesk Inventor 3D solid modeling design software to help students design solutions to proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will learn to create animated 3D assembly models in Inventor and print them on our 3D printers. Students can earn 3 college credits for taking this class. (Lab fee).	Concurrent enrollment or Completion of Algebra I Academic, Accelerated, or Honors
	Principles of Engineering Honors TE2003 1 credit 6/6 days a cycle Year	Through design problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, energy sources, machine control, fluid power, the strength of structures and materials, and automation. Students program robots in Robot C to solve engineering design problems. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. (Lab fee).	80% in Introduction to Engineering Design Honors

	<p>Computer Integrated Manufacturing Honors TE3003 1 credit 6/6 days a cycle Year</p>	<p>CIM is the study of manufacturing planning, integration, and implementation of automation. CIM explores manufacturing history, processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that manufacturers have adopted to improve safety, quality, and efficiency. Students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. Students can earn 3 college credits for taking this class. (Lab fee).</p>	<p>C or better in Principles of Engineering</p>
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WORLD LANGUAGE DEPARTMENT**Julie Hawkes, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
FRENCH	French I Academic WLF1002 1 credit 6/6 days a cycle Year	French I Academic is designed for true beginners and/or students who have not yet gained beginner level proficiency expected of a Level I student. Students entering the High School who received an A, B, or C in French IB are expected to enroll in the appropriate Level II course. Level I is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically; grammar patterns are practiced in functional situations related to unit themes. Students will begin to compare and analyze similarities and differences between the culture of the target language and their own. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.	No prior French I class or a 69% or lower in French IB
	French II Academic WLF2002 1 credit 6/6 days a cycle Year	French II Academic continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.	65% in French I
	French II Honors WLF2003 1 credit 6/6 days a cycle Year	French II Honors continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.	87% in French I

FRENCH

<p>French III Academic WLF3002 1 credit 6/6 days a cycle Year</p>	<p>French III Academic develops reading, writing, speaking, and listening skills at a more advanced level, as students continue to acquire proficiency in the language. Emphasis is placed on vocabulary acquisition, mastery of basic grammar, introduction to advanced grammar structures, further development of reading and writing skills, and communicative skills. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in French II</p>
<p>French III Honors WLF3003 1 credit 6/6 days a cycle Year</p>	<p>French III Honors develops reading, writing, speaking, and listening skills at a more advanced level, as students continue to acquire proficiency in the language. Emphasis is placed on vocabulary acquisition, mastery of basic grammar, introduction to advanced grammar structures, further development of reading and writing skills, and communicative skills. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in French II Honors or 87% in French II Academic</p>
<p>French IV Academic WLF4002 1 credit 6/6 days a cycle Year</p>	<p>French IV Academic is designed to further strengthen the four basic language skills of listening, speaking, reading, and writing. French IV provides a comprehensive review of grammar structures introduced in the previous levels, while continuing the development of advanced grammar structures. Students will respond orally and in writing to authentic literary texts. Students will use the target language to express themselves in functional situations. Students are expected to use the target language during the class.</p>	<p>65% in French III Academic</p>

FRENCH

<p>French IV Honors WLF4003 1 credit 6/6 days a cycle Year</p>	<p>French IV Honors is designed to further strengthen the four basic language skills of listening, speaking, reading, and writing. French IV provides a comprehensive review of grammar structures introduced in the previous levels, while continuing the development of advanced grammar structures. Students will respond orally and in writing to authentic literary texts. Students are expected to use the target language during class, which allows them to learn and express themselves in functional situations. French IV Honors is an advanced language course designed to strengthen the four basic language skills of listening, speaking, reading, and writing. Students will build vocabulary and interpretive communication skills through a variety of authentic, contemporary and classical literary selections. These selections will be used as a springboard for class discussion and as support for review of grammar structures learned in previous levels as well as an introduction to advanced grammar structures. The course is taught exclusively in the target language. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in French III or 87% in French III</p>
<p>French V Academic WLF5002 1 credit 6/6 days a cycle Year</p>	<p>French V Academic students expand vocabulary resources and skill while gaining control of language use through a variety of authentic reading and audio sources. Grammar is refined as needed while new structural concepts are added for more communicative proficiency. Much opportunity for self-expression and creative use of the language is provided. At this level, students are expected to function exclusively in the target language. All instruction is delivered in the target language. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in French IV</p>

FRENCH	<p>AP French WLF5004 1 credit 6/6 days a cycle Year</p>	<p>AP French Language provides the opportunity for qualified students to take a college level course and it offers possible college credit and possible advanced placement in cooperating colleges for those who pass the standardized test. Emphasizing the use of language for active communication, this course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines. At this level, students are expected to function exclusively in the target language. All instruction is delivered in the target language. Homework: Students should expect to spend 30 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in French IV Honors or 87% in French IV Academic</p>
GERMAN	<p>German I Academic WLG1002 1 credit 6/6 days a cycle Year</p>	<p>German I Academic is designed for true beginners and/or students who have not yet gained beginner level proficiency expected of a Level I student. Students entering the High School who received an A, B, or C in German IB are expected to enroll in the appropriate Level II course. Level I is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically; grammar patterns are practiced in functional situations related to unit themes. Students will begin to discover similarities and differences between the culture of the target language and their own. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>No prior German I class or earned a 69% or lower in a German IB</p>
	<p>German II Academic WLG2002 1 credit 6/6 days a cycle Year</p>	<p>German II Academic continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in German I</p>

GERMAN

<p>German II Honors WLG2003 1 credit 6/6 days a cycle Year</p>	<p>German II Honors continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>87% in German I</p>
<p>German III Academic WLG3002 1 credit 6/6 days a cycle Year</p>	<p>German III Academic develops reading, writing, speaking, and listening skills at a deeper level, as students continue to acquire proficiency in the language. Emphasis is placed on vocabulary acquisition, mastery of basic grammar, introduction to advanced grammar structures, further development of reading and writing skills, and oral/aural communicative skills. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in German II Academic</p>
<p>German III Honors WLG3003 1 credit 6/6 days a cycle Year</p>	<p>German III Honors develops reading, writing, speaking, and listening skills at a deeper level, as students continue to acquire proficiency in the language. Emphasis is placed on vocabulary acquisition, mastery of basic grammar, introduction to advanced grammar structures, further development of reading and writing skills, and oral/aural communicative skills. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in German II Honors or 87% in German II Academic</p>

AN

GERMA	<p>German IV Academic WLG4002 1 credit 6/6 days a cycle Year</p>	<p>German IV Academic is designed to further strengthen the four basic language skills of listening, speaking, reading, and writing. German IV provides a comprehensive review of grammar structures introduced in the previous levels, while continuing the development of advanced grammar structures. Students will respond orally and in writing to authentic literary texts. Students will use the target language to express themselves in functional situations. Students are expected to use the target language during the class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in German III Academic</p>
	ERMAN	<p>German IV Honors WLG4003 1 credit 6/6 days a cycle Year</p>	<p>German IV Honors is an advanced language course designed to strengthen the four basic language skills of listening, speaking, reading, and writing. Students will build vocabulary and interpretive communication skills through a variety of authentic, contemporary and classical literary selections. These selections will be used as a springboard for class discussion and as support for review of grammar structures learned in previous levels as well as an introduction to advanced grammar structures. Course is taught exclusively in the target language. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>

<p style="text-align: center;">GE</p>	<p>German V Academic WLG5002 1 credit 6/6 days a cycle Year</p>	<p>German V Academic continues to expand vocabulary, grammatical structures, and will include varied readings in the target language. Grammar is refined as needed while new grammatical concepts are added. Much opportunity for self-expression and creative use of the language is provided. At this level, students are expected to function exclusively in the target language. All instruction is delivered in the target language. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in German IV Academic</p>
<p style="text-align: center;">GERMAN</p>	<p>AP German WLG5004 1 credit 6/6 days a cycle Year</p>	<p>AP German Language provides the opportunity for qualified students to take a college level course and it offers possible college credit and possible advanced placement in cooperating colleges for those who pass the standardized test. Emphasizing the use of language for active communication, this course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines. At this level students are expected to function exclusively in the target language. All instruction is delivered in the target language. Homework: Students should expect to spend 30 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in German IV Honors or 87% in German IV Academic</p>

SPANISH	<p>Spanish I A First Level WLS1001 1 credit 6/6 days a cycle Year</p>	<p>Spanish I A First Level is designed for students with demonstrated instructional needs in the area of Language Arts or enrolling in English 9 First Level and is exclusively for true beginners in the language. The course introduces the four basic language skills of reading, writing, speaking, and listening through a high rate of multisensory repetition and practice. Communicative activities, cooperative learning groups, grammar and vocabulary practice and cultural activities are incorporated into the language instruction. Upon successful completion of this course, students are expected to go on to Spanish IB First Level. Homework: Students should expect to spend 15-20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>No prior Spanish or previously failed Spanish I Academic</p>
SH	<p>Spanish I Academic WLS1002 1 credit 6/6 days a cycle Year</p>	<p>Spanish I Academic is designed for true beginners who have not yet gained beginner level proficiency expected of a Level I student. Students entering the High School who received an A, B, or C in Spanish IB are expected to enroll in Level II. Level I is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically; grammar patterns are practiced in functional situations related to unit themes. Students will begin to discover similarities and differences between the culture of the target language and their own. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>No prior Spanish I class 69% or lower in Spanish 1B</p>

SPANIS

<p>Spanish I B First Level WLS2001 1 credit 6/6 days a cycle Year</p>	<p>Spanish I B First Level II continues to review and reinforce the basic concepts of reading, writing, speaking, and listening through a high rate of multisensory repetition and practice. Continued emphasis is given to the development of conversational skills, mastery of previously learned material and acquisition of new grammar structures and vocabulary. This course is designed as the next level of study for students who have completed Spanish IA First Level or students who have completed Spanish I Academic with a 65% or lower, thus requiring additional reinforcement of the material before advancing. Upon completion of this course, students are expected to go on to Spanish II. Homework: Students should expect to spend 15-20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in Spanish IA First Level or Passed Spanish I Academic with 65% or lower</p>
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SPANISH

<p>Spanish II Academic WLS2002 1 credit 6/6 days a cycle Year</p>	<p>Spanish II Academic continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in Spanish I or 87% in Spanish IB First Level</p>
<p>Spanish II Honors WLS2003 1 credit 6/6 days a cycle Year</p>	<p>Spanish II Honors continues and expands the fundamental skills of listening, speaking, reading and writing acquired in Level I. Emphasis is given to the development of conversational abilities, mastery of new grammar structures, and acquisition of new vocabulary. Increased attention is given to reading and writing. Homework: Students should expect to spend 15 to 20 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>87% in Spanish I</p>

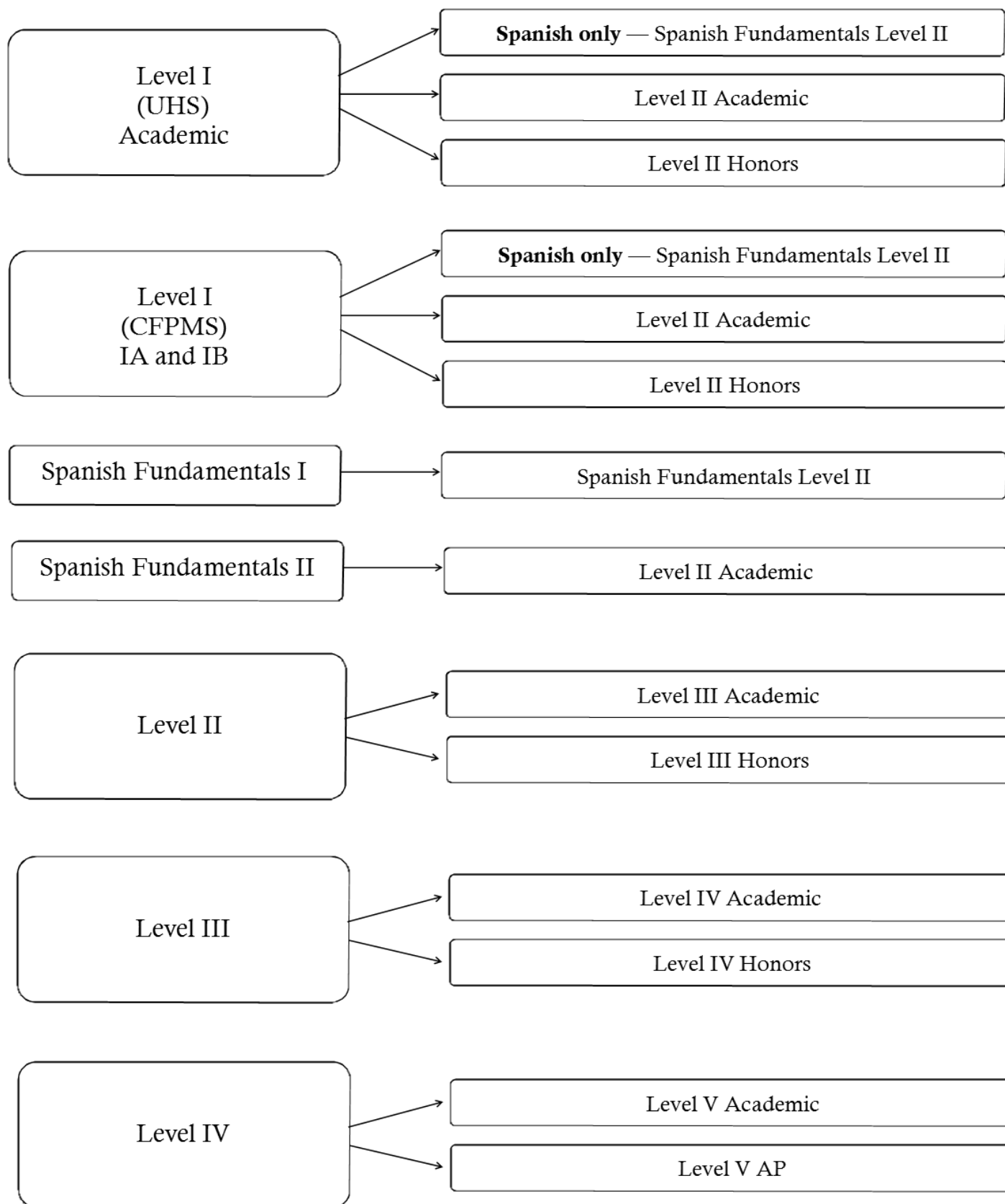
	<p>Spanish III Academic WLS3002 1 credit 6/6 days a cycle Year</p>	<p>Spanish III Academic students continue to acquire proficiency in the language. Emphasis is placed on vocabulary acquisition, mastery of basic grammar, introduction to advanced grammar structures, further development of reading and writing skills, and oral/aural communicative skills. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in Spanish II Academic</p>
	<p>Spanish III Honors WLS3003 1 credit 6/6 days a cycle Year</p>	<p>Spanish III Honors students continue to acquire proficiency in the language. Emphasis is placed on vocabulary acquisition, mastery of basic grammar, introduction to advanced grammar structures, further development of reading and writing skills, and oral/aural communicative skills. Students are expected to function exclusively in the target language during class. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>87% in Spanish II Academic</p>
<p>SPANISH</p>	<p>Spanish IV Academic WLS4002 1 credit 6/6 days a cycle Year</p>	<p>Spanish IV Academic is an advanced language course designed to further strengthen the students four basic language skills of listening, speaking, reading, and writing within a communicative and culturally authentic context. Students will be exposed to a variety of regional accents as they listen to news broadcasts, narratives and dialogs, podcasts, and music. Students will build vocabulary and interpretive communication skills through interacting with a variety of authentic texts and contemporary literary selections. These selections will be used as a springboard for class discussions and support for grammar instruction. Grammar will be reinforced through communicative speaking and writing activities. This course is taught exclusively in Spanish. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in Spanish III Academic</p>

SPANISH

<p>Spanish IV Honors WLS4003 1 credit 6/6 days a cycle Year</p>	<p>Spanish IV Honors is an advanced language course designed to further strengthen the students four basic language skills of listening, speaking, reading, and writing within a communicative and culturally authentic context. Students will be exposed to a variety of regional accents as they listen to news broadcasts, narratives and dialogues, podcasts, and music. Students will build vocabulary and interpretive communication skills through interacting with a variety of authentic texts and contemporary literary selections. These selections will be used as a springboard for class discussions and support for grammar instruction. Grammar will be reinforced through communicative speaking and writing activities. This course is taught exclusively in Spanish. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in Spanish III Honors or 87% in Spanish III Academic</p>
<p>Spanish V Academic WLS5002 1 credit 6/6 days a cycle Year</p>	<p>Spanish V Academic students expand vocabulary resources and skills while gaining control of language use through a variety of authentic reading and audio sources. Grammar is refined as needed while new structural concepts are added for more communicative proficiency. Much opportunity for self-expression and creative use of the language is provided. At this level, students are expected to function exclusively in the target language. All instruction is delivered in the target language. Homework: Students should expect to spend 20 to 25 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>65% in Spanish IV Academic</p>

SPANISH	<p>AP Spanish WLS5004 1 credit 6/6 days a cycle Year</p>	<p>AP Spanish Language provides the opportunity for qualified students to take a college level course and it offers possible college credit and possible advanced placement in cooperating colleges for those who pass the standardized test. Emphasizing the use of language for active communication, this course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines. At this level, students are expected to function exclusively in the target language. All instruction is delivered in the target language. Homework: Students should expect to spend 30 minutes on homework. When written practice is not assigned, students should review previously learned concepts in order to improve fluency.</p>	<p>80% in Spanish IV Honors or 87% in Spanish IV Academic</p>
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Recommended World Language Sequence



ACADEMICALLY TALENTED DEPARTMENT**Pat Clark, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
	Higher Order Thinking Skills AT1002 .25 credit 3/6 per cycle Semester	The HOTS seminar is an experiential class that uses small and large group discussion to teach communication, cooperation, and critical thinking skills. Students are exposed to topics designed to help them discover their strengths and weaknesses as thinkers and as gifted learners. The seminar is graded on a Pass/Fail basis. Limited homework is required to successfully complete the course.	Class is available to identified Academically Talented students whether or not student has a GIEP
	Ess. Computer Apps Survey BUS1032 .25 credit 3/6 days a cycle Sem.	Class is available to identified Academically Talented students whether or not student has a GIEP This modified version of the traditional Essential Computer Applications course (6505) meets 3 days/cycle and fulfills the graduation requirement. Students will be introduced to a Windows Environment that will enable them to work with and manage computer files and software applications. Students will be introduced to word processing in Microsoft Word, spreadsheets in Microsoft Excel and databases in Microsoft Access. Students will gain the basic skills needed to succeed in college and in the changing workplace of the future. Limited homework may be required. * The above referenced courses will be taught on alternating letter days. Students are able to enroll in either or both courses.	Class is available to identified Academically Talented students whether or not student has a GIEP

LEARNING SUPPORT DEPT**Jenn Pastor & Bethany Clemson, Co-Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
	Pathways Support	This program is designed to provide support to students who have emotional needs, identified through an assessment and evaluation process, who require additional support to be successful in the school environment. Services are maintained to meet the individual needs of these students. Students may receive support in the Pathways classroom, in the general education classes, or through a monitoring program. Ongoing parent contact, diagnostic evaluations, and skill development through the delivery of curriculum are an integral part of the program.	
	Learning Support	This course is designed to provide specific support based on a student's individualized needs, identified through an assessment and evaluation process. Students may receive strategy instruction or opportunities for guided practice related to a student's IEP goals. Support may also be provided in general education classes where the special education teacher or paraprofessional is a consultant, co-planner or co-teacher alongside the general education teacher. Students may receive services on a monitor basis where a staff member confers with the student about current academic status, plans for subsequent assignments, and assesses or reviews the student's application of strategies at an independent level.	

COUNSELING CENTER**Maribeth Lyles, Dept. Chair**

Courses		Course Descriptions	Course Prerequisite
	College Admissions Seminar 11 CC0011 1/6 per cycle	During this six-session workshop that meets one day per cycle, participants will review important steps in the college admissions process. Topics will include: how to search for colleges, college visits and interviewing, completing applications, common application mistakes and financial aid. Students will be expected to complete work with the Naviance Program and/or college websites between sessions. This seminar will be especially helpful to first generation college applicants.	
	College Admissions Seminar 12 CC0012 1/6 per cycle	During this six-session workshop that meets one day per cycle, participants will review important steps in the college admissions process. Topics will include: how to search for colleges, college visits and interviewing, completing applications, common application mistakes and financial aid. Students will be expected to complete work with the Naviance Program and/or college websites between sessions. This seminar will be especially helpful to first generation college applicants.	

TCHS AND DUAL ENROLLMENT COURSES

Courses		Course Descriptions	Course Prerequisite
	<p>Homeland Security Octorara 891</p>	<p>The Octorara Homeland Security Protective Services Program is a PA Dept. of Education approved Career Program of Study. Upon completion certifications can be credited for post secondary education. The course prepares cadets for careers in law enforcement, corrections, pre-hospital emergency medical care and firefighting. The program requires cadets to wear uniforms and focuses on discipline and teamwork in a para-military environment. The course is taught on site at the new Chester Cty Emergency Svcs Training Ctr Coatesville, PA. This is a challenging endeavor but cadets can earn State and National job related certifications, which are required for entry-level positions directly upon graduation. Cadets must complete all subjects regardless of their specific career interests. This program is academically rigorous, physically challenging, and emotionally enlightening. The intent is to train qualified, competent and professional emergency first responders. Students are exposed to mentors and representatives in a variety of careers related to these fields almost daily. Cadets are required to join and participate at their local volunteer fire company to enhance learning and hone skills for testing. Upon successful completion of all three years, students may earn certifications in the following industry certifications: Fire, EMS, Law and Emergency Management.</p>	<p>By application only.</p>
	<p>Allied Health Science Technology TCHS T100P T100A 2 periods 6/6 a cycle Year</p>	<p>This highly successful senior-only program is a college preparatory program for academically talented high school seniors considering a career in the medical profession. The program includes 7.5 hours per week of classroom and clinical experience in a healthcare facility. Due to the number of clinical locations available, the program has limited enrollment. TCHS Brandywine participating hospitals include Brandywine Hospital, Chester County Hospital, and Jennersville Regional Hospital.</p>	<p>By application only. Students must possess a driver's license, reliable means of transportation and proper clearances.</p>

	<p>Animal Science TCHS T101A</p>	<p>Animal Science prepares students to provide for the welfare of animals in the pet companion industry, veterinary science and biomedical fields. Graduates of the program are prepared for post- secondary education and entry-level employment. Upon graduation, interesting and rewarding career paths can be followed which combine a love for animals with an interest in the life sciences. Program concentrations include animal anatomy and physiology, animal cruelty issues, animal hygiene, genetics, husbandry, nutrition, preventative care and medicine, reproduction, and surgical assisting. Due to the emphasis on science and math, students considering this program should possess a strong academic foundation.</p>	<p>By application only.</p>
	<p>Automotive Collision Technology TCHS T102A</p>	<p>Automotive Collision Technology is for students who have a keen interest in motor vehicles and an eye for color, shape and creativity. Graduates of the program are prepared to pursue professional credentialing, entry- level employment, and post-secondary education. Automotive Collision technology instruction is provided in the following areas: detailing and estimating, glass and hardware repair and replacement, metal finishing and body fillings, non-structural damage repair, outer body panel repair, painting and refinishing, welding and cutting. Program learning activities parallel the industry-recognized I-CAR curriculum.</p>	<p>By application only.</p>

<p>Automotive Service Technology TCHS T103P</p>	<p>The Automotive Service Technology program is certified by the National Automotive Technicians Education Foundation (NATEF) and prepares students for post-secondary education and entry-level employment in the rapidly changing automotive service industry. Students are introduced to the ever-changing advancements that occur in the automotive industry such as hybrid vehicle design and maintenance. Instruction is provided in the following areas: automotive electrical and electronics systems, brake repair and installation, drive train and engine performance, heating and cooling systems, suspension and steering systems. The program also emphasizes customer relations and instructs students in the use of proper etiquette in a service economy.</p>	<p>By application only.</p>
<p>Carpentry TCHS T105A</p>	<p>The Carpentry program develops students skills for a career in the residential, commercial and home improvement construction industry. Students enrolled in the program learn safety practices, job estimating, and materials selection practices. They also learn the basics of rough carpentry, including the layout of walls, rafters, stairs and floors. Finish carpentry is also studied, including blueprint reading and drafting, cutting and joining construction materials, door, window and trim installation. Students have the opportunity to learn cabinet and furniture construction, including the use of laminates. A major focus is the construction of the joints required in fine cabinetry and furniture construction. Students study blueprint reading, construction methods and estimating, materials selection, and the safe use of hand and power tools. Students are responsible for the completion of hands- on carpentry and cabinetmaking projects from start to finish.</p>	<p>By application only.</p>

	<p>Computer Info Systems Programming TCHS T107A</p>	<p>In the Computer Information Systems program, there is an emphasis on operating systems, applications programming languages, and networking equipment through hands-on training. After successful completion of the course, students are prepared for post-secondary education and entry-level positions in the computer support and operations, networking, and software development fields. There are four primary tracks addressed in the Computer Information Systems program, as follows: Networking Hardware, Networking Software, A+ Training, and Application/Web Development. In addition, all students are exposed to network security concepts. Our Security+ training course teaches the latest testing objectives and is designed to assist users in implementing and maintaining communication security, cryptography, access control, infrastructure security and authentication.</p>	<p>By application only.</p>
	<p>Cosmetology TCHS T108A</p>	<p>The Cosmetology program prepares students for state licensing in the field of cosmetology. Students can qualify to become a licensed cosmetologist or to obtain a specialized license in other areas, such as: nail technician, esthetician or natural hair braider. Program theory and hands-on skill instruction is provided in the following areas: facials, hairstyling, cutting, coloring, permanent waving and relaxing, straightening, infection control, principals and practice, manicures and pedicures, and professional awareness.</p>	<p>By application only.</p>

	Criminal Justice & Police Sciences TCHS T109A	The Criminal Justice and Police Sciences program prepares students for both post-secondary education and entry-level employment in the protective services field. Students in the program are graded based on mastery of traditional classroom theory and performance of hands-on skills, including: performing police and security tactics, investigating crime scenes, and investigation report writing. Students receive instruction in the following areas: basic fire science, crime scene investigation, criminal investigation, criminal law, civil law, and court procedures, electronic security systems, forensic science, investigative photography, police and security tactics, and self defense.	By application only.
	Culinary Arts TCHS T110A	The Culinary Arts program teaches students the necessary skills to be successful in the creative and rewarding food service industry. Graduates of the program may choose to continue their education with advanced standing in college and other post-secondary programs, or they may seek employment in entry-level culinary positions. The instructional program includes classroom theory and hands-on skill development in the following areas: baking, catering, customer service, food preparation, food service management, short order and high volume cooking. Graduates of the program are recognized as graduates of an American Culinary Federation approved program.	By application only.

<p>Early Childhood Care & Education TCHS T111A</p>	<p>The Early Childhood Care and Education program aligns its curriculum with the Pennsylvania Department of Education Bureau of Career & Technical Education Child Development Associate (CDA)-Ready curriculum. All components of our Early Childhood Care and Education program prepare students to earn the CDA national certification. To become CDA ready, students complete 120 hours of formal training through multiple modalities, such as: active accredited trainings, project-based learning, research and field observations, and web-based distance education. Students gain experience as they rotate through various in-house preschool programs. Students create portfolios and professional development records that document their training and 480 hours of experience working with children in a preschool environment. Agreements with various colleges can provide students with between six and 15 undergraduate credits in early childhood education after completing the program.</p>	<p>By application only.</p>
<p>Engine Technology TCHS T114A</p>	<p>The Engine Technology program prepares students with the skills to troubleshoot and repair residential, commercial, and recreational outdoor power equipment and small engine. The program is aligned with the industry-recognized Equipment Engine Training Council (EETC) certification program, and includes engine repair and rebuilding, performance upgrades and the repair of various systems. The systems covered in the program include fuel, electronic, lubrication, cooling and braking systems. Maintenance procedures are a key component of the program as they relate to welding, fabrication and machining. The use of computer technology in a customer service- and teamwork-based learning environment, is a major focus of the program. Career advancement in this field is largely dependent upon post-secondary education and successful work experience.</p>	<p>By application only.</p>

<p>Engineering & Robotics TCHS T104A</p>	<p>The Robotics and Electronics program prepares students for positions in the electronics, computer hardware repair and robotics industries. In addition, it provides students with a strong academic foundation to continue their education in a post-secondary institution or college. Students in the traditional Robotics and Electronics program learn how to build and test electronic circuits and how to apply the electronic theories of audio systems, radio and wire communications, and analog/digital communications to real world situations. In addition, students are taught the basics of computer servicing/maintenance and networking. The robotics component prepares students for a variety of career opportunities in the area of robotics, industrial process and automation systems. Laboratory activities cover electronic circuits and devices, digital microprocessor systems, computers and networks, and programming software tools. Programmable logic controllers and vision and motion control are examined. Applied Engineering Technology (AET) is an innovative program within the traditional Electronics and Robotics program that permits high school juniors and seniors to earn up to 16 college credits at Delaware County Community College (DCCC).</p>	<p>By application only.</p>
<p>Health Career Pathways TCHS T116A</p>	<p>Students explore the many exciting career pathways available in the health and medical occupations fields. They study vital signs, adult and pediatric patient assessment, ambulatory devices, and direct patient care. Direct clinical observation experience in a health care setting may be arranged to prepare students for a variety of careers in the health care industry. The Health Occupations program combines instruction in anatomy and physiology, growth and development, health careers, medical abbreviations, medical ethics, medical terminology, and nutrition. An emphasis is placed on communication and leadership skills, computer literacy and medical math. Many graduates of this program choose to continue their education to pursue careers in nursing, sports medicine, physical therapy and radiology.</p>	<p>By application only.</p>

	<p>HVAC & Refrigeration Technology TCHS T119A</p>	<p>The HVAC/Refrigeration Technology program provides students with the opportunity to install, maintain, and troubleshoot a wide range of heating, ventilation, air-conditioning, and refrigeration systems. Students in the program develop the skills needed to assemble and install tubing and piping systems, motors, compressors, control devices, valves and thermostats. Blueprints and schematics for related equipment and systems are also studied. In addition, basic electrical and control circuit concepts are taught and applied. Classroom presentations are reinforced by hands-on projects that enhance the learning experience. Graduates of the program may choose to continue their education in a post-secondary technical program, pursue an apprenticeship, or gain entry-level employment in the HVAC/ refrigeration field.</p>	<p>By application only.</p>
	<p>Sports Medicine TCHS Taught at UHS 2 periods a day 6/6 days a cycle</p>	<p>This program, being run through the Technical College High School (TCHS), offers students from Unionville a comprehensive, one-year program which combines classroom theory and hands-on experience. Students interested in becoming an athletic trainer, physical therapist, nutritionist/dietician or a sports medicine physician will benefit from instruction by a TCHS educator with industry experience. The program, based out of Unionville High School, offers students the ability to gain experience with student-athletes in the school's training facilities, as well as patient experience in clinics in the surrounding community. Students may have the opportunity to earn professional certificates through the program. For more information, please schedule a time to speak with your school counselor.</p>	<p>By application only. Students must possess a driver's license, reliable means of transportation and proper clearances.</p>

	<p>Teacher Leadership Academy TCHS T122A and T122P</p>	<p>The Teacher Leadership Academy is a program for high school seniors interested in pursuing a career in the field of education. In addition to earning 2 high school credits, students have the opportunity to enroll in a dual enrollment program with Delaware County Community College (DCCC), where they can earn 9 college credits. The college courses are EDU 110 - Introduction to Teaching, EDU 215 -Theory and Field Experience in Elementary Education, and ENG 100 - English Composition. The course consists of 7.5 hours/week divided between classroom instruction and internships with certified, tenured teachers at all grade levels, resulting in approximately 180 hours of instruction and 90 hours of internship experience. Student internships consist of Elementary, Secondary Education and Special Education placements.</p>	<p>By application only. Students must possess a driver's license, reliable means of transportation and proper clearances.</p>
	<p>Veterinary Science TCHS T800A</p>	<p>The Veterinary Science program prepares students for successful employment in the field of veterinary medicine in entry-level positions at private veterinary practices, animal hospitals, biomedical research facilities, pharmaceutical companies, diagnostic laboratories and the military. Students interact with animals in and out of the classroom, job shadow and attend clinics with local veterinarians. The Veterinary Science program is designed to prepare students for post-secondary education with an emphasis on the sciences. Students must possess a strong academic foundation and have at least a 3.0 GPA. Students in this program have the opportunity to pursue college credits while enrolled at TCHS.</p>	<p>By application only.</p>