



**Academy Park High School
2024-2025
COURSE SELECTION GUIDE**





Southeast Delco School District

ACADEMY PARK HIGH

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From the Office of the Principal

Dear Parent / Guardian and Students:

I am pleased to introduce the Course Selection Guide for Academy Park High School (APHS). This guide is designed to help students make the right course selections as they matriculate through high school as a student at Academy Park.

The guide will be most helpful to students who have taken the time to assess their strengths and weaknesses and who have reflected on what they have planned for their life after high school. The average high school student will spend 720 days in high school, moving from 9th grade to senior year, and graduating. The decisions they make here will have a profound influence on almost everything they do in the many years that will follow this brief time at Academy Park. Their teachers, counselors, and principals all stand ready to assist them and their family in making these decisions, but the decisions begin with the student and what it is they hope to achieve in high school and in life.

Please know that once we have completed course selection, we will not make changes to these selections except under the most extreme circumstances. Changing course selections can have a profound impact on developing next year's master schedule, so our stance is one of making few changes. We will do everything possible to see to it that a student is scheduled to take the courses he/she wants, but there are constraints that may require us to make an alternate course selection.

Please take the time to review this guide carefully and be sure to ask a school counselor or teacher if you have any questions. Best wishes to you for a successful school year.

Sincerely,

Mr. Richard Sherin
Principal

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GRADUATION REQUIREMENTS

1. Student must accrue a minimum of 28 credits aligned to grades 9 through 12 Academy Park High School course sequence*.
2. It is expected that every APHS student score at the proficient level or higher on the Keystone Assessment in Literature, Algebra, and Biology.
3. Credits for transfer students may be adjusted to fit the APHS credit requirements.

*Academy Park High School reserves final authority in determining credit completion for graduation.

Credits will be required to be in accordance with the course of study outline provided in the Academy Park High School student handbook and course selection guide as described below:

SUBJECT	COURSES REQUIRED
English	4
Mathematics	4
Science	3
Social Studies	4
Health and Wellness/Fitness	4
School-to-Career	1
Financial Literacy	1

Remaining course credits to be earned from electives to include:

Art	Arts and Humanities
Band	Business Education
Chorus	Foreign Language
Music Appreciation	TV/Broadcasting
Integrated Computer Technology	

ACADEMY PARK HIGH SCHOOL

COURSE SELECTION

<p>9th Grade – Core</p> <ul style="list-style-type: none"> • English I (Honors or College Prep) • Algebra I (Honors or College Prep) or Geometry (Honors or College Prep) • Principles of Natural Sciences (Honors or College Prep) • World History I (Honors or College Prep) • Physical Education (Wellness/Fitness) 	<p>10th Grade – Core</p> <ul style="list-style-type: none"> • English II (Honors or College Prep) • Geometry or Algebra II (Honors or College Prep) • Biology (Honors or College Prep) • World History II (Western Civilizations) • Health • Physical Education <ul style="list-style-type: none"> ○ Wellness/Fitness ○ Fit for Life
<p>11th Grade – Core</p> <ul style="list-style-type: none"> • English III (Honors or College Prep) • Math <ul style="list-style-type: none"> ○ Algebra II (Honors or College Prep) ○ Pre-Calculus (Honors or College Prep) • Science <ul style="list-style-type: none"> ○ Chemistry (Honors or College Prep) ○ Environmental Science (College Prep) ○ Physics ○ Anatomy and Physiology ○ Genetics • Social Studies <ul style="list-style-type: none"> ○ AP US History ○ US History (American Cultures) • School to Career (Graduation Project) • Financial Literacy • Physical Education <ul style="list-style-type: none"> ○ Wellness/Fitness ○ Fit for Life ○ PE Major 	<p>12th Grade – Core</p> <ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ○ English IV (Honors or College Prep) ○ AP English • Math <ul style="list-style-type: none"> ○ Intermediate Algebra ○ Senior Transitional Math ○ Pre-Calculus ○ Pre-Calculus II ○ AP Calculus ○ Statistics ○ AP Statistics • Science <ul style="list-style-type: none"> ○ AP Biology ○ AP Chemistry ○ AP Physics • Social Studies <ul style="list-style-type: none"> ○ AP United States Government and Politics ○ American Government

ADVANCE PLACEMENT COURSES AVAILABLE

Course must have sufficient enrollment.

- Biology
- Calculus
- Chemistry
- English
- Physics
- Statistics
- United States History
- United States Government and Politics
- Computer Science A

ELECTIVES

English

- Writing About Film
- SAT Prep
- Creative Writing
- Women's Studies
- Foundations of Journalism
- Journalism
- Television News Production

Math

- Statistics
- SAT Prep
- Computer Science

Science

- Bioethics
- Genetics
- Anatomy and Physiology
- Forensics

Social Studies

- African American History
- African Studies
- Sociology
- Psychology

Visual Arts

- Art I through III
- Ceramics / 3D Design
- Digital Art / Media

World Language

- Spanish I through IV
- French I through IV (Language Lab)
- German I through IV (Language Lab)
- Latin I through II (Language Lab)
- Mandarin I through II (Language Lab)

Music

- Music Appreciation
- Music Theory
- Band
- Chorus

Business

- Exploratory Business
- Law for Business
- Marketing Foundations and Functions
- Accounting I
- Integrated Computer Technology

GENERAL COMMENTS

1. All freshmen, sophomores, and juniors must schedule 8 credits for the year.
2. Students must pass pre-requisite courses prior to taking the next course in a sequence of courses.

PROMOTION GUIDELINES

Promotion Requirements (2024-2025)

In order to be promoted to the next grade, a student must have met the following requirements:

10 th Grade	7 credits
11 th Grade	14 credits
12 th Grade	21 credits
Graduation Eligible	28 credits

PROMOTION GUIDELINES

1. Before becoming eligible for graduation, a student will successfully complete the Pennsylvania Keystone Assessment. Students who transfer to Academy Park High School after the current year's Keystone assessment window will take the Keystone during the next available testing window.
 2. Before placement in twelfth grade, a student will successfully complete three full years of high school, and acquire at least twenty-one credits.
 3. Students may only participate in activities for which their assigned grade level is eligible (prom, class trip, etc.).
 4. Grade level changes occur at the end of the first semester of a school year and the end of the summer school session for a school year.
 5. Students are only eligible for graduation after completing all Academy Park graduation requirements and one of the acceptable pathways governed by Act 158.
- * A promotion plan agreed to by an IEP team from Academy Park may be used in place of these guidelines.

CREDITS

Each course is given a credit value based on the number of meetings per semester.

- Courses that meet every other day for the entire school year are worth 1.0 credits.
- Courses that meet every day for the entire school year are worth 2.0 credit
- Courses that meet every day during a semester are worth 1.0 credit.

- Career and Technical School Courses meet for 2 blocks per day during the semester and are worth 2.0 credits for each semester.

GRADES

An average passing grade of 60% is required to earn credit for a course.

GRADE DISTRIBUTION

A = 93 - 100 (4.0)	C+ = 77 - 79 (2.333)
A- = 90 - 92 (3.667)	C = 73 - 76 (2.0)
B+ = 87 - 89 (3.333)	C- = 70 - 72 (1.667)
B = 83 - 86 (3.0)	D+ = 66 - 69 (1.333)
B- = 80 - 82 (2.667)	D = 60 - 65 (1.0)
	F = 0 - 59 (0.0)

CREDIT RECOVERY

The purpose of the credit recovery program is to give students the opportunity to make up credits for courses they have previously taken and failed. Credit recovery is available to Academy Park High School students typically during the school year and summer if they meet eligibility requirements. Students may make up only those courses in which they have remained in attendance until the completion of the course. A student may also be enrolled in credit recovery if recommended by the teacher assigning the failing grade or by school administration.

1. A maximum of 1 course per session and 3 over the summer may be taken by each student, for an annual or academic year maximum of 6 courses.
2. Credit for the current school year will be recorded for Credit Recovery courses only if completed by August.
3. All courses successfully attempted in credit recovery, but taken as a second attempt, will be recorded as "D" for the purposes of transcripts.
4. No more than two courses may be taken in a program outside of Academy Park. Students may not take Math, English, Social Studies or Science as a correspondence course.

The credit recovery program will run only if it is able to be funded during the year. Students should see their guidance counselors with any questions regarding the credit recovery program.

SCHEDULE ADJUSTMENTS

1. Students are expected to continue and complete all courses selected.

2. Any schedule adjustments that are needed will be made at the discretion of the guidance department and final discretion will be held by school administration.
3. All course change requests must be submitted prior to the end of school year.

ABILITY GROUPING / LEVELING

In the major subject areas of English, Math, Science, and Social Studies, students should choose courses that are in line with their ability in that specific subject. Students must meet all prerequisite requirements in order to take any course. Most of the courses will be taught at two levels.

These levels are as follows:

- Honors - This level is an accelerated college prep level of work for freshman, sophomores, juniors, and seniors. Students will be selected for these courses based on teacher recommendations and a final grade of B or better in the previous course.
- College Prep – This level will prepare students for a four-year college program. Students should be prepared for a rigorous amount of homework and reading.

Since ability may differ from one subject area to another, it is possible that a student be in an English honors class and a Math college prep class.

Leveling information is given with the course descriptions found in this book.

COURSE WEIGHTING

Each course in our curriculum will be assigned a “weight” that represents the academic challenge of the class and corresponds to the course’s level of difficulty in the curriculum. Course weight is an important factor in the calculation of a student’s class rank. The higher the course weight, the more quality points a student receives for their final grade in that course. The leveled courses are weighted as follows:

<u>Weight</u>	<u>Level</u>
2.0	Advanced Placement courses / Bio-Med Tech
1.5	Honors level course
1.0	College Prep and all other courses

A student who completes a dual enrollment course which is approved by the APHS principal and district administration to receive advanced placement credits will receive **two** advanced placement weighted credit at Academy Park High School for each three credit college course transferred. Maximum credits that can be taken at Academy Park and/or transferred to Academy Park to be included in total quality point calculation is eight (8) credits.

ELECTIVES

Electives are classes selected by a student and are not specifically required for graduation. Electives can be found in each curricular area. Parents and students should realize that electives are an important part of a student's schedule. They should be selected based on a student's ability, needs, and future career goals. Like other courses, electives can be restricted to specific grades, ability grouping, and prerequisites. Some electives are worth half a credit; others are worth one credit.

During the scheduling process, each student is requested to pick alternative electives in case the scheduling of a student's first choice cannot take place. Students may be removed from electives for reading or math intervention services.

The building principal reserves the right to add or delete courses based on student enrollment for the course and district needs.

POST-SECONDARY PLANNING

COURSE SELECTION

Course selection is an extremely important process for students planning on going to college after graduating. It should be noted that a student's high school transcript is the single most important factor in the college admissions process. The transcript will show all of the courses a student took since entering 9th grade and what grade was received for each course. It is a necessity, therefore, that students take the most appropriately challenging course available. It will be detrimental to take courses that are too easy or too difficult.

ACADEMIC TIMELINES

Listed below is a sequence of activities that are recommended for students that intend to further their education after high school. Academy Park High School provides literature about preparation for post-secondary education which is available in the guidance office.

The following websites are recommended:

<https://connection.naviance.com/family-connection/auth/login>

www.educationplanner.org

www.pheaamentor.org

www.collegeboard.com

www.act.org

www.collegeboard.com/quickstart

FRESHMAN YEAR

1. Develop a four-year plan for course selection and school activities.
2. Develop good study habits and earn good grades in school. Programs begin to look at your grades starting in 9th grade.
3. Attend college fairs.

SOPHOMORE YEAR

1. Update your four-year plan and continue to earn good grades in school.
2. The PSAT exam is in October at Academy Park.
3. Begin to research the career education and program resources available in the guidance office and the library.

JUNIOR YEAR

FALL

1. Take the PSAT exam in October at Academy Park.
2. Attend any college and career fairs available at Academy Park High School or in the Philadelphia area.
3. Review your senior year course selections and continue to improve your grades. The Grade Point Average and class rank at the end of 11th grade are what will be used by schools to **evaluate you**. The final grades of your junior year are the last ones that a school will see before they make a decision about you.
4. Talk to your guidance counselor and research career, college, and scholarship possibilities in the guidance office and library.
5. Write to schools to request an application, catalog, brochures, and financial aid information.

SPRING

1. Take the SAT I exam or ACT on one of the spring test dates. Fee waivers are available to all students.
2. Try to plan a visit to the colleges or programs that you may want to attend.

3. Ask 1-3 faculty members to write you a letter of recommendation.
4. Write a generic essay about yourself that can be included in your college application.
5. Fee waivers are available for all students.

SENIOR YEAR

FALL

1. Take the SAT I or ACT exam in October or November. Fee waivers are available to all students.
2. Ask 1-3 faculty members to write you a letter of recommendation.
3. Write an essay about yourself that can be included in your college application.
4. Update your college and career plans by meeting with your guidance counselor, doing research in the guidance office and library, attending college representative meetings, and attending college or career fairs.
5. Apply to colleges or programs. See your guidance counselor to obtain fee waiver paperwork.
6. Ask the guidance office to prepare your transcript for your application, preferably by Thanksgiving.
7. Apply for any scholarships for which you meet the qualification requirements. Information will be available in the senior google classroom, guidance office, the library, the announcements, and the internet.
8. Obtain and fill out any necessary financial aid forms. FAFSA applications can be sent after December 31.

SPRING

1. Prioritize your college choices.
2. Inform your guidance counselor of all college and program acceptances and scholarship offers.
3. Inform the guidance office as to which college needs your final transcript. Colleges will not let you begin classes for the fall semester without receiving a final transcript of your senior grades and proof of your graduation.

TRANSFER CREDITS

Whenever a student transfers to Academy Park High School, please note the following to properly understand transfer credits, quality points and class rank:

1. Because every student at Academy Park High School can acquire 8 credits per year, transfer students can only transfer a maximum of 8 credits per year. Although students can transfer up to 8 credits per year, a student's Grade Point Average will be calculated based on the quality points of only 8 transfer credits for each year (since one credit per year is designated for an intervention class).
2. Guidance counselors will convert any numerical score to a letter grade. However, if a student failed and did not receive credit for a course, a course credit will not be transferred and the student will receive the failing grade.
3. Courses that are in session for the entire year but are listed separately by semester for credit will be averaged together for the entire year for a final grade and credit.
4. Block classes (70-90 minutes per class) in a full year course will be worth 2.0 credits.
5. Block classes (70-90 minutes per class) in a semester course will be worth 1.0 credit.
6. Traditional bell classes (40-50 minutes per class) in a full year course will be worth 1.0 credit.
7. Traditional bell classes (40-50 minutes per class) in a half year course will be worth .5 credits.
8. Religion courses will be issued as an "Elective" credit.
9. Quality points derived from each class will be computed based upon documentation received on the student's transcript indicating the level of difficulty for each course, e.g., college preparatory, or honor level class. If no documentation appears, Academy Park will consider the level to be college prep. Dual enrollment courses will be weighted based on the dual enrollment policy for the district and pending approval of the building principal and district administration.

DELAWARE COUNTY TECHNICAL SCHOOL

Delaware County Technical School (DCTS) offers programs in various career and technical fields. To qualify for admission, interested students must be entering 11th grade, current with all required courses for graduation, and proficient in courses with required Keystone Exams. Admission to DCTS for students entering 10th grade will be considered for students wanting to complete a career pathway that requires three years at DCTS or due to the individual educational needs of the student. The Medical Careers program is designed for students who have successfully completed the 11th grade.

A Medical Careers program is also sponsored through Delaware County Technical School (DCTS) at Taylor, Crozier-Chester, or Mercy Fitzgerald Hospitals. This program requires an interview and coursework is highly demanding. The Medical Careers program is available only to 12th grade students.

DUAL ENROLLMENT

Academy Park students may take specific courses at Delaware County Community College (DCCC) as part of the dual enrollment program.

- Concurrent College Courses:
 - Concurrent courses are taken in addition to a full load of courses at Academy Park High School.
 - Credits are not used to meet high school requirements.
 - Courses are not counted in a student's grade point average.
 - Courses do not show on high school transcript.

- Dual Enrollment College Courses:
 - College courses are taken in place of courses at Academy Park High School.
 - Credits are used to meet high school requirements as defined in APHS Course Selection Guide and Handbook of Information for the 2024-2025 year.
 - Courses are counted in a student's grade point average.
 - Courses show as transfer courses on a student's transcript.
 - If the student wants to transfer a college course for Advanced Placement (AP) credit, the course must be in an advanced placement course approved by the Academy Park High School principal and district administration.
 - The approval of the high school principal and district administration is required showing what courses and credits will count towards the student's total quality points calculation with the maximum number of credits allowed to count based on the maximum number of credits a student can take at Academy Park during the regular school year.
 - A maximum number of eight advanced placement credits including dual enrollment credits can be taken to be counted in total quality points.

- A student who completes a dual enrollment course which is approved by the APHS principal and district administration to receive advanced placement credits will receive two advanced placement weighted credit at Academy Park High School for each three-credit college course transferred.
- Maximum credits that can be taken at Academy Park and/or transferred to Academy Park to be included in total quality point calculation is eight (8) credits.
- If a final exam or project is taken in the dual enrollment course, a student must receive a passing grade on the exam. If no final exam or project exists in the course, the student must complete a corresponding advanced placement exam for the course.
- For seniors, courses need to be completed and grades posted for the courses 10 days before the Academy Park High School graduation day, as published on the school district calendar for that current school year.
- Students must put in writing any request for the school district to contribute to payment for courses. The student must provide a breakdown of the costs (semester bill from the school-on-school letterhead) so that the district can consider the request.
- If changes must be made to this document and agreement, Academy Park High School reserves the right to make changes.

COURSE DESCRIPTIONS

BUSINESS EDUCATION

Exploratory Business – Grades 9,10, 11, 12 wt. 1.0 - 1.0 credit

This course is designed to give students the basic business knowledge for making educated economic decisions. Topics covered include, Needs vs. Wants, Goods vs. Products, Answering the Basic Economic Problem, The Decision-Making Process, Identifying Different Economic Systems, Features of a Market Economy, Capitalism, Our Economic Roles, GDP, Business Cycle, Supply & Demand, Basic Business Structures, Basic Insurance Concepts, Basic Financial Literacy and Global Economies. Through the topics explored, the student will be able to determine which area may offer the greatest career path in business for them and pursue a college business degree.

Law for Business – Grades 9,10, 11, 12 wt. 1.0 – 1.0 credit

This course is designed to help students become aware of their rights, responsibilities and obligations in order to avoid legal difficulties. It effectively covers the areas of criminal law, civil law and business law. Students will be required to research and present cases studies involving real world issues.

Marketing Foundations and Functions – Grades 9,10, 11, 12 wt. 1.0 – 1.0 credit

This course stresses the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals. Students will examine why marketing as creative, competitive, and dynamic activity impacts the lives of billions of consumers and employees. They will also develop basic marketing skills required for the satisfaction of consumer needs and wants, as well as develop successful employment skills. Tests, projects, essays, written assignments, and development of a new product or service will be part of the grading system.

Accounting I – Grades 9,10, 11, 12 wt. 1.0 – 1.0 credit

Students will learn the accounting cycle from opening entries to the development of financial statements and become acquainted with business records in the account field for a service business. They will prepare journal entries, posting to general ledger accounts, completing worksheets, balance sheets and income statements for a service business.

School to Career – Grade 11 wt. 1.0 – 0.5 credit

This course is required for all 11th grade students with the exception of Vocational Technical students. Students will demonstrate an application of skills required for a successful career path and post-secondary school life. These skills will include development of a career goal plan, a job resource plan, and a resume. Students will also demonstrate effective interviewing, communication, and job development techniques. This course is designed for students who plan to attend college or enter the work force upon graduation. Students will utilize the Naviance College

and Career Development program in this course. A specifically designed independent graduation project will be given as part of the School to Career course.

Work Study Program – Grade 12 wt. 1.0 - 1.0 to 3.0 credits depending on individualized program The Work Study program is provided for students so that they may gain some realistic job training, as well as a head start in their career development. The program is also open to students on an internship basis, to explore careers in a curricular area they choose. On-the-job training will be individualized with the student receiving training in the job environment. Student training will involve those areas required to become proficient in the position held.

Work Study is provided for 12th grade students. Exceptions must be approved by the Principal, the Guidance Department, and the Work Study Coordinator. Students must apply prior to program entry. Applications are available in the Guidance Office.

Students should be in the process of meeting all graduation credit requirements. If a student is not in good standing scholastically, he/she may be dropped from the program. Students planning to enter the Work Study Program are required to meet with the Work Study Coordinator in June as announced.

Prerequisite: 12; grade level credit status; and recommendation of Counselor and/or Coordinator

Integrated Computer Technology – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

This is an elective course. The basic components of the course address Keyboarding Technique and Microsoft Office 2010.

Topics include: Keyboarding, Word Processing (Microsoft Word), Spreadsheet – Excel, Presentation – Power Point.

ENGLISH

English I – Honors – Grade 9 wt. 1.5 – 2.0 credits

Students enrolled in the Honors Program will experience the greatest challenge in their classes. The work that is offered to these students is most difficult and is presented at a rapid rate. They will read and interpret great works of literature, as well as learn to appreciate the finer points of style and writing. They will practice writing their own stories and poems, along with various examples of narrative, expository, and persuasive writing. Students who are in this program should expect large amounts of both class work and homework. While the topics covered in this level are the same as the CP level, there is greater difficulty and rigor.

English I – College Prep – Grade 9 wt. 1.0 – 2.0 credits

English I College Prep students will experience college preparatory-type challenges in this class. The work presented requires time and effort both inside and outside of the classroom. Students will read and interpret great works of literature as well as learn to appreciate the finer points of style and writing. Students will practice writing on their own and with guidance to analyze different purposes including narrative, expository, and persuasive writing. Students will be expected to complete quarterly an independent reading of a contemporary or classic novel of their choice.

English II - Honors – Grade 10 wt. 1.5 – 1.0 credit (prerequisite: A or B in English I)

Tenth Grade Honors English explores in-depth the literary genres of the novel, drama, and poetry. Students are required to read and write extensively and do oral presentations. A documented research paper is also mandatory. Student will be rigorously instructed to succeed in Honors and AP classes.

English II – College Prep – Grade 10 wt. 1.0 – 1.0 credit (prerequisite: English I)

English II continues the development of communication skills necessary for college bound students with a balanced program of reading, written and oral responses, language study, and vocabulary. The curriculum emphasizes the study of various themes through world literature. A variety of genres, including novels, short stories, plays, poetry, and essays from around the world are included. Improvement of writing and communication skills necessary for college bound students will be accomplished through the writing process. A documented research paper is mandatory.

English III – Honors – Grade 11 wt. 1.5 – 1.0 credit (prerequisite: A or B in English II)

The Literature of Revolution and Change in America. This course provides a new perspective for viewing some of the great works of the American Canon. Throughout our history, literature has been used to inspire movements and revolution, using persuasive techniques to argue for change. Using this new lens, the narratives, speeches, essays, letters, stories, poetry and music of the past take on more significant meaning. HOW did our forefathers and sisters use language to create a better America? And more importantly, how can we work for change in America TODAY? The course culminates with a project requiring students to compose a persuasive, creative text in one of the genres studied, and present that text to a real-world audience in order encourage positive change in our society. As part of their preparation for the project students will be asked to conduct

close readings of challenging, unadapted texts and analyze how the authors have used literary techniques to achieve their purposes. Effective and eloquent written expression of ideas is also encouraged and helpful reading strategies are taught and practiced. Also emphasized are discussion strategies and research and writing skills necessary for college-bound students. Please note: STUDENTS WILL BE REQUIRED TO READ OUTSIDE THE REGULAR SCHOOL DAY.

English III – College Prep – Grade 11 wt. 1.0 – 1.0 credit (prerequisite: English II)

The Literature of Revolution and Change in America. This course provides a new perspective for viewing some of the great works of the American Canon. Throughout our history, literature has been used to inspire movements and revolution, using persuasive techniques to argue for change. Using this new lens, the narratives, speeches, essays, letters, stories, poetry and music of the past take on more significant meaning. HOW did our forefathers and sisters use language to create a better America? And more importantly, how can we work for change in America TODAY? The course culminates with a project requiring students to compose a persuasive, creative text in one of the genres studied, and present that text to a real-world audience in order encourage positive change in our society. As part of their preparation for the project students will be required to conduct close readings of texts, and analyze how the authors have used literary techniques to achieve their purposes. Also emphasized are research and writing skills necessary for college-bound students. Please note: STUDENTS WILL BE REQUIRED TO READ OUTSIDE THE REGULAR SCHOOL DAY.

Advanced Placement Literature and Composition (English IV) – Grade 12 wt. 2.0 – 2.0 credits (prerequisite: B or higher in English III Honors – contract to be signed by parent and student)

A.P. English is a college level literature course offered to students who exhibit the writing, thinking, and study skills that may earn them college credit while still in high school. Students who enroll in this course must be prepared for a rigorous academic experience with difficult and time-consuming assignments. Literature by 16th century to modern will be studied, some containing sensitive material. Students will participate in a variety of activities to foster their ability to respond to written works. Assignments include: timed writings – to prepare for college level exams, oral defenses – to challenge students to verbally express their knowledge, analytical informal essays, creative responses to literature, personal journals, and in-depth research projects. Students who take this course are expected to read and write on a nightly basis. Students are expected to type a majority of their written assignments and must commit to regular attendance.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a “3” or higher on the exam.

English IV – Honors – Grade 12 wt. 1.5 – 1.0 credit (prerequisite: A or B in English III)

The curriculum for twelfth grade English prepares the student for the rigors of post-high school learning and education. The focus of the class is a survey of English Literature from Beowulf to modern times. There is a concentration on drama and the novel, with additional time spent on a mixture of short stories, poetry, and essays. Students are required organize, complete, and present written and speaking assignments that are designed to meet the needs of the college-bound student. Writing research papers is also an area of concentration, along with sharpening

grammatical, organizational, and speaking skills. While the topics covered in this level are the same as the College Prep level, there is greater difficulty and rigor and a faster pace. In addition to more challenging versions of British texts, supplementary short stories, poems, and novels are added to the course.

English IV – College Prep, Grade 12 wt. 1.0 – 1.0 credit (prerequisite: English III)

The curriculum for twelfth grade College Prep English prepares the student for the rigors of post-high school learning and education. The focus of the class is a survey of English Literature from Beowulf to modern times. There is a concentration on drama and the novel, with additional time spent on a mixture of short stories, poetry, and essays. Students are required organize, complete, and present written and speaking assignments that are designed to meet the needs of the college-bound student. Writing research papers is also an area of concentration, along with sharpening grammatical, organizational, and speaking skills.

Foundations of Journalism – Grades 9, 10, 11, 12 wt. 1.0 – 0.5 credits

This course is a creative, investigative workshop and provides students with the skills necessary to find and verify accurate and unbiased news, analyze stories, use investigative research and distinguish good journalism from shoddy and sensationalistic news. Foundations of Journalism serve as a prerequisite for Journalism I, as it builds background knowledge needed to become a strong, journalistic thinker and writer. FOJ is an introduction to how news is written and reported as well as its importance and history in our modern day society. We look at unsolved mysteries and myths to try and discover actual facts. Students will read, listen to, watch, and analyze a variety of past and current news stories to determine how events were manipulated or reported accurately. Students will also study the role media plays in our modern society by looking at “conspiracy theories.” We will be looking at the purpose of headings, captions and persuasive (editorial) writing. Students will learn the journalistic style of writing, and use acquired skills to write articles as well as editorials. This course requires strong writing and research skills, analytical (seeing beyond the surface) thinking, discipline, and a desire to pursue the truth.

Journalism – Grades 9, 10, 11, 12 wt. 1.0 – 0.5 credit (prerequisite: Foundations of Journalism)

This course is for students who like to write, create news and feature stories, and take photographs. Journalism is designed as a writing workshop where students will also learn the fundamentals of publishing. They will create stories and layouts for the Internet and school newspaper, *AP News*. The course includes layout design, interviewing skills, photography, and the journalistic writing process and style. Students will design layouts and publish their work using Microsoft Word and Publisher and Adobe In-Design. Students enrolled in this class will need to spend time after school and be excused from classes (with appropriate parental and instructors’ permission) to gather news stories, conduct interviews, take photographs of special events, and publish stories.

Television News Production – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

Students who select this course will apply the technical and writing skills they learned in Broadcast Basics to the production of WKAP's daily newscast, *Knightline News*. This class is the closest students at Academy Park will come to experiencing the pressures of working on a live television news program. In addition to the daily news program, students will be **required** to participate in out-of-class video productions that arise during the year. Grades will be determined partially on this requirement. These out-of-class productions give the students valuable production experience they could only receive in a professional studio atmosphere or at an on location shoot. Students must sign a contract concerning "on air" behavior and the care and use of the television equipment.

SAT Prep – Grades 10, 11, 12 wt. 1.0 – 0.5 credit

This course is designed for students who like to have additional preparation for taking the PSAT or the SAT. Half of the course concentrates on building writing, verbal, reading and testing skills, including SAT essay writing strategies, college level vocabulary, analogies, sentence completions and reading comprehension questions. Students will also be given information concerning the SAT patterns of questioning, information presentation, as well as proven strategies for obtaining correct answers. The second half of the course focuses on math concepts, including the proper strategies and classic problems the students can expect to see on the PSAT and the SAT. This course is taught by a Math teacher and an English teacher in their respective areas.

Creative Writing – Grades 11, 12 wt. 1.0 – 0.5 credit

This course is designed for students who enjoy expressing their thoughts and experiences in words. The course is dedicated to allowing students to polish their writing skills while learning new techniques and writing styles. The class is designed as a writing workshop with a great deal of cooperative learning. Students learn to utilize all aspects of the writing process to edit and revise their work as they share their writing with their classmates. Students are encouraged to develop their personal voice as writers of fiction, poetry, drama, and essays. Students create and publish portfolios of their best creative works.

Writing About Film – Grades 10, 11, 12 wt. 1.0 – 1.0 credit

Writing about Film uses different genres of cinema to learn, analyze, discuss and write about various filming techniques. This is a writing intensive course that requires strong attendance. The main goal is to show students how to appreciate film and use cinema as a way to strengthen their non-fiction, analyzation writing skills. This course is a lot of fun and a lot of work.

Note: Students must submit a signed parental approval form indicating permission to view rated films and that they will go to a theater and download, rent, or buy movies in order to complete course assignments or homework.

Women’s Studies – Grades 11, 12 wt. 1.0 – 0.5 credit

Women Studies is an introduction to the realities of womanhood in the past, present, and future. The course focuses on issues and truths that confront females in the United States of America, as compared to their counterparts across the world. As a seminar, the course involves discussion, writing, and technology-based projects. Students will respond to readings of fiction, poetry and essays, documentaries, films, songs, and art. Students will determine what makes women, specifically American women in the 21st century, unique while they explore the social, political, and cultural influences that mold the female experience.

Public Speaking – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

Public speaking is a skill needed for success in communication, both in formal and informal situations. Students will examine techniques for writing and presenting persuasive, informative, interpretive, and entertaining speeches in addition to refining voice, poise, pronunciation, and gestures. Extemporaneous speeches, as well as speeches requiring research and preparation, are included. By developing self-confidence in front of a crowd, students will prepare themselves for various social and career opportunities.

Intro to Theatre – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

This course is designed to give students an overview of all aspects of theatrical productions, as well as develop an appreciation for the fine arts. Students will learn about the history of theater, how to write and analyze scripts and explore the fundamentals of acting through the use of Basic Acting Exercises. Students will work towards performing improv, monologues, duets, and a one-act play in a collaborative, non-threatening environment. You must be willing to perform in front of your peers in order to take this course.

VISUAL ARTS

Visual art is a vital tool in transmitting our heritage and providing a greater understanding and respect for others and their cultures. Through a discipline-based art curriculum students are able to realize their own uniqueness and value using processes based on high expectations, creativity, and self-expression.

The visual arts can build bridges to the whole world. Connections are made allowing students to solve problems and think critically. The visual arts can show students a love of learning that will last throughout their lives.

Pennsylvania Standards for Education in the Arts

- Production and Exhibition - Focuses on manipulative skills and conceptual understanding
- Historical and Cultural Contexts - Focuses on the skills and knowledge that are needed to identify, compare, contrast and analyze works of art in their historical and cultural context

- Critical Response - Focuses on analyzing, examining, interpreting and evaluating works of art
- Aesthetic Response - Focuses on personal and historical definitions of art and art's varied purposes

Art I – Grades 9, 10, 11, 12 – wt. 1.0 – 1.0 credit

This course will provide opportunities for students to develop the foundational skills needed to communicate ideas visually while developing an understanding about the contributions of various artists to their culture. The fundamental elements of art are taught through the use of drawing, design, space, form, color, and painting. An emphasis is placed on observational drawing and color theory in an effort to provide opportunities to identify and increase artistic skills.

Students are required to keep current notes and worksheets in a binder, complete class assignments, and produce satisfactory works of art. Tests, projects, essays, and open-ended questions will be part of the grading system.

Note: This course is a prerequisite for Art II, Digital Art / Media, and Ceramics / 3-D Design. In order to take other art classes students must pass Art I.

Art II – Grades 10, 11, 12 – wt. 1.0 – 1.0 credit (prerequisite: Art I)

This course enables students to develop their creativity and imagination through the study of the figure, still life, landscape, drawing and painting, and the principals of design. Composition and shading techniques will be done from direct observation and imagination. Many different mediums will be used, such as pencils, conte', pastels, charcoal, pen and ink, watercolors, and acrylic. Students will be introduced to a variety of artistic styles and movements and apply the knowledge gained in their own artwork.

Refinement of talent and application of skills is the focus of this class. Students who wish to pursue art as a serious course of study and have a positive attitude about developing their knowledge and skills as an artist are welcome in this class.

Students are required to keep current notes and worksheets in a binder, complete class assignments, and produce satisfactory works of art. Tests, projects, essays, and open-ended questions will be art of the grading system.

Art III – Grades 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Art II)

This course is for the serious art student and will help develop a professional portfolio to be used for college admission. Concentration on a variety of drawing and painting techniques, media and composition will be explored for portfolio content. Many of the concepts presented are in the form of problems that the students are challenged to solve creatively. Advanced aesthetic judgment and assessment will be used to critique the work selected for the final portfolio collection.

Students are required to keep current notes and worksheets in a binder, complete class assignments, and produce satisfactory works of art. Tests, projects, essays, and open-ended questions will be art of the grading system.

Ceramics / 3-D Design – Grades 10, 11, 12 wt. 1.0 – 1.0 credit

Students enrolled in this class will learn the basic hand building methods involved in the creation of decorative and functional clay objects. Slab, coil, drape, and pinch techniques will be covered in class. Glazing and other surface finishes will be discussed as projects are completed.

The goal of this course is to understand art production in three dimensions, investigate three-dimensional media and techniques, and apply the elements of art and principles of design into three-dimensional art. This course requires the use of red and white clay...expect to get your hands messy!!!!

Students will explore the artistic styles and historical periods of various cultures in relation to the techniques introduced for inspiration.

Students are required to keep current notes and worksheets in a binder, complete class assignments, and produce satisfactory three-dimensional artwork. Tests, projects, essays, and open-ended questions will be part of the grading system.

Digital Art / Media Class – Grades 10, 11, 12 - wt. 1.0 – 1.0 credit

The focus of this course is to develop compositional skills, drawing, and computer program manipulation and application skills. A sequence of tutorials and projects will assist students in achieving these goals. Design, drawing and computer skills will be combined with photography and scanned images of original artwork using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign to create personal expressive works of art. Students will gain experience and knowledge of how to work within marketing and design environments and gain entrepreneurial skills that will benefit themselves or a future career path. Students are required to keep current notes and worksheets in a binder, complete class assignments, and produce satisfactory works of art.

MUSIC

Concert Band – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

The Academy Park Concert Band is comprised of woodwinds, brass and percussion. The band performs at the annual winter and spring concerts in addition to the commencement ceremony. New members are welcomed!

You may also choose to participate in the following ensembles, though they are **NOT** required.

- Small Ensembles: woodwind ensemble, brass ensemble
- Pep Band: performs at football games and parades.
- Pit Orchestra: performs at the Southeast Delco District Musical.

Note: This is a full year course that meets every other day for both semesters.

Concert Choir – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

Basic vocal techniques are studied as well as vocal ensemble skills. In addition to singing, students will learn music theory (basic music construction), solfeggio (sight singing), beginning keyboard skills, basic compositional skills, and write original music by the end of the course. Students who do not sing but want to learn are encouraged to take this course. Piano players are strongly

encouraged to take this course. This course offers a chance for students to enhance their accompanying skills.

Music Appreciation – Grades 9, 10, 11, 12 wt. 1.0 – 0.5 credit

This course is designed to study the history and theory of music. The course will include basic keyboard skills, basic music theory, music history, and music production. Considerable time will be devoted to working with computers and other technology. Both musical and non-musical students are encouraged to take this class.

Music Theory – Grades 9, 10, 11, 12 wt. 1.0 – 0.5 credit

This course gives students a basic knowledge of music theory fundamentals. Students will learn how to read, notate, and compose music. Listening activities include music of many different genres. Considerable time will be spent learning how to play the piano. In addition, music technology will be used throughout the course to support the curriculum. Students with or without a background in music are encouraged to take this class.

FOREIGN LANGUAGE

Note: For optimum success, students should take sequential courses as close together as possible. Allowing an entire year to pass between levels is not in a student's best interest.

Spanish I – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

This course will provide students with the basic grammar and vocabulary skills necessary to communicate in Spanish. Students will learn practical vocabulary related to family, friends, school, social activities, likes, dislikes, and needs. Students will read stories, write compositions, and present dialogues in Spanish. Spelling counts.

Spanish II – Grades 10, 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Spanish I)

Students will improve their skills in speaking, understanding, reading, and writing Spanish and move beyond the present tense to the present progressive and past tenses. Students will also study art and Hispanic culture of various countries.

Spanish III – College Prep - Grades 11, 12 wt. 1.5 – 1.0 credit (prerequisite: B or better in Spanish II)

Students will focus on sharpening their grammar skills in Spanish and increase their personal vocabulary by reading literature, writing compositions, and giving oral presentations in Spanish. Emphasis will be placed on talking about events in the past. Future, conditional and perfect tenses are also addressed.

Español IV – Grades 11, 12 wt. 1.5 – 1.0 credit (prerequisite: B or better in Español III)

En este curso comunicamos solamente en español. Leemos y discutimos la literatura, la política, unos temas universales de la humanidad y las actividades de actualidad. Preparamos varios proyectos escritos y continuamos a desarrollar las habilidades orales.

Language Lab I (French I, German I, Latin I or Mandarin I) – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit

- This course will provide students with the basic grammar and vocabulary skills necessary to communicate in one of a variety of available languages. Students will learn practical vocabulary

related to family, friends, school, social activities, likes, dislikes, and needs. Students in this course must take Language Lab II studying the same language of this lab if a standard course for the language is not available (This is a computer based program. All work is completed online).

Language Lab II (French II, German II, Latin II or Mandarin II) – Grades 10, 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Language Lab I) - Students will improve their skills in speaking, understanding, reading, and writing the language of their lab and move beyond the present tense to the future and past (**This is a computer based program. All work is completed online**).

Language Lab III (French III or German III) – Grades 10, 11, 12 wt. 1.5 – 1.0 credit (prerequisite: Language Lab II) - Students will improve their skills in speaking, understanding, reading, and writing the language of their lab and move beyond the present tense to the future and past tenses (**This is a computer-based program. All work is completed online**).

Language Lab IV (French IV or German IV) – Grades 10, 11, 12 wt. 1.5 – 1.0 credit (prerequisite: Language Lab III) - Students will improve their skills in speaking, understanding, reading, and writing the language of their lab and move beyond the present tense to the future and past tenses. (*This is a computer-based program. All work is completed online.*)

MATHEMATICS

Algebra I – Honors – Grade 9 wt. 1.5 – 2.0 credits

Algebra is the study of relationships between known and unknown quantities and the concepts arising from them. This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized. While the topics covered in this level are the same as the CP level, there is greater difficulty and rigor.

Algebra I – College Prep – Grade 9 wt. 1.0 – 2.0 credits

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Geometry – Honors – Grade 9 wt. 1.5 – 1.0 credits (prerequisite: Algebra I)

Geometry is the study of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids. The course focuses on solving equations in real life situations through manipulation and graphing. Right triangle trigonometry will be revisited, and the Pythagorean

Theorem introduced. Area of plane figures as well as surface area and volume of 3-D figures will be explored. Systems of linear equations and inequalities will also be investigated both graphically and algebraically. While the topics covered in this level are the same as the CP level, there is greater difficulty and rigor.

Geometry – College Prep – Grade 9 wt. 1.0 – 2.0 credits (prerequisite: Algebra I)

Geometry is the study of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids. The course focuses on solving equations in real life situations through manipulation and graphing. Right triangle trigonometry will be revisited, and the Pythagorean Theorem introduced. Area of plane figures as well as surface area and volume of 3-D figures will be explored. Systems of linear equations and inequalities will also be investigated both graphically and algebraically.

Algebra II – Honors – Grade 10, 11 wt. 1.5 – 1.0 credit (prerequisite: A or B in Algebra I)

This course will be investigating and exploring graphs of linear, exponential, and polynomial functions. The topics of study include: development of strategies for understanding sequences and equivalence, solving equations and inequalities, solving systems of linear equations and linear inequalities involving two to three variables, introduction to matrices and using them to solve problems, developing an understanding of probability involving permutations and combinations. While the topics covered in this level are the same as the College Prep level there is greater difficulty and rigor.

Algebra II – College Prep – Grade 11 wt. 1.0 – 1.0 credit

This course will be investigating and exploring graphs of linear, exponential, and polynomial functions. The topics of study include: development of strategies for understanding sequences and

equivalence, solving equations and inequalities, solving systems of linear equations and linear inequalities involving two to three variables, introduction to matrices and using them to solve problems, developing an understanding of probability involving permutations and combinations.

Senior Transition Mathematics – College Prep - Grade 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra II)

A reinforcement of skills and concepts learned in Algebra I and Algebra II, students will work with polynomials, rational expressions and radicals, as well as systems of equations and quadratic equations. This course is offered in cooperation with Delaware County Community College. Upon successful completion of the course, students will take the placement test at DCCC and may be placed into college level mathematics if they choose to attend the community college.

Intermediate Algebra – College Prep – Grade 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra II)

A reinforcement of the skills and concepts learned in Algebra I and II for students intending to take college level Mathematics. Students work with linear and absolute value equations, functions and their graphs, rational and radical expressions, quadratics, and rational and radical equations. This course is offered in cooperation with Delaware County Community College. Upon successful completion of the course, students may take an exam for credit (at a cost to the student) to get 3 credits in MAT100 from DCCC if they choose to attend.

Pre-calculus – Honors – Grade 11, 12 wt. 1.5 – 1.0 credit (prerequisite: A or B in Algebra II)

Pre-calculus primarily involves the study of functions. Students will begin to look at mathematics as a tool to model real work behavior by using elementary functions. Extensive time will be spent with trigonometric, logarithmic and exponential functions. Emphasis will be placed on analytical skills, graphical representation and function behavior. This course is for motivated students. Work will be in-depth and at an accelerated pace. Its purpose is to prepare students for Calculus.

Pre-Calculus – College Prep – Grade 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra II)

Pre-calculus primarily involves the study of functions. Students will begin to look at mathematics as a tool to model real work behavior by using elementary functions. Extensive time will be spent with trigonometric, logarithmic and exponential functions. Emphasis will be placed on analytical skills, graphical representation and function behavior.

Pre-Calculus II – Honors– Grade 11, 12 wt. 1.5 – 1.0 credit (prerequisite: Pre-calculus I)

Pre-calculus II primarily involves the study of functions. Students will get an extended look at limits, rates of change, area under the vectors, parametric equations, polar equations, matrices and continue to look at mathematics as a tool to model real world behavior. Emphasis will be placed on analytical skills, graphical representation and function behavior. (This course is for motivated students. Work will be in depth and at an accelerated pace. Its purpose is to prepare students for Calculus and various college-level math courses.

Statistics – Grade 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra II)

This is an introductory course to Statistics. Students will study the collecting, organizing, and interpretation of data. Topics of study include displaying and analyzing categorical and quantitative data, Normal distributions and models, correlation and regression, sampling and simulation, formal

probability and counting, Bernoulli trials, and the Binomial model. An emphasis will be placed on how statistics are relevant to the surrounding world. Students considering careers in business, computer science, economics, nursing, mathematics, or psychology are encouraged to take this course.

SAT Prep – Grades 10, 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra I and Geometry)

This course is designed for students who like to have additional preparation for taking the PSAT or the SAT. Half of the course concentrates on building writing, verbal, reading and testing skills, including SAT essay writing strategies, college level vocabulary, analogies, sentence completions and reading comprehension questions. Students will also be given information concerning the SAT patterns of questioning, information presentation, as well as proven strategies for obtaining correct answers. The second half of the course focuses on math concepts, including the proper strategies and classic problems the students can expect to see on the PSAT and the SAT. This course is taught by a Math teacher and an English teacher in their respective areas.

Advanced Placement Calculus – Grade 12 wt. 2.0 – 2.0 credits (prerequisite: Pre-Calculus and teacher recommendation)

Calculus is the mathematics of change and motion. In this course students will use mathematical skills to model and analyze real-world problems. Emphasis will be placed on the two major branches of calculus – Differential and Integral. Students will master the techniques necessary to analytically solve problems. Technology will be used to emphasize understanding of concepts. Good algebra skills are a must for success in this course. Calculus represents the culmination of a high school mathematical career and will prepare students for mathematical, business, and science related fields of study in college.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a “3” or higher on the exam.

Advanced Placement Statistics – Grade 11, 12 wt. 1.5 – 2.0 credits (prerequisite: Algebra II)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses.

Students who successfully complete the course and exam may receive credit for a one-semester introductory college statistics course.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a “3” or higher on the exam.

Computer Science Principles – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra I)

This is an introductory course in computer science where students will learn about the foundations of computing and programming. Students will use the JavaScript programming language. Topics include: data representation, Internet, application design, variables, conditionals, functions, traversals, lists, loops, and traversals. There will also be an emphasis on how current issues such as privacy, malware, and data security affect our lives on a daily basis.

Advanced Placement Computer Science A – Grades 11,12 wt.2.0 – 2.0 credits (Prerequisite: Algebra 2)

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Solid math skills are recommended.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a “3” or higher on the exam.

Financial Literacy – Grade 11 wt. 1.0 – .5 credit

This graduation requirement math course is designed to inform and prepare students to be effective managers of financial resources, enabling them to achieve long- and short-term financial goals and security. Likely topics include engagement in establishing career goals that will provide adequate income and personal fulfillment. Demonstrate an understanding of personal financial planning and money management skills. Understand personal and societal consequences of financial decisions.

SCIENCE**Principles of Natural Sciences - Honors – Grade 9 wt. 1.5 – 1.0 credit**

The Principles of Natural Sciences is the study of the natural world as a systematic exploration of life and the biotic and abiotic factors in the environment that builds and organizes knowledge of the phenomena in the form of testable explanations. The course concentrates on scientific inquiry concepts and skill. These will include experimental designs, data collection and analysis, and impact of human interactions. The foundations established in this course will build transferable skills for the learners as they progress through upper level courses. While the topics covered in this level are the same as the CP level, there is greater difficulty and rigor.

Principles of Natural Sciences – College Prep – Grade 9 wt. 1.0 – 1.0 credit

The Principles of Natural Sciences is the study of the natural world as a systematic exploration of life and the biotic and abiotic factors in the environment that builds and organizes knowledge of the phenomena in the form of testable explanations. The course concentrates on scientific inquiry concepts and skill. These will include experimental designs, data collection and analysis, and impact

of human interactions. The foundations established in this course will build transferable skills for the learners as they progress through upper level courses.

Biology – Honors – Grade 10 wt. 1.5 – 2.0 credits

Biology is the study of living organisms. Students will be required to work in a hands-on environment. Cooperative group activities will be stressed. Students will practice lab skills along with verbal communication skills, including listening, writing, and presenting. Topics will include the basic biological principles, the chemical basis of life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, the theory of evolution and ecology.

Biology – College Prep - Grade 10 wt. 1.0 – 2.0 credits

Biology is the study of living organisms. Students will be required to work in a hands-on environment. Cooperative group activities will be stressed. Students will practice lab skills along with verbal communication skills, including listening, writing, and presenting. Topics will include the basic biological principles, the chemical basis of life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, the theory of evolution and ecology.

Chemistry – Honors – Grade 10, 11 wt. 1.5 – 1.0 credit (prerequisite: Biology)

Chemistry is the study of the substances of which matter is composed; the investigation of their

properties and the ways in which they interact, combine, and change; and the use of these processes to form new substances. This course is designed to be a conceptual program consisting of theory and quantitative ideas that enable students to understand applications in chemistry. It provides a complete selection of core concepts to meet the needs of all college prep students. The course will survey the most basic ideas of chemistry, including chemical changes, atomic models, the Periodic Table, compound formation, and chemical equations. It will also expand upon the basic ideas to include advanced atomic theory, periodic properties of the elements, chemical bonding, kinetic theory, and quantitative relationships in reactions. This course will require more in depth study than College Prep level. Emphasis will be on application of knowledge and critical thinking skills to analyze situations and solve problems.

Chemistry – College Prep – Grades 10, 11 wt. 1.0 – 1.0 credit (prerequisite: Biology)

Chemistry is the study of the substances of which matter is composed; the investigation of their properties and the ways in which they interact, combine, and change; and the use of these processes to form new substances. This course is designed to be a conceptual program consisting of theory and quantitative ideas that enable students to understand applications in chemistry. It provides a complete selection of core concepts to meet the needs of all college prep students. The course will survey the most basic ideas of chemistry, including chemical changes, atomic models, the Periodic Table, compound formation, and chemical equations. It will also expand upon the basic ideas to include advanced atomic theory, periodic properties of the elements, chemical bonding, kinetic theory, and quantitative relationships in reactions.

Environmental Science – Grades 11, 12 wt. 1.0 – 1.0 credit

Environmental Science is the study of the natural world and the impact of human activity on its condition. This course will show the connection between science, technology, and society. Students will apply prior scientific knowledge to current environmental issues and will become a better-informed citizen and decision-maker. Students will relate global, national, and local issues to concepts they learn in the environmental science classroom.

Bioethics – Grade 11, 12 wt. 1.0 – 1.0 credit

Bioethics is the study of the ethics of medical and biological research. Because today's society faces many difficult decisions that involve science and technology, it is important to know how to evaluate all of the options before making a decision that may impact all of society. This course will help students understand the steps involved in making a bioethical decision. Students will work with current scientific decision-making models and practice making choices about situations that are currently being considered by scientists.

Physics - Grade 11, 12 wt. 1.0 – 1.0 credit (prerequisite: Algebra II)

Physics is the study of the physical properties and phenomena of matter. Light waves, heat, sound, motion, and work are among the areas studied. Physics will provide an important foundation for students interested in electronics, engineering, or aerospace.

Genetics – Grade 10, 11, 12 wt. 1.5 – 1.0 credit (prerequisite: Biology and teacher recommendation)

Genetics is the study of heredity, the passing of traits from parent to offspring. This course examines inheritance from the molecular level of DNA to the expression of traits at the level of the whole organism. Through the integration of biological principles, scientific inquiry, mathematics and technology, students will develop a conceptual understanding of genetics and its impact in their lives. Students will explore various aspects in the field of genetics, including but not limited to, inheritance patterns, genetic mutations and disorders, genetic testing, forensics, genomic research and genetic counseling. With a deeper understanding of genetics, students will be able to make informed decisions about real world concerns, from health to consumer to bioethical and biotechnological issues. This course incorporates an active learner approach, both independently and collaboratively.

Anatomy and Physiology – Grade 11, 12 wt. 1.5 – 1.0 credit (prerequisite: Biology and teacher recommendation)

Anatomy and physiology is the study of structure and function at the many levels of organization of the human body. Anatomy and Physiology utilizes a standards aligned curriculum framework to encompass the essential concepts of human form and function. Students will analyze and evaluate the various levels of organization of the human body, from molecular to whole organism, as well as explore the many biological systems that interact to support human life. Students will practice the application of technology, scientific tools and critical thought skills in analyzing the patterns, processes and systems within these human biological systems. In their study of the human organism, students will also examine the causes of pathophysiology and homeostatic imbalances. The goal for students is to achieve a robust understanding of the essential biological concept: the relationship between structure and function that supports all life. Throughout the course, students will work both independently and collaboratively, in a laboratory-based classroom with an active learner approach. Dissection without accommodation is a required element of the coursework. Anatomy and physiology is a course designed for students interested in careers in healthcare, medicine or the biological sciences.

Advanced Placement Biology – Grade 11, 12 wt. 2.0 – 2.0 credits (prerequisite: Biology and teacher recommendation)

Biology is the study of living organisms. In AP Biology, students will develop a conceptual framework for modern biology and gain an appreciation of science as a process. Primary emphasis in AP Biology will be on developing an understanding of concepts rather than on memorizing terms and technical details. Concepts include a grasp of science as a process, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology and application of biological knowledge and critical thinking to environmental and social concerns.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a “3” or higher on the exam.

Advanced Placement Physics – Grade 11, 12 wt. 2.0 – 2.0 credits (prerequisite: A or B Algebra II and teacher recommendation)

Physics is the study of the physical properties and phenomena of matter. This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a "3" or higher on the exam.

AP Chemistry – Grade 12 wt. 2.0 – 2.0 credit (prerequisite: A or B in Biology and teacher recommendation)

AP Chemistry is an in-depth course for students intending to pursue science-oriented careers. It covers the same topics of a first year college chemistry class, including laboratory procedures and practices. The purpose of the class is to prepare students to take the AP College Board Test, which if passed they can seek credit and/or appropriate placement in college Chemistry courses. At least 20% of the course will be completed in the laboratory. It begins by reviewing and reinforcing college prep/honors chemistry concepts. This is followed by topics considered to be extensions of basic chemistry, including stoichiometry, solutions and colloids, gases and kinetic molecular theory, acids, bases and pH, energy and disorder, reaction rate and equilibrium, oxidation-reduction, and intermolecular forces. Students in AP Chemistry should attain an in-depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Quantitative differences exist between typical College Prep courses including the number of topics studied, the time spent outside of class on the course by students, and the nature and the variety of experiments done in the laboratory.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a "3" or higher on the exam.

SOCIAL STUDIES

World History I – Honors – Grade 9 wt. 1.5 – 1.0 credit

World History I fosters an understanding of diverse cultural traditions through an engaging narrative and a strong humanities strand. Regional units use the day-to-day lives of real people as a framework for understanding the importance of each region's geography, history, traditions, economics, daily life, literature and the arts; as well as the role of the region in the world today. The course deals with the lands of India, Middle East, Africa, China, and Southeast Asia. While the topics covered in this level are the same as the CP level, there is greater difficulty and rigor.

World History I – College Prep – Grade 9 wt. 1.0 – 1.0 credit

World History I fosters an understanding of diverse cultural traditions through an engaging narrative and a strong humanities strand. Regional units use the day-to-day lives of real people as a framework for understanding the importance of each region's geography, history, traditions, economics, daily life, literature and the arts; as well as the role of the region in the world today. The course deals with the lands of India, Middle East, Africa, China, and Southeast Asia.

World History II – Honors – Grade 10 wt. 1.5 – 1.0 credit (prerequisite: A or B in World History I)

World History II surveys the history of Europe beginning with the Early Middle Ages and ending with World War II. Students will analyze, interpret, and evaluate historical events, figures, ideas, and documents from European history. They will develop knowledge and appreciation for the significant themes throughout World History II that have led to the turbulent times of the present, including economic transformations, diversity and identity, development of distinct cultures, reform movements, politics and citizenship, and conflict and diplomacy.

World History II – College Prep – Grade 10 wt. 1.0 – 1.0 credit

World History II surveys the history of Europe beginning with the Early Middle Ages and ending with World War II. Students will analyze, interpret, and evaluate historical events, figures, ideas, and documents from European history. They will develop knowledge and appreciation for the significant themes throughout World History II that have led to the turbulent times of the present, including economic transformations, diversity and identity, development of distinct cultures, reform movements, politics and citizenship, and conflict and diplomacy.

Advanced Placement United States History – Grade 11 wt. 2.0 – 2.0 credits (prerequisite: A or B in World History II Honors and teacher recommendation)

The Advanced Placement United States History course provides students with the factual knowledge and analytical skills necessary to deal with historical subjects on a college level. AP U.S. History covers American history from the pre-Columbian days to the present. Students will gain essential analysis and evaluative skills by critically reading and analyzing an array of primary and secondary sources. Furthermore, students will utilize themes to think conceptually about America's past. Students who wish to take this course should possess excellent reading and writing skills and be an A/B student in English Honors and World History Honors. Students should be motivated to complete substantial and difficult assignments. Requirements for this course include a series of summer assignments, a test on each chapter of the textbook, and several major projects, including one that is completed after the Advanced Placement Examination in May. Students who score satisfactorily in the Advanced Placement examination may apply for college credit in United States History at one of the more than 1000 participating colleges.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a "3" or higher on the exam.

US History - Honors - Grade 11 wt. 1.5 – 1.0 credit (prerequisite: A or B in World History II)

United States History surveys the history of the United States from the mid-twentieth century to modern day. Students begin with a review of American involvement in WWII, the impact of WWII conferences leading to the Cold War, and the development of the United States as an international superpower. The curriculum ends with the presidency of Barack Obama as well as contemporary issues affecting America. Students will analyze, interpret, and evaluate historical events, figures, ideas, and documents from U.S. History. They will develop knowledge and appreciation for the significant themes throughout U.S. History that have led to the turbulent times of the present. These include economic transformations, diversity and identity, development of distinct cultures, reform movements, politics and citizenship, and conflict and diplomacy.

US History – College Prep – Grade 11 wt. 1.0 – 1.0 credit (prerequisite: World History II)

United States History surveys the history of the United States from the mid-twentieth century to modern day. Students begin with a review of American involvement in WWII, the impact of WWII conferences leading to the Cold War, and the development of the United States as an international superpower. The curriculum ends with the presidency of Barack Obama as well as contemporary issues affecting America. Students will analyze, interpret, and evaluate historical events, figures, ideas, and documents from U.S. History. They will develop knowledge and appreciation for the significant themes throughout U.S. History that have led to the turbulent times of the present. These include economic transformations, diversity and identity, development of distinct cultures, reform movements, politics and citizenship, and conflict and diplomacy.

American Government – Honors – Grade 12 wt. 1.5 – 1.0 credit (prerequisite: AP History or US History - Honors with a grade of A or B)

American Government – College Prep – Grade 12 wt. 1.0 – 1.0 credit (prerequisite: US History)

American Government deals with the persistent social, economic, and political problems of concern to Americans today. The course investigates how individuals, social institutions, and governments attempt to understand and deal with these recurring and emerging human problems. Students will examine social legislation, the United States in world affairs, federal and states' rights, and the role and function of political parties. The growth of government, the philosophy of the democratic process, and the obligations of citizens will be thoroughly explored. In addition, some time will be spent discussing governments in other countries.

Students will be asked to examine this question throughout the course: What should the role of government be in the 21st century? A democracy requires an informed citizenry and this course will prepare you to participate in our government in an intelligent and informed manner.

Advanced Placement United States Government and Politics - Grade 12 wt. 2.0 – 2.0 credits (prerequisite: A or B in AP US History or A or B in US History Honors with teacher recommendation)

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students

learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including Constitutional underpinnings; political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government; public policy; and civil rights and civil liberties. An integral part of the course includes analysis and interpretation of basic data relevant to U. S. government and politics, and the development of connections and application of relevant theories and concepts.

Advanced Placement United States Government and Politics is a substitute for American Government.

Note: Students are required to take the AP exam in May. The cost of AP testing varies annually depending upon federal and state budgets. Exam costs will be refunded for any student who scores a "3" or higher on the exam.

African American History – Grades 10, 11, 12 wt. 1.0 - 0.5 credit

African American History begins with life in Africa and then culminates with contemporary African American society. Topics will include Ancient African culture, slavery, Reconstruction, the Harlem Renaissance, and the Civil Rights Movement. Students will learn about the ideas, attitudes, movements, and reforms related to African American culture in American society. By learning and interacting with the historical background presented in this course, students will be better prepared to engage with the questions and problems surrounding modern African American culture.

African Studies through Literature - Grades 11, 12 wt. 1.0 – 1.0 credit (prerequisite: World History II and English II)

This one semester course will study different regions of Africa through the reading of 5-8 novels written by African authors from the diverse regions of Africa. To study the novels, the classes will use literature circles, as described by the Penn Literacy Network and the work of educator Harvey Daniels. Within each "lit circle" students are assigned a role. Some of these roles include Discussion Director, Illustrator, Summarizer, Passage master and more. Each role has a job description that students must follow within their "lit circle".

The course will be reading and writing intensive to coincide with our literacy based school-wide initiative. Classes will be organized into "lit circle" days and reading days. On reading days, students will be assigned a section of a book to read. Following a reading day, on "lit circle" days, students will meet in their group to discuss the pages that were assigned. Students will be given questions or talking points by the teacher to help lead the group discussion. Additionally, students will be keeping a "lit journal." In their journal, they will be asked to respond to questions about their readings or reflect on a part of African culture that was discussed in the novel. The journals will also be used to respond and reflect on current event articles from the news regarding Africa.

Psychology – Grades 11, 12 wt. 1.0 – 1.0 credit

This course will highlight the characteristics and influences that affect human growth and development in human behavior. It will cover a variety of approaches to psychology, psychologists, and theories of behavior such as Behaviorism, Psychoanalytic psychology, and Cognitive psychology. Psychology pushes students to examine theirs and others' behavior. Consequently, an array of sensitive topics will be studied. Thus, the course was created with a mature audience in mind, resulting in the course only being opened to 11th and 12th graders. Students will study a variety of theories, case studies, and experiments and analyze how physiological and environmental factors affect behavior. Furthermore, students will apply theories and create unique works that convey their understanding of psychological topics. Students will study the individual's behavior in society, specifically the role society plays in shaping behavior, personality, and identity. The course culminates with an in-depth research project on psychological disorders, in which students choose according to their interest.

Sociology – Grades 11, 12 wt. 1.0 – 1.0 credit

Sociology is an elective course that studies humans and their interactions with culture and society. This interactive course will allow students to assess the world around them and analyze the ways culture and society shape human beings. Key topics will include: technology, gender, education, race, poverty, and social media. Students will be challenged to critically analyze culture and unravel the impact of these issues in their own lives.

HEALTH AND WELLNESS / FITNESS**Wellness/Fitness – Grade 9, 10, 11, 12 wt. 1 – 0.5 credit**

Students will participate in physical activities including, team sports, cooperation activities, and physical fitness activities. Participating students will increase their fitness and learn activities designed for lifetime fitness.

Fit for Life – Grade 10, 11, 12 wt. 1 – 0.5 credit

This course is designed for students interested in lifelong fitness activities. Specific areas will include: circuit training, weight training with hand weights, weight room usage, Zumba, yoga, Pilates, step aerobics, dance, and jogging/power walking. Students will actively participate in cardiovascular and body toning activities at their own level with the opportunity to set their own fitness goals including weight loss, toning, and overall fitness.

Adaptive Wellness Fitness – Grades 9, 10, 11, 12 wt. 1.0 – 1.0 credit (prerequisite: referral from nurse, PE teacher or physician)

Adaptive Wellness and Fitness replaces the traditional physical education course for those students with special physical needs. Activities are modified to meet individual needs and include strength and flexibility exercises, coordination skills, fitness components and a progression of game skills.

Health – Grade 10 wt. 1.0 – 0.5 credit

Students will:

- Recognize situations that require professional health services and where to acquire these services
- Identify situations where research and medical advances have changed the outlook on health problems
- Describe steps to resolve conflicts among individuals
- Identify food choices that decrease risks of disease and promote achievement of health goals
- Trace the importance of the immune system to prevent risk of disease
- Recognize the importance of regular examinations and self-examinations in detecting and treating disease
- Recognize the importance of prenatal care to both mother and child
- Describe the short-term and long-term effects of alcohol, tobacco, and other drugs in individuals, as well as adverse consequences on the community
- Trace physical, mental, emotional and social changes that occur throughout life

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals <small>ONE or more from Section One No more than TWO from Section Two</small>
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p>Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>