

WISSAHICKON

PROGRAM
OF
STUDIES

2025-2026





MISSION STATEMENT

Wissahickon High School is an empowering academic community where all students are challenged to grow, learn, prosper, and realize their full personal, social, and intellectual potential, and to develop the life skills necessary to become respectful, responsible, and productive citizens of the global community.

DIRECTORY

ADMINISTRATION PERSONNEL

Superintendent of Schools	Dr. James Crisfield
Assistant Superintendent of Schools	Dr. Mwenyewe Dawan
Business Administrator/Board Secretary	Timothy Bricker
Director of Equity and Cultural Responsiveness	Keziah La Torre
Director of Personnel	Danielle Hey
Director of Teaching and Learning	Dr. Jennifer Schmidt
Director of Technology	Jason Faucon
Director of Student Services	Dr. Kelle Heim-McCloskey
Coordinator of School and Community Information	Kristen Rawlings
High School Principal	Dr. Lynne Blair
Assistant Principal/A-G	Dr. Karen Haney
Assistant Principal/H-O	James Brooks
Assistant Principal/P-Z	James Kelly
Coordinator of Athletics/Activities	James Cairnes

Wissahickon High School—Main Phone Number: 215.619.8112

STUDENT SERVICES

School Counseling Department:

Antoinette Perrotta	A-Dd A-Dh (12 th grade)	aperrotta@wsdweb.org	Ext. 8038
Cailin Diebolt	De-H Di-Ho (12 th grade) Autistic/Functional Support	cdiebolt@wsdweb.org	Ext 8033
Marissa Samit	I-Mc Hp-Mc (12 th grade)	msamit@wsdweb.org	Ext. 8037
Vince Yasenchak	Md-Sb	vvasenchak@wsdweb.org	Ext. 8036
Felicia Glover	Sc-Z	fglover@wsdweb.org	Ext. 8034
Brooke Stoudt	College & Career Counselor	bstoudt@wsdweb.org	Ext. 8035
Melissa Schiff	Resource Counselor	mschiff@wsdweb.org	Ext. 8039

School Psychologist:

Dr. Lucia Gil	lgil@wsdweb.org	Ext. 8202
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Wissahickon School District

True Blue with a Heart of Gold

2024-2025 Profile

Wissahickon High School is a four-year, public high school in Montgomery County, PA with a strong tradition of academic rigor and excellence, enriching co- and extracurricular offerings and a dedicated character education program.

Students	Enrollment 9-12	1,336
	Senior Class	378
	Minority Enrollment	40%
Faculty	Economically Disadvantaged	24%
	Number of Faculty	370
	% with Master's Degree	84%

Enrollment CEEB Code.....390065

Accolades | *U.S. News and World Report 2024* ranked WHS among the top 4% of high school in the nation, 16th best in the state (compared to public high schools only, with magnet schools removed) and the 3rd best high school in Montgomery County.

Community | WHS is located 22 miles north of Philadelphia. The district encompasses Ambler Borough, Lower Gwynedd Township and Whitpain Township. It prides itself on being a socially, ethnically and economically diverse residential community with the majority of residents employed in professional positions in business, education, law, medicine and technology.

Social Emotional Learning | WHS students participate in social emotional learning lessons and activities and community service in the classroom and through extracurricular activities.

Co- & Extracurricular Activities | 80% of WHS students participate in one or more of the 35+ activities, organizations and athletic programs that compete in interscholastic competitions.

Graduation Requirements

English	4.00
Social Studies	4.00
Mathematics*	3.00
Science*	3.00
Math, Science or Computer Science*	1.00
Wellness (9th grade)	1.00
Physical Education	1.00
Health	0.50
Career Pathways Portfolio	0.80
Electives **	8.50
Total	26.80

*Students must earn a combined total of 7.0 credits in Mathematics and Science which can include 1.0 credit in Computer Programming/Advanced Computer Programming or AP Computer Science.

**Two years of world language are required, but exceptions are considered on an individual basis

Wissahickon High School

521 Houston Road • Ambler, PA 19002 • www.wsdweb.org • Phone: (215) 619-8112 • Fax: (215) 619-8174

Administration

Superintendent	Dr. James A. Crisfield
Assistant Superintendent	Dr. Mwenyewe Dawan
Principal	Dr. Lynne Blair
Assistant Principal	Dr. Karen Haney
Assistant Principal	Mr. Jim Kelly
Assistant Principal	Mr. James Brooks
Athletic Director	Mr. Jim Cairnes

Counseling Staff

Ms. Antoinette Perrotta aperrotta@wsdweb.org Class of '25 (A-Dh)	Mr. Vince Yasenchak (Md-Sb All classes) vyasenchak@wsdweb.org
Class of '26, '27 and '28 (A-Dd)	Mrs. Felicia Glover (Sc-Z All classes) fglover@wsdweb.org
Mrs. Cailin Diebolt cdiebolt@wsdweb.org Class of '25 (Di-Ho)	Ms. Brooke Stoudt College and Career bstoudt@wsdweb.org
Class of '26, '27 and '28 (De-H)	
Mrs. Marissa Samit msamit@wsdweb.org Class of 25 (Hp-Mc)	Ms. Melissa Schiff - Resource Counselor mschiff@wsdweb.org
Class of '26, '27 and '28 (I-Mc)	

Most Rigorous Course Offerings

Honors Courses | WHS offers 68 Honors courses. For students interested in the performing or visual arts, the curriculum includes 15 Honors Arts/Music offerings.

Advanced Placement | WHS offers 26 Advanced Placement courses and exams. In the Class of 2024, 53% of students took at least one AP exam and 91% received a score of 3 or better on one exam. In the Class of 2025, 51% of students took at least one AP exam by the end of junior year. Students are not required to sit the AP exam. WHS will pay for two exams per student per year and all exams for students with financial need.

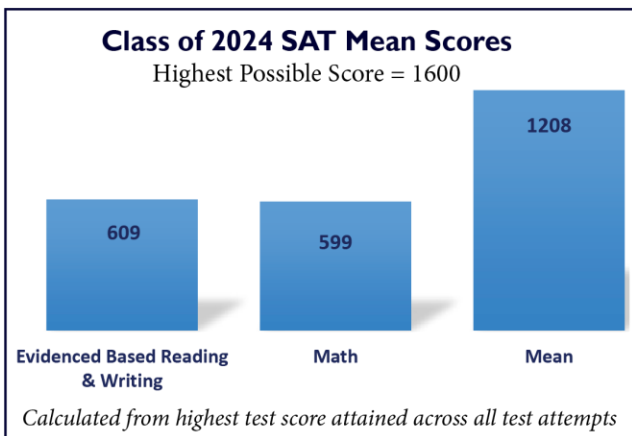
Science Labs | In addition to the traditional lab science courses (Biology, Chemistry, and Physics) and our AP science courses, WHS offers students the opportunity to participate in these additional lab sciences courses for core credit: Anatomy & Physiology, Forensics, Medical Intervention, and Principles of Biomedical Science. Environmental Science is considered a core course but does not currently meet the credentials of a lab science.

AP Courses Offered		2024 AP Exams	
Seminar (10th - 12th)	Microeconomics (12th)	Number of exams administered	1294
Biology (10th-12th)	Macroeconomics (12th)	Percent of total exams resulting in 3+	91%
Calculus AB (10th -12th)	Physics 1 (10th-12th)	Percent of Class of 2024 taking at least one test in high school	53%
Calculus BC (11th or 12th)	Physics 2 (11th-12th)	Percent of testers in Class of 2023 scoring 3+ on at least one exam	91%
Chemistry (11th-12th)	Psychology (11th or 12th)	AP Awards	
Computer Science A (11th or 12th)	Research (11th or 12th)	AP Scholar	77
English Language (11th)	Spanish Language (12th)	AP Scholar with Honor	45
English Literature (12th)	Statistics (11th or 12th)	AP Scholar with Distinction	103
Environmental Science (11th or 12th)	Studio Art: 2-D (12th)	AP Capstone Diploma	7
European History (10th -12th)	Studio Art: 3-D (12th)		
French Language (12th)	US Government & Politics (12th)		
German Language (12th)	US History (11th)		
Japanese Language (12th)	AP World History		

College Admission Testing - Class of 2024

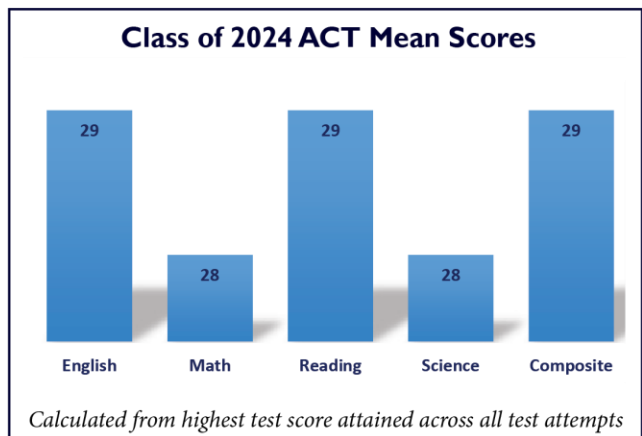
Scholastic Aptitude Test (SAT) Results |

59% of the Class of 2024 (199 students) took an SAT



ACT Results | 23% of the Class of 2023

(78 students) participated in the ACT



National Merit Scholar Recognition
Class of 2024

7 Finalists

9 Commended

Wissahickon Virtual Academy

The Wissahickon Virtual Academy (WVA) provides a tuition-free educational experience for cyber learners who reside within the boundaries of the Wissahickon School District. The virtual academy is designed for families seeking a more flexibly scheduled secondary program for any one of a number of reasons. Students entering grades 6-12 are eligible to attend WVA, and for those successfully completing their high school program through WVA, they will earn a Wissahickon High School diploma. Course offerings are available at various academic levels, including honors and AP, to support and encourage rigor. The curriculum aligns with the district's credit requirements and assesses student performance relative to the Commonwealth of Pennsylvania's Academic and Core Standards.

The Wissahickon Virtual Academy provides instruction through an asynchronous lesson format. This means that the student will learn through lessons prepared by teachers at the Montgomery Virtual Program (MVP) which is managed through the Montgomery County Intermediate Unit. MVP partners with online providers such as Edgenuity, Odesseyware Academy, Peak, The Virtual High School, and Calvert Learning. For a catalog of courses, visit <https://mvp.mciu.org/what-we-offer/course-lists/>.

Courses and grades earned from WVA will be provided on a Wissahickon High School transcript under a separate heading. Grades earned through WVA can/will be used as part of the cumulative WHS GPA calculation. Students enrolled in WVA are eligible to take part in all extra-curricular activities at WHS.

For more detailed information on WVA, visit <https://www.wsdweb.org/schools/wissahickon-virtual-academy>.

Special Programs

Dual Enrollment | Students have the option to earn dual enrollment credit from Montgomery County Community College (MCCC) or Rochester Institute of Technology (RIT) for the following courses: Language, Literature, & Writing IV A (MCCC), Fitness (MCCC), Advanced Computer Programming (MCCC), AP Computer Science (MCCC), Introduction to Engineering Design (RIT), Civil Engineering and Architecture (RIT), Computer Integrated Manufacturing (RIT), Mass Media and Society (MCCC), French III H (MCCC), French IV H (MCCC), German III H (MCCC), German IV H (MCCC), Spanish III H (MCCC), Spanish IV H (MCCC).

Virtual High School (VHS) | Provides students with online courses not offered at Wissahickon. A maximum of 10 students are selected to enroll in VHS courses based on GPA and ability to independently monitor progress.

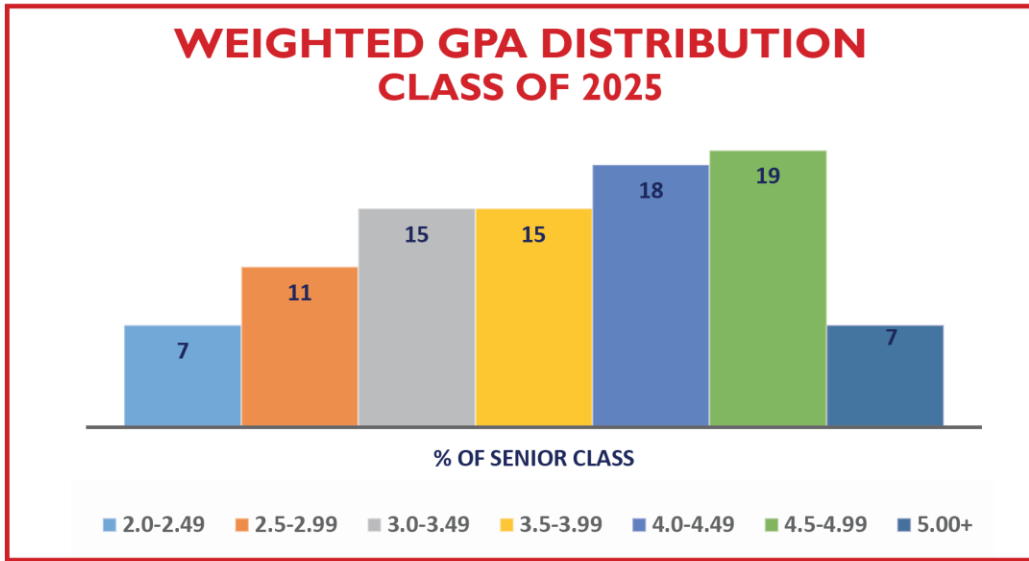
Senior Internship | A voluntary yearlong senior course allowing students to complete an internship in the community for elective credit.

Technical Career Center | North Montco Technical Career Center (NMTCC) offers 21 programs, including the highly competitive, honors level Biomedical Technology program, a lab-intensive training that offers students the opportunity to earn college credit through Montgomery County Community College. NMTCC students have the opportunity to apply to enroll in the 12th grade honors-level course of their CTE program. The honors course for is for 12th grader students who have demonstrated a high level of interest and achievement in their program and who aspire to an advanced level of learning.

Grading System

Class of 2025 - 378 students
 Highest Weighted GPA - 5.45

GPA is calculated based on credits earned through Wissahickon, North Montco Technical High School, or Wissahickon Virtual Academy only. Credits recovered in summer school are also included in the GPA. Grades earned at other high schools are NOT calculated in the students' cumulative unweighted/weighted GPA provided by WHS. Both unweighted and weighted GPA are provided on the transcript. Students who earn a C- or better in an AP or Honors level course will have .10 (AP) or .05 (Honors) added to their unweighted GPA to calculate the weighted GPA.



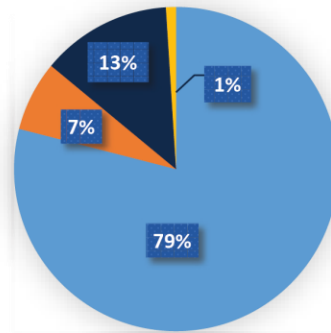
Grading Scale		
Letter Grade	Percent Grade	Grade Points
A	93-100	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1
F	Below 65	0

WHS Does Not Rank Students

P Passing
 F Failing
 M Medical Excuse

Class of 2024 College Matriculation

92% of 2024 Graduates Elected to Attend one of 105 Colleges/Universities



338 Graduates

Post Secondary Plans

- Four-year college
- Two-year college/trade/technical school
- Work or other opportunities
- Military

Albright College
 Alvernia University
 Arcadia University
 Arizona State University (Tempe)
 Auburn University
 Boston University
 Bowdoin College
 Clark Atlanta University
 Commonwealth University (Bloomsburg)
 Cornell University
 Dalhousie University
 Delaware State University
 Delaware Valley University
 Dickinson College
 Drexel University
 Duquesne University
 East Stroudsburg University of Pennsylvania
 Emerson College
 Flagler College
 George Washington University
 Georgetown University
 Georgia Institute of Technology
 Goucher College
 Gwynedd Mercy University
 Hampton University
 Haverford College
 Hillsdale College
 Immaculata University
 Indiana University of Pennsylvania (Main Campus)
 Ithaca College
 Jacksonville University
 James Madison University
 Johnson College
 Juniata College
 Kutztown University of Pennsylvania
 La Salle University
 Lincoln University

Michigan State University
 Millersville University of Pennsylvania
 Montgomery County Community College
 Moravian University
 Morehouse College
 Morgan State University
 Muhlenberg College
 Northeastern University
 Northwestern University
 Nova Southeastern University
 Penn State University (Abington)
 Penn State University (Berks)
 Penn State University (Schuylkill)
 Penn State University (University Park)
 Penn State University (World Campus)
 Pennsylvania College of Technology
 Pratt Institute
 Purdue University (Main Campus)
 Quinnipiac University
 Rensselaer Polytechnic Institute
 Rider University
 Rochester Institute of Technology
 Rowan University
 Rutgers University (New Brunswick)
 SUNY at Purchase College
 Saint Joseph's University
 Shenandoah University
 Shippensburg University of Pennsylvania
 Smith College
 Swarthmore College
 Syracuse University
 Temple University
 Thaddeus Stevens College of Technology
 The Ohio State University
 The University of Alabama
 The University of Edinburgh
 The University of Tennessee (Knoxville)
 Thomas Jefferson University
 Tufts University
 University College Dublin

University of Chicago
 University of Connecticut
 University of Delaware
 University of Florida
 University of Groningen
 University of Louisville
 University of Maryland (Baltimore County)
 University of Maryland (College Park)
 University of Massachusetts (Amherst)
 University of Michigan
 University of North Carolina Wilmington
 University of Oregon
 University of Pennsylvania
 University of Pittsburgh (Pittsburgh)
 University of Rhode Island
 University of Scranton
 University of South Carolina
 University of South Florida (Main Campus)
 University of Virginia (Main Campus)
 University of Wisconsin (Madison)
 Valencia College
 Villanova University
 Virginia Commonwealth University
 West Chester University of Pennsylvania
 West Virginia University
 Widener University
 Winston-Salem State University

INTRODUCTION

The course selection process for all students will begin at the start of the second semester. Student selection of courses in all subject areas must be made for both semesters of the next year. All students should carefully plan their entire program for the year with assistance and guidance from parents/guardians, teachers, and counselors. In order to maintain balanced class sizes, students will be restricted from making changes in choice of course; therefore, prudent selection of all courses is extremely important. It is important to recognize that some courses may not be offered if there is insufficient registration, and it is not always possible to schedule all requests.

In developing a program of studies, consideration should be made regarding the selection of courses that are appropriate for both present and future needs. Special care should be taken in selecting the level of difficulty of a course and the number of challenging courses that are selected. All student course requests must include parent or guardian approval of the student's planned program of study for the year. Students will not be permitted to have more than one study hall course per semester.

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REMINDERS & UPDATES

COURSE SELECTION PROCESS: The course selection process is entirely online for 2025-2026.

In advance of meeting with their school counselors, students should draft options for course selection. Draft documents to help aid in course request brainstorming are available in the School Counseling Office and in the later pages of this Program of Studies.

Below is a description of the course selection process and deadlines for 2024-25.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies is posted to website.
January 8	Program of Studies Night JUNIOR
January 9	Program of Studies Night (virtual)
January 17	Teacher recommendations are completed in Infinite Campus.
Week of 1/21	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/21-1/31	Students request courses electronically.
1/27-3/7	School counselors will meet with students individually to discuss their course requests.
Week of 3/17	Academic Plan in Infinite Campus will be released again to students and parents for course verification.
April 4	All parental waivers and/or changes to course verifications due

GRADUATION REQUIREMENTS:

****Class of 2026**—These students did not participate in the Freshman Seminar and are only required to earn 26.80 credits.

Class of 2027 and beyond—Students will be required to complete this 0.25 credit Freshman Seminar class and earn 27.05 credits.

ENROLLMENT IN NORTH MONTCO TECHNICAL CAREER CENTER (NMTCC):

North Montco Technical Career Center is now available to 9th graders from WHS. The requirement of Freshman Seminar will be waived for WHS students choosing to enroll in NMTCC as 9th graders.

COURSE UPDATES:

#1204– GLOBAL HISTORY I/II – HONORS ENRICHMENT (Grades 9 & 10)

#0300 - LANGUAGE, LIT & WRITING II – HONORS ENRICHMENT (Grades 9 & 10)

#0301 - LANGUAGE, LIT & WRITING II - HONORS ENRICHMENT (GRADE 10)

Students in 9th grade are now required to take BOTH Honors Enrichment ELA (#0300) and Honors Enrichment SS (#1204) if they want to participate in the Enrichment program & curriculum. In 10th grade, students continue to have a choice to enroll in Honors Enrichment ELA (#0300) and not the Honors Enrichment SS (#1204) if they choose instead to take AP World History: Modern. For those 10th grade students taking AP World History: Modern and Honors Enrichment ELA, they will enroll in Language, Lit & Writing II – Honors Enrichment (#0301). To note, non-GIEP students continue to be encouraged to enroll in these Enrichment courses as well.

#7210 Nutrition & Food Preparation is now #7210-INTRODUCTION TO FOOD PREPARATION (Grades 10-12)

#5416 - COMPUTER APPLICATIONS (Grades 9-12) is now eligible for Dual Credit from MCCC.

9th GRADE ACADEMY

“Most 9th graders move to a larger school where they are expected to adapt to a variety of instructional styles and conform to a different set of rules and expectations. 9th graders often get overwhelmed by all the changes in a large, anonymous, and sometimes alienating high school...Some schools provide support to 9th graders to gain self-confidence, important social and academic skills.”—National School Board Association

To assist students in making the transition from middle school to high school, Wissahickon High School utilizes an “Academy” approach. The 9th Grade Academy is a small learning community comprised of three teams of teachers. Each team consists of a Mathematics, Science, Social Studies, Language Arts and Special Education teacher. The teams meet on a regular basis (2 times per 6-day cycle) to analyze data, share best practices, conduct cross-curricular planning, and have student specific conversations to help support all 9th grade students. In doing this, students should benefit from having a more personalized High School experience. The goals of the 9th Grade Academy are to increase academic performance for all students, implement 21st century teaching and learning through the 1:1 laptop, and build community with student collaboration. Wissahickon High School seeks to develop a community of learners in which all 9th grade students feel comfortable and willing to take learning risks. The 9th Grade Teams work with students to help them develop high school, post-secondary and professional goals that will support them in developing 21st century skills to make them marketable in a global economy.

CHANGES IN COURSE SELECTION

Until April 4, 2025, students and parents can make requests for changes in elective courses. Changes after this time are for corrections only. It is important for students and parents to give serious consideration to what courses/levels are selected for each year. Wissahickon High School strives to place students in appropriate courses. Students and parents are provided with course information, meetings with counselors, parent information nights, and course verification notices to ensure that course requests are seriously considered and entered accurately.

If there is a disagreement in a course or level, then the counselor shall hold a meeting with the student, parents, and teachers/department chair to review the course and the student’s transcripts, grades, pattern of grades, and teacher recommendations. Benchmark assessments can be provided for course/level selections.

Parent/Student Initiated Change in Course - Moving down a level in a non-elective core course:

Level changes will only be considered at the midpoint of the first marking period if:

1. The student is failing.
2. The students have documented that they have received additional support offered by the district such as: after school tutoring, IE period, and support classes where available.
3. The student has made an appointment with their guidance counselor to discuss the change, the impact on their future and the impact on their schedule. After the mid-marking period point, students might be unable to schedule new courses.
4. The teacher has been consulted.
5. Parents/students must make requests for course drops/withdraw and schedule changes in writing. (Waiver forms were previously supplied at the beginning of course selection).

This change will be made with an Administrator's approval and a grade of "W" will appear on the transcript after the mid-marking period point of the first marking period. The student’s current grade in the course can be carried over to their new course, with a minimum of 60% being used to transition into the new course.

COURSE LEVELING & EXPECTATIONS

Advanced Placement

An AP course follows the prescribed college-board curriculum, challenges students with college level work in both rigor and expectations and prepares all students for the AP exam. Students enrolled in an AP course undertake a rigorous workload that involves extensive reading, writing, problem solving and critical thinking. Essential to success in this course is the ability to learn independently outside the classroom. Students who earn a C- or better receive a weighted grade in an Advanced Placement course. AP or college courses not taken at WHS will not be listed on WSD report cards or transcript. Students enrolled in AP courses are not required to take the AP examination in May. WHS will cover the cost of two exams per year per student. The cost of all subsequent exams is the student’s responsibility. WHS will cover the cost of all exams for students who have financial need.

Honors

An honors course follows a challenging curriculum prescribed by each department and develops higher level thinking skills using an accelerated pace and enriched content. Honors courses prepare students in their progress toward meeting the challenges of highly competitive college work. Students enrolled in an Honors course undertake a rigorous workload that involves extensive reading, writing, problem solving and critical thinking. Essential to success in this course is the ability to learn independently outside the classroom. Students who earn a C- or better receive a weighted grade in an Honors course.

Academic

An Academic course follows a challenging curriculum prescribed by each department and develops higher level thinking skills using appropriate pace and content. Academic courses prepare students to meet Pennsylvania graduation requirements and future study. Students enrolled in an Academic course undertake an appropriate workload that involves reading, writing, and problem solving. Essential to success in this course is the ability to learn through guided instruction and complete work outside the classroom. Students receive an unweighted grade in an Academic course.

DISTINGUISHED SCHOLARSHIP ROLL/SCHOLARSHIP ROLL

In order for students to be eligible for the Distinguished Scholarship Roll, students must have earned a marking period cumulative unweighted GPA of at least 3.75. For the Scholarship Roll, students must have earned a marking period cumulative unweighted GPA of at least 3.50.

GRADING PHILOSOPHY

We agree that the primary purpose of grades is to communicate student achievement to all stakeholders with an emphasis on application and demonstration of skills. As such, students at WHS will be graded no less than 85% on assessments that are graded for accuracy and no more than 15% for homework completion, class participation, classwork, etc.

GRADING SCALE

1. Both unweighted and weighted GPA are part of the WHS transcript.
2. A student's unweighted GPA will stand relative to 4.0.
3. An unweighted Grade Point Average (GPA) will be based upon the following numerical values:

Letter Grade	Percent Grade	Grade Points	Letter Grade	Percent Grade	Grade Points
A	93-100	4	C	73-76	2
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3	D	65-66	1
B-	80-82	2.7	F	Below 65	0
C+	77-79	2.3			

4. A weighted GPA will be calculated in the following manner:
 - A. Each Advanced Placement level course in which a pupil has received a grade of C- or better in grades 9-12 will award the pupil .10 bonus points per credit.
 - B. Each Honors or Gifted level course in which a pupil has received a grade of C- or better in grades 9-12 will award the pupil .05 bonus points per credit.
 - C. Special Education courses will be weighted the same as Academic level courses.
5. Wissahickon does not rank students numerically. The range of unweighted and weighted GPAs will be provided on the high school profile. Colleges may request in writing (to the WHS Guidance Department) specific student class rank information. If this information is required for admission to a particular school or to qualify for a scholarship or specialty program, the Guidance Department will advise whether the student was in the top 5% or the appropriate percentile into which the student would fall, based upon the weighted GPA.

WHS GRADUATION REQUIREMENTS

Course Requirements	Credits Earned
English	4.00
Social Studies	4.00
Mathematics*	3.00
Science*	3.00
Mathematics, Science, or Computer Science*	1.00
Wellness (9 th Grade)	1.00
Physical Education	1.00
Health	0.50
Freshman Seminar**	0.25
Career Pathways Portfolio***	0.80
Electives****	8.50
Total	27.05
*Students must earn a combined total of 7.0 credits and Mathematics and Science which can include 1.0 credit in Computer Programming, Advanced Computer Programming, or AP Computer Science.	
**Class of 2026 – These students will not participate in the Freshman Seminar and are only required to earn 26.80 credits. Class of 2027 and beyond – Students will be required to complete this 0.25 credit Freshman Seminar class.	
***Students will earn 0.2 credits in their 9 th grade year, 0.3 credits in their 10 th grade year, and 0.3 credits in their 11 th grade year.	
****Two years of World Language are required, but exceptions are considered on an individual basis.	

Full Program Schedule: Students must have a full program schedule that includes 8 scheduled course blocks, with no more than one of the 8 blocks scheduled as a study hall.

North Montco Technical Career Center Programs: Some WHS students participate in a hybrid of courses – some select courses at NMTCC with the balance of their core programming at WHS. Biomedical Technology students are required to register for one of our VHS Learning courses or the Independent Study in STEM Research Skills course. These students report to the high school library where they will engage with their chosen course.

PROMOTION REQUIREMENTS

For Promotion	Required Criteria
From Grade 9 to Grade 10	6 Credits
From Grade 10 to Grade 11	A Minimum of 12.50 Credits Overall
From Grade 11 to Grade 12	A Minimum of 19.00 Credits Overall

Students who have not earned enough credits to be promoted will be notified by their counselor at the end of each school year. Students can make up for their credit deficiency through summer school or through work in the following school year. They may rejoin their grade level class when the credits for the make-up courses are completed.

Career Pathways Portfolio: Wissahickon’s Career Pathways Portfolio is an independent study that does not require attendance in a regularly scheduled class. Each student will have the Career Pathways Portfolio as a class on the Schoology and monitored through a pass/fail grade. These grades will assess components completed based on their assigned due dates. The Career Pathways Portfolio needs to be completed in its entirety in order to earn a passing grade and be eligible to graduate.

Keystone Assessments: Achieving a proficient score on all three of the PA Keystone Exams (Algebra, Biology, and Literature) is one way for Pennsylvania students to demonstrate their proficiency for post-secondary work. In addition, however, the Pennsylvania Department of Education (PDE) has established alternative pathways by which a student is able to demonstrate post-secondary readiness. This is a high school graduation requirement.

Interpretation of WHS Graduation Requirements: In the event there are any questions or clarifications about these WHS Graduation Requirements, the High School Principal and/or Superintendent shall have the exclusive discretion to render a final interpretation/decision on the graduation requirements at issue and to implement modifications to an applicable student’s course selections/roster.

GRADUATION SPEAKERS

The valedictorian for the graduating class is the senior with the highest weighted GPA at the end of the 3rd marking period of the Senior year. The valedictorian and a second graduation speaker, elected by a faculty panel from student auditions of submitted speeches, will be the student speakers at graduation.

HOMEWORK AND GRADING POLICY

Homework is an integral part of the learning process. The frequency and amount assigned is based upon the needs of the students and course requirements. However, the student’s grade will largely be determined by demonstrated content knowledge and skill performance based upon teacher graded assessments which could include classwork, homework, projects, labs, quizzes, and tests. This assessed work will be counted as at least 85% of the students’ grade. Please refer to the Parent / Student Handbook for additional information on homework, grading policies, and testing guidelines.

KEYSTONE ASSESSMENTS

The Keystone Exams are end-of-course assessments designed to measure students’ attainment of the academic content in Algebra 1, Biology, and Literature. The exams serve a dual purpose of determining accountability measures and demonstrating proficiency in order to meet State mandated high school graduation requirements. Alternative pathways for students to demonstrate proficiency and meet the statewide graduation requirement have been established (see below).

5 Pathways for a Student to Demonstrate Proficiency	
1	Score proficient or advance on each Keystone Exam: Algebra I, Biology, Literature
2	Earn a satisfactory composite score on the Algebra I, Biology, and Literature Keystone Exams
	Earn a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: <ul style="list-style-type: none"> SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys (score varies depending on assessment) Advanced coursework (AP, IB, concurrent enrollment courses)

3	<ul style="list-style-type: none"> • Pre-apprenticeship program • Acceptance in a 4-year nonprofit institution of higher education for college-level coursework
4	Earn a passing grade on the courses associated with each Keystone Exam and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
5	Earn a passing grade on the courses associated with each Keystone Exam and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. Examples of evidence will include ACT WorkKeys, SAT subject tests, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

Supplemental Instruction: A student who does not demonstrate proficiency on a Keystone Exam may choose to receive support to assist them in attaining proficiency in the Keystone academic standards. Students will have the opportunity to retest in the associated Keystone Exam.

Supplemental instruction could include the following:

1. Intervention/Enrichment Period (IE)
2. Extended Learning Time (ELT)
3. STARS Tutoring

NATIONAL HONOR SOCIETY (NHS)

Selection into NHS occurs in grades 11 and 12. However, students begin accumulating status to this program beginning in 9th grade. Applicants must be involved in at least three activities per school year. Students can acquire community service credit through their involvement in sports, clubs, and activities, as well as from their outside work. Students can do this by completing the Volunteer Work Option Form and having Letters of Recommendation from the adult supervisor sent to NHS sponsors during the application process.

PARENTAL WAIVER OF RECOMMENDATIONS

When making recommendations for placements teachers utilize the following data: standardized test scores, past grades, and performance in their current class. Every effort is made to make a thoughtful and appropriate recommendation. As a parent, if you have a question about a teacher's recommendation and/or wish to waive the recommendation made for your student, you should complete the following steps:

1. Contact your student's teacher and discuss their recommendation with them.
2. Contact your student's guidance counselor to discuss the recommendation.
3. If you wish to waive the recommendation, you should ask your student's guidance counselor for the Recommendation Waiver Form, complete the form, and return it to the guidance counselor by: April 4, 2025.

Please note that your student's course level will NOT be changed back, and they are responsible for the completion of the course.

TRANSFER STUDENTS

Students who transfer to WHS during their high school career (after completing at least one grade in another high school) will be required to meet the graduation requirements at WHS for the years they are enrolled at WHS *if the student is transferring in without credit deficiencies/course failures*. If the student has credit deficiencies or failures from their prior school, the student will need to earn those credits at WHS.

SPECIAL PROGRAMS

ADVANCED PLACEMENT (AP) CAPSTONE

AP Capstone is a College Board program that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and develops logical, evidence-based decision-making skills. Students may take only the first or both courses.

AP Seminar is open to 10th, 11th, and 12th graders who are eager to explore relevant topics of personal interest from multiple perspectives. Students work to develop scholarly research, writing, and presentation skills in a fun and collaborative environment. The course cultivates student abilities to understand, craft, communicate, and defend evidence-based arguments, so it is an excellent supplement to other AP courses.

AP Research is open to anyone who has completed an AP Seminar and offers the opportunity for students to engage in a unique, self-designed, year-long independent research project with the support of their peers and a mentor.

To earn the **AP Capstone Diploma**, students must earn a score of 3 or higher in both AP Seminar and AP Research, as well as a score of three or higher on four additional AP Exams of their choosing. The additional course exams may be taken at any time during high school and need not be concurrent with the AP Seminar and AP Research courses.

ALTERNATIVE COURSEWORK

Wissahickon School District is committed to "Excellence for All" and recognizes that students may want to challenge themselves by taking additional coursework over the summer with the purpose of advancing along a course sequence. To accommodate this desire, students may take courses equivalent to Wissahickon High School's curriculum at alternative sites under the following conditions:

1. The student needs to meet with their school counselor to discuss the following:
 - a. The student needs to submit the course syllabus with contract signed by student and parent to the WHS Administrative Suite by **May 2, 2025**.
 - b. The syllabus will be submitted to the department chairperson for comparison to the school curriculum. Please note that WHS cannot guarantee that the syllabus approved is delivered in an effective or complete way. There can be great variety in the way educational providers implement instruction.
 - c. The student and parents will be notified within two weeks of the submitted contract and syllabus if the request has been approved.
2. If approved, the student must:
 - a. Enroll in, pay for, and complete the course and turn in proof of course completion (transcript, report card, etc.)
 - b. Turn in a portfolio of the completed coursework to the Administrative Suite for approval.
 - c. By **August 8, 2025**, students are to take the Wissahickon Midterm and/or Final Exam for the corresponding honors course and score a 90% or above to move to the next course in the sequence.
 - d. Students will receive academic credit on their transcript. The grade they earn on the Wissahickon final is the grade they will receive for the course. No honors weighting (bonus points) will be received for these courses, but the grade will be calculated into the GPA.
3. **There will be NO exceptions to this procedure.**
4. Since they culminate in a Keystone Exam, alternative coursework for Biology, Algebra I or 10th Grade English will not be available to students.
5. Advanced Placement courses are not available to take for alternative coursework.

CREDIT RECOVERY

Wissahickon High School offers a credit recovery program providing students an opportunity to remediate failures, in up to two courses, which they may have incurred during the school year. The student and their family are responsible for the cost of these credit recovery courses. WHS delivers credit recovery instruction in a virtual manner, where students will attend sessions at the high school in person but access the curriculum through a prescribed online asynchronous program. Students are strongly encouraged to remediate any core course (Language Arts, Math, Science, Social Studies) they may have failed to prevent becoming credit deficient.

To be eligible for credit recovery, students must have attended school regularly, taken advantage of opportunities for teacher remediation, and have earned a final grade of at least 50%. Students whose final grade is below 50% will be required to repeat the course. If students have failed to attend and participate in their classes, they may be excluded from credit recovery by the administration. The final decision regarding a student's eligibility for credit recovery is made by the principal.

A student will be permitted to make up a maximum of 6 year-long courses from ninth grade through graduation from high school. All additional remediation needed must take place within the regular school program. A student will be permitted to make up a maximum of 2 year-long courses per summer. A failure must be made up in the summer immediately following the school year (i.e. a failure in the 2024-25 school year is made up in the summer of 2025).

The credit recovery grade will appear on the official transcript as an additional remedial course and the appropriate credit applied. Credit for credit recovery courses for 2025 will be applied to the 2024-25 transcript. Both the failing grade and the credit recovery grade are listed on the transcript and calculated into the GPA. Students may "audit" remedial courses for personal improvement in the subject. No grade or credit will be given for courses audited, and the student and their family incur the expense for the audited course.

DUAL CREDIT

Wissahickon High School and Montgomery County Community College (MCCC) have partnered to offer dual credit classes in specific curricular areas. A student participating in dual credit will be enrolled at both WHS and MCCC and if successful, will earn credits towards graduation at both institutions. Classes will be offered at WHS during the regular school day and will be taught by WHS faculty. Students will be eligible for a reduced tuition rate from MCCC and will need to meet WHS and MCCC eligibility requirements. More information on the availability of these courses can be found in WHS Guidance. Please note that offerings can change based on faculty and course availability. The course will run as dual credit if the number of students signing up meets the minimum number of students required by the college to offer the course as dual credit.

AP Computer Science	French III H	Lang, Lit Writing IV (Academic)
Advanced Computer Programming in Java H	French IV H	Mass Media and Society (Academic)
Computer Applications	German III H	Spanish III H
Fitness	German IV H	Spanish IV H

FRESHMAN SEMINAR

This one marking period required course is taken during students' freshman year. Throughout the course, students will be oriented to Wissahickon's program of studies and Trojan Pathways. As part of this course, students will develop a portfolio of resources. The areas of concentration for this course are executive functioning skills and leadership, college and career readiness, and financial literacy. Course topics include self-awareness, study skills development, time-management techniques, note-taking approaches, organizational tips, goal setting, decision making, college and career exploration and preparation, and financial literacy. Opportunities will be given to plan for the future by identifying interests and strengths, as well as interacting with community partners. The importance of a good education and a meaningful high school learning experience is stressed. Students will ponder these questions: Who am I? What do I want? What is my why? How do I get there?

GATEWAY TO COLLEGE

The Gateway to College Program is a partnership with Montgomery County Community College that supports communities in building sustainable pathways for disconnected youth to earn a high school diploma and experience a meaningful college experience. Students can attend classes at MCCC for up to two semesters while also earning high school credits.

INDEPENDENT STUDY

The purpose of Independent Study is to allow students to engage in a course of study which is not normally offered by the Wissahickon School District. With the sponsoring teacher, students will be required to develop a syllabus/plan of study and have that plan approved by the Department Chair, school counselor, and assistant principal. The student must be a 12th grader, be in good academic standing and not credit deficient, and have exhausted all the WHS classes in that course area. Students will receive honors credit for the course; the grade recorded by the sponsoring teacher will be calculated into the GPA.

SENIOR INTERNSHIP

The Senior Internship Program is a voluntary 12th grade experience where students can spend half of their school day at an internship in the field of their choice while earning academic credit. Students are required to provide their own transportation to and from the internship placement. Students need to enroll in one additional year-long or two semester-long courses as well as the required English, Social Studies, and Math/Science courses. The prerequisite for 12th grade students interested in Senior Internship includes completion of 3.0 credits in English, 3.0 credits in Social Studies, 2.0 credits in Mathematics, 2.0 credits in Science and three years of physical education.

VHS LEARNING

Wissahickon High School offers students an opportunity to engage in online asynchronous classes through VHS Learning. Students will be scheduled for a period per day to work on any course not currently offered in the WHS curriculum. You can get more information regarding VHS Learning by contacting your school counselor; the VHS Learning site coordinator, Ms. Pronko; or by accessing VHS Learning at <http://vhslearning.org/>. The final grade and course credit will be awarded based on the VHS Learning course level completed and the grade will be included in the WHS GPA. Seats are limited so students are encouraged to meet all deadlines and submission dates.

Students enrolled in Allied Health or Biomedical Technology through NMTCC are required to select a VHS Learning class or the Independent Study in STEM Research Skills course described here:

#9961—Independent study in STEM research skills

This one-credit research skills class offers an alternative to the VHS Learning class that is mandatory for any 11th or 12th grader who has been accepted to the Biomedical Technology program (a laboratory intensive program). Students will familiarize themselves with the scientific research process drawing on subject matter from those programs. Coursework will be completed independently, supported by periodic check-ins with the research librarian. Students will develop skills including using databases, developing research questions, synthesizing information, and reporting information. **NOTE:** Open to Biomedical Technology students only

WISSAHICKON VIRTUAL ACADEMY (WVA)

The Wissahickon Virtual Academy is managed and delivered by the Wissahickon School District. Course offerings are available at various academic levels to support and encourage rigor. The curriculum aligns with the district’s credit requirements and is aligned with the Pennsylvania state standards. The Wissahickon Virtual Academy offers computer-based, asynchronous courses completed through an online platform. WVA teachers are not employed by the Wissahickon School District, but academic support is provided by Wissahickon teachers during or after school hours. District technical support, including a district issued laptop computer that can be used at home is provided to WVA students. Wissahickon school counselors are available to support goals for college or career readiness, including online resources to help create a post-secondary plan. WVA students can also participate in more than 35 extra-curricular activities and 30 team sports during fall, winter, and spring seasons. WVA students are also encouraged to participate in all social events sponsored by WSD, including athletic events, dances, pep rallies, class assemblies, prom, graduation, etc. The WVA is currently enrolling students in grades 7-12 for the spring semester of the 2024-25 school year.



2025-26 WHS 9th Grade Course Selection Worksheet

Office Use Only:

Name: _____

Below is a description of the course selection process and deadlines for 2024-25.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies is posted to website.
January 8	Program of Studies Night JUNIOR
January 9	Program of Studies Night (virtual)
January 17	Teacher recommendations are completed in Infinite Campus.
Week of 1/21	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/21-1/31	Students request courses electronically.
1/27-3/7	School counselors will meet with students individually to discuss their course requests.
Week of 3/17	Academic Plan in Infinite Campus will be released again to students and parents for course verification.
April 4	All parental waivers and/or changes to course verifications due

9th Grade Core Classes (1.0 credit courses)

<u>English</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
0122 Lang/Lit I	2212 Algebra I	3322 Biology	1150 Global History I
0120 Lang/Lit I H	2210 Algebra IB	3311 Biology H	1152 Global History I H
0300 Lang/Lit II HE (w/1204)	6S37 Basic Algebra		1204 Global Studies II HE (w/0300)
6S01 English 9	2312 Geometry		
	2311 Geometry H		
	2412 Algebra II		
	2411 Algebra II H		
	2612 Pre-Calculus		
	2611 Pre-Calculus H		

World Languages (1.0 credit courses)

<u>French</u>	<u>German</u>	<u>Japanese</u>	<u>Spanish</u>
4102 French I	4302 German I	4912 Japanese I	4702 Spanish I
4122 French II	4331 German II H	4921 Japanese II H	4722 Spanish II
4131 French II H			4731 Spanish II H

English Language Learners

(ESL-Beginner is a 2.0 credit course. All other ESL courses are 1.0 credit)

4090 ESL – Beginner (double session course that takes the place of English)	4091 ESL – Intermediate (single session course taken in addition to English)	4094 ESL – Advanced (single session course taken in addition to English)
4095 – ELA for ELD Students 9/10 (This course replaces any of the English courses listed above and can be taken in addition to #4091 or #4094)		

Health & Physical Education (1.0 credit course)

9000 ALL Freshman are required to take 9 th Grade Wellness

Freshman Seminar (0.25 credit course)

9005 ALL Freshman are required to take 0.25 credits of Freshman Seminar. This aligns with another marking period of Study Hall.
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9th Grade Electives

When selecting electives, students must rank their choices in order of preference from 1-10 using the box next to each preferred elective.

Each elective course listed below is for 1 semester (0.5 credit) unless otherwise noted. Yearlong courses earn 1.0 credit.
Electives in bold designate that this elective must be taken prior to another course in the sequence.

Arts

(0.5 credit courses)

7731 Art I	7749 Ceramics I	7709 Graphic Design I	6218 Photography I	7881 Creative Expression
7732 Art II	7759 Ceramics II H	7719 Graphic Design II H	6228 Photography II H	7712 Web Design

Business Education

(0.5 credit courses)

5510 Introduction to Business	5416 Computer Applications
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English

(0.5 credit courses)

o855 Actor's Workshop	o859 Mass Media and Journalism (Dual Credit)
o835 Creative Writing	o860 Mass Media and Journalism H (Dual Credit)
o836 Public Speaking	

Music

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

8600/8603 Band Year/Semester	8647/8645 Classic Guitar Year/Semester	8651 Music Theory & Tech H Yearlong
8642/8641 Band H Year/Semester	8648/8646 Classic Guitar H Year/Sem	8602/8605 String Ensemble Year/Sem
8601/8604 Chorus Year/Semester	8660/8663 Music History Year/Sem	8632/8631 String Ensemble H Yr/Sem
8622/8621 Chorus H Year/Semester	8661/8662 Music History H Year/Sem	

Special Education

There are multiple programs available through Special Education. More information can be found using the link above.
 Please consult your counselor and Special Education Case Manager for specific recommendations.

Technology & Computer Science

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

6932 Essentials of Video Production	5430 Computer Science I	6141 Intro to Engineering Design Yearlong (PLTW) (Dual Credit)
6936 Animation	5411 Computer Science II H	6140 Intro to Engineering Design H Yearlong (PLTW) (Dual Credit)
6550 Robotics	5434 Game Design Practice & Theory	
5438 Cybersecurity	5436 Android Application Development	

North Montgomery Technical Career Center

(Students can earn up to 4 credits when attending NMTCC for 1/2 day)

If you are interested in applying to the tech school and want to learn more about the programs they have to offer, please discuss this with your school counselor during your course selection meeting. More information can be found using the link above.

Study Hall

(0 credit course)

1 semester Study Hall	Full Year Study Hall
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2025-26 WHS 10th Grade Course Selection Worksheet

Office Use Only:

Name: _____

Below is a description of the course selection process and deadlines for 2024-25.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies is posted to website.
January 9	Program of Studies Night (virtual)
January 17	Teacher recommendations are completed in Infinite Campus.
Week of 1/21	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/21-1/31	Students request courses electronically
1/27-3/7	School counselors will meet with students individually to discuss their course requests.
Week of 3/17	Academic Plan in Infinite Campus will be released again to students and parents for course verification.
April 4	All parental waivers and/or changes to course verifications due

10th Grade Core Classes (1.0 credit courses)

<u>English</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
0222 Lang/Lit II	2312 Geometry	3331 AP Biology	1200 Global History II
0220 Lang/Lit II H	2311 Geometry H	3522 Chemistry	1202 Global History II H
0300 Lang/Lit II HE (w/1204)	6S39 Basic Geometry	3511 Chemistry H	1204 Global Studies II HE (w/0300)
0301 Lang/Lit II HE (Only)	2412 Algebra II	3722 Physics	1690 AP World History: Modern
6So2 English 10	2411 Algebra II H	3721 Physics H	
	2612 Pre-Calculus	3712 AP Physics I	
	2611 Pre-Calculus H	3733 Anatomy & Physiology	
	2712 Calculus H	3731 Anatomy & Physiology H	
	2711 AP Calculus I	3886 Environmental Science	
		3884 Environmental Science H	
		3898 Forensics	
		3896 Forensics H	
		3810 Principles of Biomedical Science (PLTW)	
		3811 Principles of Biomedical Science H (PLTW)	

World Languages (1.0 credit courses)

<u>French</u>	<u>German</u>	<u>Japanese</u>	<u>Spanish</u>
4102 French I	4302 German I	4912 Japanese I	4702 Spanish I
4122 French II	4331 German II H	4921 Japanese II H	4722 Spanish II
4131 French II H	4351 German III H (Dual Credit)	4931 Japanese III H	4731 Spanish II H
4161 French III			4761 Spanish III
4151 French III H (Dual Credit)			4751 Spanish III H (Dual Credit)

English Language Development

(ESL-Beginner is a 2.0 credit course. All other ESL courses are 1.0 credit)

4090 ESL – Beginner (double session course that takes the place of English)	4091 ESL – Intermediate (single session course taken in addition to English)	4094 ESL – Advanced (single session course taken in addition to English)
4095 – ELA for ELD Students 9/10		
(This course replaces any of the English courses listed above and can be taken in addition to #4091 or #4094)		

Health & Physical Education – 1 Course Required (0.5 credit courses)

Rank your HPE courses in order of preference from 1-5 using the box next to each preferred course. Students may not repeat PE course(s) unless HPE Dept grants permission. + = Recommendation of Physical Education teacher required.

9570 Adventure Education	9583 Fitness (Dual Credit)	9506 PE PALS+
9578 Competitive Sports	9586 Lifeguard Training	9574 Racquet Sports
9572 Dance Fusion	9576 Lifetime Activities	9584 Recreational Swimming
9580 Elite Competitive Sports+		

10th Grade Electives

When selecting electives, students must rank their choices in order of preference from 1-10.

Each elective course listed below is for 1 semester (0.5 credit) unless otherwise noted. Yearlong courses earn 1.0 credit.

Electives in bold designate that this elective must be taken prior to another course in the sequence.

Advanced Placement (AP) Capstone (1.0 credit course)

8110 AP Seminar Yearlong	
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Arts

7731 Art I	7749 Ceramics I	7709 Graphic Design I	6218 Photo I	7881 Creative Expression
7732 Art II	7759 Ceramics II H	7719 Graphic Design II H	6228 Photo II H	7712 Web Design
7733/7734 Art III H – Single Y/S	7760 Ceramics III H	7720 Graphic Design III H	6238 Photo III H	
7735/7736 Art III H – Double Y/S	Note: Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit. Double Yearlong courses earn 2.0 credits. Double semester courses earn 1.0 credit.			

Business Education

5510 Introduction to Business	5416 Computer Applications	5518 Marketing	
5556 Accounting I Yearlong	5740 Entrepreneurship	5702 Personal & Business Law	
5576 Accounting I H Yearlong	5530 International Business	5526 Personal Finance	
5522 Business Management	Note: Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit		

English(0.5 credit courses)

0855 Actor's Workshop	0854 Yearbook	0858 SAT Verbal Prep	
0835 Creative Writing	0836 Public Speaking	0859 Mass Media and Journalism (Dual Credit)	
		0860 Mass Media and Journalism H (Dual Credit)	

Family & Consumer Science(0.5 credit courses)

7210 Intro to Food Prep	7328 Baking & Conv. Foods	7470 Child Development	7471 Preschool Lab
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Math(0.5 credit course)

2858 SAT Math Prep	
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Music

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

8600/8603 Band Year/Semester	8647/8645 Classic Guitar Year/Semester	8651 Music Theory & Tech H Yearlong	
8642/8641 Band H Year/Semester	8648/8646 Classic Guitar H Year/Semester	8602/8605 String Ensemble Year/Sem	
8601/8604 Chorus Year/Semester	8660/8663 Music History Year/Semester	8632/8631 String Ensemble H Year/Sem	
8622/8621 Chorus H Year/Semester	8661/8662 Music History H Year/Semester		

Science(0.5 credit courses)

3862 Oceanography	3852 Sports Medicine		
3864 Oceanography H	3854 Sports Medicine H		

Social Studies

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

1891 AP European History Yearlong	1652 Psychology
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Special Education

There are multiple programs available through Special Education. More information can be found using the link above. Please consult your counselor and Special Education Case Manager for specific recommendations.

Technology & Computer Science

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

6932 Essentials of Video Production	5430 Computer Science I	6141 Introduction to Engineering Design Yearlong (PLTW) (Dual Credit)	
6936 Animation	5411 Computer Science II H	6140 Introduction to Engineering Design H Yearlong (PLTW) (Dual Credit)	
6937 Broadcast Production	5434 Game Design Practice & Theory	6151 Comp Integrated Manufacturing Yearlong (PLTW) (Dual Credit)	
6950 Robotics	5436 Android Application Development	6150 Comp Integrated Manufacturing H Yearlong (PLTW) (Dual Credit)	
	5438 Cybersecurity		

North Montgomery Technical Career Center

(Students can earn up to 4 credits when attending NMTCC for ½ day)

If you are interested in applying to the tech school and want to learn more about the programs they have to offer, please discuss this with your school counselor during your course selection meeting. More information can be found using the link above.

Study Hall (0 credit course)

1 semester Study Hall	Full Year Study Hall
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2025-26 WHS 11th Grade Course Selection Worksheet

Office Use Only:

Name: _____

Below is a description of the course selection process and deadlines for 2024-25.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies is posted to website.
January 9	Program of Studies Night (virtual)
January 17	Teacher recommendations are completed in Infinite Campus.
Week of 1/21	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/21-1/31	Students request courses electronically
1/27-3/7	School counselors will meet with students individually to discuss their course requests.
Week of 3/17	Academic Plan in Infinite Campus will be released again to students and parents for course verification.
April 4	All parental waivers and/or changes to course verifications due

11th Grade Core Courses (1.0 credit courses)

English	Math	Science	Social Studies
0322 Lang/Lit III	2312 Geometry	3331 AP Biology	1496 US History
0320 Lang/Lit III H	2311 Geometry H	3522 Chemistry	1498 US History H
0690 AP English Language & Composition	2412 Algebra II	3511 Chemistry H	1491 AP American History
6So3 English 11	2411 Algebra II H	3551 AP Chemistry	
	6S34 Basic Algebra II	3722 Physics	
	2542 Prob & Stat	3721 Physics H	
	2612 Pre-Calculus	3712 AP Physics I	
	2611 Pre-Calculus H	3713 AP Physics II	
	2712 Calculus H	3733 Anatomy & Physiology	
	2711 AP Calculus I	3731 Anatomy & Physiology H	
	2751 AP Calculus II	3422 Biochemistry	
	2791 AP Statistics	3411 Biochemistry H	
	2505 Mathematical Apps	3886 Environmental Science	
		3884 Environmental Science H	
		3888 AP Environmental Science	
		3898 Forensics	
		3896 Forensics H	
		3810 Principles of Biomedical Science (PLTW)	
		3811 Principles of Biomedical Science H (PLTW)	
		3820 Medical Interventions (PLTW)	
		3821 Medical Interventions H (PLTW)	

World Languages (1.0 credit courses)

French	German	Japanese	Spanish
4102 French I	4302 German I	4912 Japanese I	4702 Spanish I
4122 French II	4331 German II H	4921 Japanese II H	4722 Spanish II
4131 French II H	4351 German III H (Dual Credit)	4931 Japanese III H	4731 Spanish II H
4161 French III	4371 German IV H (Dual Credit)	4941 Japanese IV H	4761 Spanish III
4151 French III H (Dual Credit)			4751 Spanish III H (Dual Credit)
4181 French IV			4781 Spanish IV
4171 French IV H (Dual Credit)			4771 Spanish IV H (Dual Credit)

English Language Development

(ESL-Beginner is a 2.0 credit course. All other ESL courses are 1.0 credit)

4090 ESL – Beginner (double session course that takes place of English)	4091 ESL – Intermediate (single session course taken in addition to English)	4094 ESL – Advanced (single session course taken in addition to English)
4096 – ELA for ELD Students 11/12 (This replaces any of the English courses listed above and can be taken in addition to #4091 or #4094)		

Health & Physical Education (0.5 credit course)

9200 Health: All juniors are required to take 1 semester of Health
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11th Grade Electives

When selecting electives, students must rank their choices in order of preference from 1-10. Each elective course listed below is for 1 semester (0.5 credit) unless otherwise noted. Yearlong courses earn 1.0 credit. **Electives in bold** designate that this elective must be taken prior to another course in the sequence.

Advanced Placement (AP) Capstone (1.0 credit courses)

8110 AP Seminar		8120 AP Research	
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Arts

7731 Art I		7749 Ceramics I		7709 Graphic Design I		6218 Photo I		7881 Creative Expression
7732 Art II		7759 Ceramics II H		7719 Graphic Design II H		6228 Photo II H		7712 Web Design
7733/7734 Art III H – Single Yr/Sem		7760 Ceramics III H		7720 Graphic Design III H		6238 Photo III H		7825 Art Media Mentorship
7735/7736 Art III H – Double Yr/Sem		Note: Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit. Double Yearlong courses earn 2.0 credits. Double semester courses earn 1.0 credit.						
7743/7744 Art IV H – Single Yr/Sem								
7745/7746 Art IV H – Double Yr/Sem								

Business Education

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

5556 Accounting I Yearlong		5658 Accounting II H Yearlong		5740 Entrepreneurship		5518 Marketing	
5576 Accounting I H Yearlong		5522 Business Management		5530 International Business		5702 Personal & Bus. Law	
5656 Accounting II Yearlong		5416 Computer Applications (Dual Credit)		5510 Intro to Business		5526 Personal Finance	

English (0.5 credit courses)

o855 Actor's Workshop		o854 Yearbook		o858 SAT Verbal Prep	
o835 Creative Writing		o836 Public Speaking		o859 Mass Media & Journalism (Dual Credit)	
				o860 Mass Media & Journalism H (Dual Credit)	

Family Consumer Science (0.5 credit courses)

7210 Intro to Food Prep		7328 Baking & Convenience Foods		7348 Gourmet & International Foods	
7225 FCS Mentorship		7470 Child Development		7471 Preschool Lab	

Math (0.5 credit course)

2858 SAT Math Prep	
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Music

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

8600/8603 Band Year/Semester		8647/8645 Classic Guitar Year/Semester		8651 Music Theory & Tech H Yearlong	
8642/8641 Band H Year/Semester		8648/8646 Classic Guitar H Year/Semester		8602/8605 String Ensemble Year/Semester	
8601/8604 Chorus Year/Semester		8660/8663 Music History Year/Semester		8632/8631 String Ensemble H Year/Sem	
8622/8621 Chorus H Year/Semester		8661/8662 Music History H Year/Semester		8611/8614 Voice Lab H Year/Semester	

Science (0.5 credit courses)

3872 Astronomy		3862 Oceanography		3852 Sports Medicine	
3874 Astronomy H		3864 Oceanography H		3854 Sports Medicine H	

Social Studies

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

1891 AP European History Yearlong		1696 AP Psychology Yearlong		1652 Psychology		1340 Sociology		1658 War & Peace in History
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Special Education

There are multiple programs available through Special Education. More information can be found using the link above. Please consult your counselor and Special Education Case Manager for specific recommendations.

Technology & Computer Science

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

6932 Essentials of Video Production		6950 Robotics		6141 Introduction to Engineering Design Yearlong (PLTW) (Dual Credit)	
6936 Animation		5430 Computer Science I		6140 Introduction to Engineering Design H Yearlong (PLTW) (Dual Credit)	
6937 Broadcast Production		5411 Computer Science II H		6151 Comp Integrated Manufacturing Yearlong (PLTW) (Dual Credit)	
6938 Production Portfolio I H		5434 Game Design Practice & Theory		6150 Comp Integrated Manufacturing H Yearlong (PLTW) (Dual Credit)	
6939 Production Portfolio II H Yearlong		5436 Android Application Development			
5421 AP Computer Science Yearlong (Dual Credit)		5438 Cybersecurity			

North Montgomery Technical Career Center

(Students can earn up to 4 credits when attending NMTCC for 1/2 day)

If you are interested in applying to the tech school and want to learn more about the programs they have to offer, please discuss this with your school counselor during your course selection meeting. More information can be found using the link above.

Study Hall (0 credit course)

1 semester Study Hall		Full Year Study Hall	
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2025-26 WHS 12th Grade Course Selection Worksheet

Office Use Only:

Name: _____

Below is a description of the course selection process and deadlines for 2024-25.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies is posted to website.
January 9	Program of Studies Night (virtual)
January 17	Teacher recommendations are completed in Infinite Campus.
Week of 1/21	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/21-1/31	Students request courses electronically
1/27-3/7	School counselors will meet with students individually to discuss their course requests.
Week of 3/17	Academic Plan in Infinite Campus will be released again to students and parents for course verification.
April 4	All parental waivers and/or changes to course verifications due

12th Grade Core Classes

English (1.0 credit courses)	Math (1.0 credit courses)	Science (1.0 credit courses)	Social Studies (Two 0.5 credit courses required) (rank choice of history courses 1-5)
0422 Lang/Lit IV (Dual Credit)	2412 Algebra II	3331 AP Biology	1530 African American Studies
0420 Lang/Lit IV H	2411 Algebra II H	3522 Chemistry	1531 African American Studies H
0691 AP English Literature & Composition	2505 Mathematical Apps	3511 Chemistry H	1502 American Government
6So4 English 12	2542 Prob & Stat	3551 AP Chemistry	1501 American Government H
	2612 Pre-Calculus	3722 Physics	1532 Current Issues
	2611 Pre-Calculus H	3721 Physics H	1533 Current Issues H
	2712 Calculus H	3712 AP Physics I	1534 Women's Studies
	2711 AP Calculus I	3713 AP Physics II	1535 Women's Studies H
	2751 AP Calculus II	3733 Anatomy & Physiology	1536 World Religions
	2791 AP Statistics	3731 Anatomy & Physiology H	1537 World Religions H
		3422 Biochemistry	1691 AP Economics (Yearlong 1.0 credit)
		3411 Biochemistry H	1694 AP US Gov't & Politics (Yearlong 1.0 credit)
		3886 Environmental Science	
		3884 Environmental Science H	
		3888 AP Environmental Science	
		3898 Forensics	
		3896 Forensics H	
		3810 Principles of Biomedical Science (PLTW)	
		3811 Principles of Biomedical Science H (PLTW)	
		3820 Medical Interventions	
		3821 Medical Interventions H	

World Languages

(1.0 credit courses)

French	German	Japanese	Spanish
4102 French I	4302 German I	4912 Japanese I	4702 Spanish I
4122 French II	4331 German II H	4921 Japanese II H	4722 Spanish II
4131 French II H	4351 German III H (Dual Credit)	4931 Japanese III H	4731 Spanish II H
4161 French III	4371 German IV H (Dual Credit)	4941 Japanese IV H	4761 Spanish III
4151 French III H (Dual Credit)	4392 AP German	4952 AP Japanese	4751 Spanish III H (Dual Credit)
4181 French IV			4781 Spanish IV
4171 French IV H (Dual Credit)			4771 Spanish IV H (Dual Credit)
4192 AP French			4792 AP Spanish

English Language Development

(ESL-Beginner is a 2.0 credit course. All other ESL courses are 1.0 credit)

4090 ESL – Beginner (double session course that takes place of English)	4091 ESL – Intermediate (single session course taken in addition to English)	4094 ESL – Advanced (single session course taken in addition to English)
4096 – ELA for ELD Students 11/12 (This replaces any of the English courses listed above and can be taken in addition to #4091 or #4094)		

Health & Physical Education – 1 Course Required (0.5 credit courses)

Rank your HPE courses in order of preference from 1-5 using the box next to each preferred course. Students may not repeat PE course(s) unless HPE Dept grants permission. + - Recommendation by Physical Education teacher required.

9570 Adventure Education	9580 Elite Competitive Sports +	9576 Lifetime Activities	9574 Racquet Sports
9578 Competitive Sports	9583 Fitness (Dual Credit)	9506 PE PALS +	9584 Recreational Swimming
9572 Dance Fusion	9586 Lifeguard Training		

12th Grade Electives

When selecting electives, students must rank their choices in order of preference from 1-10.
 Each elective course listed below is for 1 semester (0.5 credit) unless otherwise noted. Yearlong courses earn 1.0 credit.
Electives in bold designate that this elective must be taken prior to another course in the sequence.

Advanced Placement (AP) Capstone (1.0 credit courses)

8110 AP Seminar	8120 AP Research
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Arts

7731 Art I	7743/7744 Art IV H – Single Year/Semester	7749 Ceramics I	7709 Graphic Design I	6218 Photo I	7881 Creative Expression
7732 Art II	7745/7746 Art IV H – Double Year/Semester	7759 Ceramics II H	7719 Graphic Design II H	6228 Photo II H	7712 Web Design
7733/7734 Art III H – Single Year/Semester	7820 AP 2D Art & Design Yearlong	7760 Ceramics III H	7720 Graphic Design III H	6238 Photo III H	7825 Art Media Mentorship
7735/7736 Art III H – Double Year/Semester	7821 AP 3D Art & Design Yearlong	Note: Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit. Double Yearlong courses earn 2.0 credits. Double semester courses earn 1.0 credit.			

Business Education

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

5556 Accounting I Yearlong	5658 Accounting II H Yearlong	5740 Entrepreneurship	5518 Marketing
5576 Accounting I H Yearlong	5522 Business Management	5530 International Business	5702 Personal & Bus. Law
5656 Accounting II Yearlong	5416 Computer Applications (Dual Credit)	5510 Intro to Business	5526 Personal Finance

English (0.5 credit courses)

0855 Actor's Workshop	0854 Yearbook	0858 SAT Verbal Prep
0835 Creative Writing	0836 Public Speaking	0859 Mass Media & Journalism (Dual Credit)
		0860 Mass Media & Journalism H (Dual Credit)

Family & Consumer Science (0.5 credit courses)

7210 Intro to Food Prep	7328 Baking & Convenience Foods	7348 Gourmet & International Foods
7225 FCS Mentorship	7470 Child Development	7471 Preschool Lab

Math (0.5 credit course)

2858 SAT Math Prep

Music

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

8600/8603 Band Year/Sem	8647/8645 Classic Guitar Year/Sem	8651 Music Theory & Tech H Yearlong
8642/8641 Band H Year/Sem	8648/8646 Classic Guitar H Year/Sem	8602/8605 String Ensemble Year/Semester
8601/8604 Chorus Year/Sem	8660/8663 Music History Year/Sem	8632/8631 String Ensemble H Year/Sem
8622/8621 Chorus H Year/Sem	8661/8662 Music History H Year/Sem	8611/8614 Voice Lab H Year/Semester

Science (0.5 credit courses)

3872 Astronomy	3862 Oceanography	3852 Sports Medicine
3874 Astronomy H	3864 Oceanography H	3854 Sports Medicine H

Social Studies

(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

1891 AP European History Yearlong	1696 AP Psychology Yearlong	1652 Psychology	1340 Sociology	1658 War & Peace in History
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 Please consult your counselor and Special Education Case Manager for specific recommendations.

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(Yearlong courses earn 1.0 credit. Semester courses earn 0.5 credit)

6932 Essentials of Video Production	6950 Robotics	6141 Introduction to Engineering Design Yearlong (PLTW) (Dual Credit)
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6937 Broadcast Production	5411 Computer Science II H	6151 Comp Integrated Manufacturing Yearlong (PLTW) (Dual Credit)
6938 Production Portfolio I H	5434 Game Design Practice & Theory	6150 Comp Integrated Manufacturing H Yearlong (PLTW) (Dual Credit)
6939 Production Portfolio II H Yearlong	5436 Android Application Development	
5421 AP Computer Science Yearlong (Dual Credit)	5438 Cybersecurity	

North Montgomery Technical Career Center

(Students can earn up to 4 credits when attending NMTCC for ½ day)

If you are interested in applying to the tech school and want to learn more about the programs they have to offer, please discuss this with your school counselor during your course selection meeting. More information can be found using the link above.

Senior Internship

(Students enrolled in Senior Internship can earn up to 4 credits for ½ day)

The Senior Internship Program is a voluntary 12th grade experience where students can spend half of their school day at an internship in the field of their choice while earning academic credit. If you are interested, please discuss this with your school counselor during your course selection meeting. More information can be found using the link above.

Study Hall (0 credit course)

1 semester Study Hall	Full Year Study Hall
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SCHOOL COUNSELING

The School Counseling Department of Wissahickon High School supports all students academically and developmentally. Counselors collaborate with high school staff members, parents, and outside agencies in servicing our students. In addition to meeting with students individually and in small groups, the counselors deliver a developmental school counseling curriculum to students and parents based upon standards and best practices.

Below is a sample listing of topics that are covered with students through classroom and grade level presentations. Topics can also be covered through individual meetings and parent meetings.

Sample Student Programming Topics	Sample Parent Programming Topics
<ul style="list-style-type: none">▪ Transitioning to High School▪ Getting Involved▪ Career Exploration▪ Finding the Right College Fit▪ North Montco Career & Technical Center▪ Introduction to College Testing▪ NCAA/Athletics▪ Financial Aid▪ College Application Process▪ Resumes/Cover Letters▪ Job Applications▪ Academic Balance▪ Personality Traits▪ Mental Health	<ul style="list-style-type: none">▪ College 101: An Introduction to the College Process▪ Financial Aid Night: An Introduction to the Financial Aid Process▪ Senior Parent Night: Navigating the Application for Senior Parents▪ Hot Topics in Student Mental Health

SCOIR

Scoir is the online platform used by Wissahickon High School for college and career planning. Students will set up a Scoir account during 9th grade or upon entering the high school. Parents wishing to create their own Scoir account can contact Brooke Stoudt, College & Career Counselor, at bstoudt@wsdweb.org. Scoir allows WHS students to take a comprehensive assessment called YouScience to gain access to career information and to research colleges by viewing historical application data and facts supplied by the institutions. This information is useful for students to gather accurate information when planning their college list. www.scoir.com.

Discipline Disclosure

Wissahickon expects all students to model a high level of citizenship and responsibility and subscribes to best practices from the National Association for College Admission Counseling (NACAC). Therefore, when students are asked on college applications about disciplinary actions, students are expected to answer truthfully and completely.

Wissahickon school counselors will not disclose information relating to suspensions or expulsions. Please keep in mind that it is possible for other sources to disclose information (i.e. social media) about student behavior.

Counselors may report any academic or enrollment “change of status” during senior year. Seniors are encouraged to work with their counselor when such incidents occur.

GENERAL TIMELINE FOR COLLEGE-BOUND STUDENTS

9th Grade

- Get acquainted with Scoir (an online college planning tool)
- Explore academic and career goals with an interest inventory
- Get involved at WHS and in the community to build a resume
- Earn good grades that will help boost the cumulative GPA

10th Grade

- Take Pre-ACT in October (WHS will pay for all sophomores to take this test)
- Maintain rigorous course that demonstrate academic ability
- Stay involved in school and community

11th Grade

Fall Semester

- Review your high school transcript to make sure that you are on track to graduate and meet college requirements
- Develop a standardized testing plan (SAT or ACT)
- Take PSAT in October (WHS will pay for all juniors to take this test)
- Attend college representative visits in the counseling office
- Conduct college searches on Scoir and develop college list
- Visit colleges and attend college fairs or regional evening programs

Spring Semester

- Ask two academic teachers to write letters of recommendation
- Take SAT or ACT
- Continue to research and visit college campuses
- Complete NCAA registration at NCAA Eligibility Center website (potential college athletes only)
- Attend a college fair
- Meet with Ms. Stoudt to discuss post-secondary plans
- Attend the College Admission 101 Parent Program at WHS (March)
- Learn the application process

12th Grade

Fall Semester

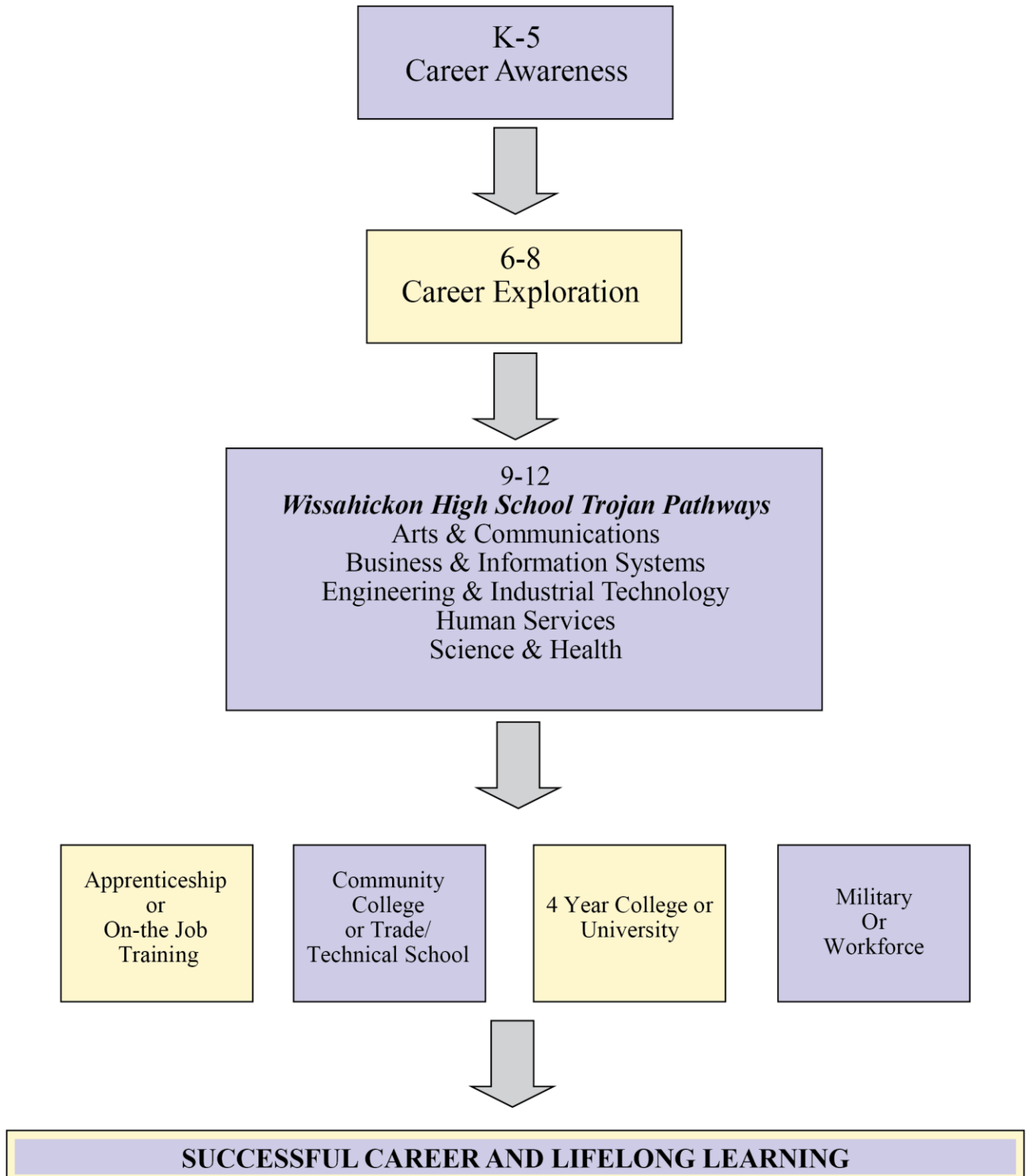
- Complete senior questionnaire for counselor recommendation
- Follow-up with teachers writing recommendations about earliest deadlines
- Take the SAT or ACT for final time
- Complete Common Application, Coalition Application, or a School Specific Application
- Update Scoir with college list
- Check transcript for accuracy
- Send your standardized test scores to colleges from College Board or ACT
- Meet with Ms. Stoudt to get questions answered
- Attend college rep visits (those individuals often read your applications!)
- Finalize college essay and seek feedback from teachers, counselors, friends, and parents
- Meet deadlines
- Complete Free Application for Federal Student Aid (FAFSA)
- Complete CSS Profile for institutional aid, if required by college
- Attend Senior Parent Admissions Program WHS (September)

Spring Semester

- Send mid-year grades (if needed)
- If accepted Early Decision, withdraw all other applications
- Check status of applications
- Visit college as admitted student
- Apply scholarships
- Compare financial aid packages
- Send deposit by May 1
- Notify counseling department of all your college application outcomes (a final transcript will automatically be sent to your chosen school).

Trojan Pathways

Wissahickon School District



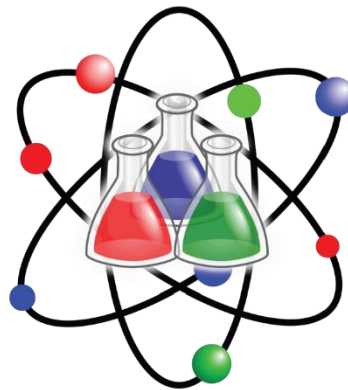


Wissahickon High School Trojan Pathways

Jobs can be clustered into industries that are closely linked by common market products, labor pools, technologies, supply chains, and/or other economic ties.



**Arts & Communications
(AC)**



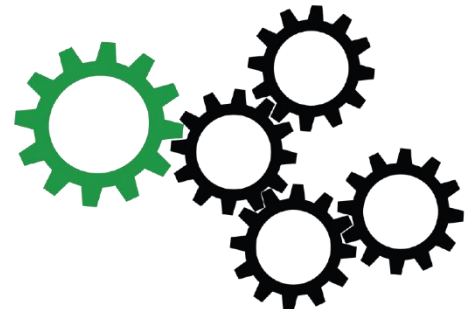
**Science & Health
(SH)**



**Human Services
(HS)**



**Business & Information Systems
(BIS)**



**Engineering & Industrial Technology
(EIT)**



Trojan Pathways

What are Trojan Pathways?

Trojan Pathways provide students with a direction for making informed course decisions. Each pathway is a flexible career grouping that will help students choose electives based on their post-secondary and career goals. Students identify with a pathway based upon their interests, experiences, and abilities. Trojan Pathways are divided into a number of focus areas which allow students to investigate career options within more specific industries. Each pathway provides students and parents with information regarding specific options within a focus area and the level of training or education needed to attain those careers.

What are the benefits of using Trojan Pathways?

- Assist students making appropriate choices during course selection
- Identify links between specific courses and potential career choices
- Provide an extension of classroom instruction relating to career exploration

How to use Trojan Pathways

The following pages outline the five Trojan Pathways at Wissahickon High School. Each pathway is briefly described and several career options within that pathway are listed. Recommended electives for that pathway are included so that students and parents can make informed decisions about courses that may relate to the identified career field. In order to ensure that graduation requirements are met, students should use the Program of Studies to determine the required core and elective courses for grades 9-12. Trojan Pathways should be used as a general guide when scheduling courses, but consultation with teachers and counselors is highly recommended.

General Electives

Some of the electives offered at Wissahickon High School are beneficial to students pursuing careers in any career pathway. Here are just a few of the electives that should be considered by all students:

SAT Math Prep (.5 credit)	Personal Finance (.5 credit)
SAT Verbal Prep (.5 credit)	Public Speaking (.5 credit)
Senior Internship (4 credits)	Computer Applications (.5 credit)
AP Seminar (1 credit)	AP Research (1 credit)

World Languages

Students in all pathways are encouraged to take a minimum of two years of a world language. College-bound students pursuing any pathway should consider additional years of world language beyond the minimum requirements. Students can work with their school counselor to determine an appropriate level of language completion.

Graduation Requirements

To receive a diploma and participate in the commencement ceremony, a student must satisfactorily complete the graduation requirements as set forth by the Commonwealth of Pennsylvania State Board of Education and the Wissahickon Board of Directors. These graduation requirements can be found in the 2024-2025 Program of Studies.

ARTS AND COMMUNICATION (AC)

This pathway is designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work.

PATHWAY FOCUS AREAS		
Performing Arts (PA)	Visual Arts (VA)	Publishing Arts (PU)

Are you interested in...?	Can you...?	Possible Paths...
Blogging or social networking Designing clothes, buildings, or interiors Designing/making costumes or sets Drawing/painting/photography Entertaining others—act/dance/sing/play Languages Telling stories Using your imagination Web site design Working with your hands Writing	Adapt to new technologies Articulate clearly to others Be flexible Dance/sing/act Design presentations or layouts Entertain and communicate with others Influence others Speak in front of an audience Imagine ideas Visualize designs Write with a purpose	Advertising Animation/Drawing Art/Art History Design—all aspects Graphic Arts Journalism Performance—dance, theater, music Photography Radio/TV Speech Communication Technical Support-lighting, sound, staging

SAMPLE CAREERS

Entry Level (OJT)	Technical/Skilled (1-3 years)	Professional (4+ years)
Announcer (PA) Background Artist (VA) Blogger (PU) Copy Editor (PU) Costume Designer (VA) Dancer (PA) Digital Photographer (VA) Floral Designer (VA) Instrument Repairperson (PA) Landscape Artist (VA) Model (PA) Newsroom Assistant (PU) Production Assistant (PA) Promotional Writer (PU) Public/Motivational Speaker (PA) Sign Maker (VA) Sound Technician (VA) Stunt Performer (PA) Videographer (VA) Web Page Designer (PU)	Actor (PA) Audio Technician (PA,PU) Artist—Fine or Craft (VA) Book Illustrator (VA, PU) Broadcast Technician (PU) CADD Designer (VA) Camera Technician (PA, PU) Choreographer (PA) Community Theater Director (PA) Dancer (PA) Design/Lighting Technician (PA, PU) Film Editor (PU) Fashion Designer (VA) Jeweler (VA) Make-up Artist (VA) Media Specialist (PU) Musician (PA) Photographer (VA) Retail Display Artist (VA) Set Designer (PA, VA) Web Designer (VA, PU)	Advertising Specialist (PU) Animator (VA) Art or Music Teacher (PA, VA) Art or Music Therapist (PA, VA) Art or Music Critic (PA, VA) Artist—Fine or Craft (VA) Copy Writer (PU) Editor (PU, PA) Graphic Designer (VA, PU) Industrial Designer (VA) Interior Designer (VA) Journalist (PU) Museum Curator (VA) Photographer (VA) Public Relations Manager (PU) Set Designer (PA) Art/Music/Dance Teacher (PA, PU) Translator (PU) TV/Film/Radio Personality (PU) Voice Over Specialist (PA) Web Designer (PU)

CONSIDER THESE WHS ELECTIVES:

Performing Arts (PA)	Visual Arts (VA)	Publishing Arts (PU)
Actor's Workshop (9-12) Art I (9-12) Band A/H (9-12)* Broadcast Production (10-12) Chorus A/H (9-12)* Classic Guitar A/H (9-12) Creative Expression (9-12) Creative Writing (9-12) Entrepreneurship (10-12) Essentials of Video Production (9-12) Intro to Business (9-12) Marketing (10-12) Music History A/H (9-12)* Music Theory & Tech H (9-12)* Personal and Business Law (10-12) String Ensemble A/H (9-12)* Voice Lab H (11-12)* Web Design (9-12) <i>General Electives—See Intro Page</i>	Animation (9-12) AP Studio Art (11-12)* Art I (9-12) Art II (9-12) Art III H (10-12)* Art IV H (11-12)* Art Media Mentorship (11-12) Ceramics I (9-12) Ceramics II H (9-12) Ceramics III H (10-12) Creative Expression (9-12) Entrepreneurship (10-12) Essentials of Video Production (9-12) Graphic Design I (9-12) Graphic Design II H (9-12) Graphic Design III H (10-12) Intro to Business (9-12) Marketing (10-12) Photography I (9-12) Photography II H (9-12) Photography III H (10-12) Web Design (9-12) Yearbook (10-12) NMTCC: Advertising Design; Graphic Arts <i>General Electives—See Intro Page</i>	Animation (9-12) Art I (9-12) Art II (9-12) Broadcast Production (10-12) Creative Expression (9-12) Creative Writing (9-12) Essentials of Video Production (9-12) Graphic Design I (9-12) Graphic Design II H (9-12) Graphic Design III H (10-12) Intro to Business (9-12) Marketing (10-12) Mass Media and Journalism (9-12) Personal and Business Law (10-12) Photography I (9-12) Photography II H (9-12) Photography III H (10-12) Web Design (9-12) Yearbook (10-12) NMTCC: Advertising Design; Graphic Arts; Social Media Marketing <i>General Electives—See Intro Page</i>

*Denotes course that is/can be full year (1 credit)

BUSINESS & INFORMATION SYSTEMS (BIS)

This pathway is designed to prepare student in the world of business, finance, and information s.

PATHWAY FOCUS AREAS

Marketing & Sales (MS) Information Technology (IT) Business Management (BM) Finance (F)

Are you interested in...?	Can you...?	Possible Paths...
Collaborating with others Learning new technology Managing/leading others Organizing projects/events Presenting to groups Shopping & fashion Traveling for your job Working with numbers Working in a business environment	Communicate effectively Design and give presentations Keep yourself organized Pay attention to detail Persuade others easily Solve problems Use computers Work easily with others and on your own Work with numbers	Accounting Advertising Buying & Merchandizing E-Commerce Finance Hospitality & Tourism Insurance Marketing/Sales Technology

SAMPLE CAREERS

Entry Level (OJT)	Technical/Skilled (1-3 years)	Professional (4+ years)
Accounting Assistant (BM) Auto Sales (MS) Administrative/Office Assistant (BM) Bank Teller (BM) Billing Clerk (F) Book Keeper (F) Cashier (F) Customer Service Rep (MS) Computer Operator (IT) Computer Help Desk (IT) Entrepreneur (BM) File Clerk (BM) Retail Salesperson (BM) Store Manager (MS) Telemarketer (MS) Title Searcher (F) Travel Agent (MS)	Bank Collection Officer (F) Claims Adjuster (F) Computer Programmer (IT) Computer Salesperson (MS) Corporate Event Planner (MS, BM) Desktop Publisher (IT, MS) Graphic Designer (MS) Insurance Appraiser (BM) Medical or Legal Secretary (BM) Production Support Analyst (IT) Real Estate Agent (BM, MS) Restaurant Manager (BM, MS) Retail Buyer (MS) Sales Representative (BM, MS) Software Technician (IT) Tax Preparer (F) Web Page Designer (MS)	Auditor (F) Bank Executive (BM, F) Certified Public Accountant (F) Chief Executive Officer (BM) Computer Security Specialist (IT) E-Commerce Analyst (IT) Financial Planner (F) Hospital Administrator (BM) Human Resources Generalist (BM) Info Systems Analyst (IT) Marketing Manager (MS) Manufacturing Sales Rep (MS) Network Administrator/Architect (IT) Operations Analyst (IT) Pharmaceutical Sales Rep (MS) Project Manager (BM) Tax Examiner (F) Underwriter (F)

CONSIDER THESE WHS ELECTIVES:

Marketing & Sales (MS)	Information Technology (IT)	Business Management (BM)	Finance (F)
Accounting 1 A/H (10-12)* Accounting 2 A/H (10-12)* AP Psychology (11-12)* Art I (9-12) Art II (9-12) Business Management (10-12) Creative Expression (9-12) Entrepreneurship (10-12) Graphic Design I (9-12) Graphic Design II H (9-12) Graphic Design III H (10-12) International Business (10-12) Intro to Business (9-12) Marketing (10-12) Personal & Business Law (10-12) Psychology (10-12) Photography I (9-12) Sociology (11-12) Web Design (9-12) Yearbook (10-12) NMTCC: Social Media Marketing <i>General Electives—See Intro Page</i>	Android App Development (9-12) AP Computer Science (11-12)* Computer Science I (9-12) Computer Science II (10-12) Cybersecurity (9-12) Business Management (10-12) Entrepreneurship (10-12) Intro to Business (9-12) Intro to Engin Design A/H (9-12)* Robotics (9-12) Web Design (9-12) NMTCC: Internet Technologies; Mechatronics <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* Accounting II A/H (11-12)* AP Psychology (11-12)* Business Management (10-12) Computer Science I (9-12) Computer Science II (10-12) Entrepreneurship (10-12) International Business (10-12) Intro to Business (9-12) Marketing (10-12) Personal & Business Law (10-12) Psychology (11-12) Sociology (11-2) Web Design (9-12) Yearbook (10-12) <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* Accounting II A/H (11-12)* Business Management (10-12) Computer Science I (9-12) Computer Science II (10-12) Entrepreneurship (10-12) International Business (10-12) Intro to Business (9-12) Marketing (10-12) Personal & Business Law (10-12) <i>General Electives—See Intro Page</i>

Students in this pathway should also plan to take four years of math—through Pre-Calculus or Probability & Statistics.

*Denotes course that is/can be full year (1 credit)

ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT)

This pathway is designed to enhance students' interests, awareness and application to careers related to technologies necessary to design, develop, install and maintain physical systems.

PATHWAY FOCUS AREAS

Construction (C) Engineering & Engineering Technology (ET) Manufacturing (M)
Transportation, Distribution and Logistics (TDL)

Are you interested in...?	Can you...?	Possible Paths...
Applying math/science to real problems Building with your hands Computer technology Design and architecture How things work Solving problems and puzzles Tools and equipment Working in a lab setting Working as part of a team	Develop creative solutions to problems Follow diagrams Improve things to function better Organize reports and people Solve complex math/science problems Stay current with new technology Think in a logical sequence Understand verbal and written directions Understand science and math principles	Alternative Power/Energy Production Architecture Automotive Building Construction Computers & Technology Engineering—all types Electronics/Robotics Manufacturing Military

SAMPLE CAREERS

Entry Level (OJT)	Apprenticeships	Technical/Skilled (1-3 years)	Professional (4+ years)
Automotive Service Attendant (TDL) Baggage Handler (TDL) Building Maintenance (C) Carpet Installer (C) Dockworker (TDL) Drywall Worker (C) Forklift Operator (TDL, M) Laborer (C, M, TDL) Machine Mechanic (M) Machine Operator (M) Mechanic Assistant (TDL) Roofer (C) Warehouse Worker (C, M, TDL)	Brick Mason (C) Carpenter (C) Diesel Mechanic (TDL) Electrician (C) General Contractor (C) HVAC Technician (C) Machinist (M) Painter (C) Plumber (C) Pipe Fitter (C) Railroad Worker (TDL) Surveyor (TDL, ET) Welder (C, M)	Air Traffic Controller (TDL) Auto Body Technician (TDL) Auto/Aircraft Mechanic (TDL) Bus Driver (TDL) CADD Drafter (C) Construction Foreman (C) Dispatcher (TDL) Dozer Operator (C) Electric Technician (M) Engineering Technician (ET) Instrument Repairman (M) Power Plant Operator (M) Quality Control Inspector (M) Robotics Technician (ET) Truck Driver (TDL)	Airline Pilot (TDL) Architect (C) Astronaut (ET) Computer Scientist (ET) Landscape Architect (C) Plant Manager (M) Construction Manager (C) Engineer—Aerospace, Agriculture, Biomedical, Chemical, Civil, Electrical, Computer, Environmental, Genetic, Industrial, Manufacturing, Mechanical, Network, Materials, Nuclear, Transportation, etc. (ET) Technical Writer (ET) Construction Trades Teacher (C) Urban Planner (C)

CONSIDER THESE WHS ELECTIVES:

Construction (C)	Engineering & Engineering Technology (ET)	Manufacturing (M)	Transportation, Distribution & Logistics (TDL)
Accounting I A/H (10-12)* Art I (9-12) Art II (9-12) Business Management (10-12) Ceramics I (9-12) Ceramics II H (9-12) Ceramics III H (10-12) Civil Engin& Arch A/H (10-12)* Computer Integrated Manufact A/H (10-12)* Creative Expression (9-12) Entrepreneurship (10-12) Intro to Business (9-12) Intro to Engin Design A/H (9-12)* Marketing (10-12) Robotics (9-12) NMTCC: Carpentry; Electrical Trades; HVAC; Property Maintenance & Renovation; Welding & Fabrication <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* AP Computer Science (11-12)* Art I (9-12) Business Management (10-12) Creative Expression (9-12) Ceramics I (9-12) Ceramics II H (9-12) Civil Engineering and Arch A/H (10-12)* Computer Integrated Manufact A/H (10-12)* Computer Science I (9-12) Computer Science II (10-12) International Business (10-12) Intro to Business (9-12) Intro to Engineering Design A/H (10-12)* Music Theory & Tech H (9-12)* Research Methodology H (10-12) Robotics (9-12) Web Design (9-12) NMTCC: Computer Integrated Machining; Electrical Trades; Internet Technologies; Mechatronics <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* Business Management (10-12) Ceramics I (9-12) Computer Integrated Manufacturing A/H (10-12)* Computer Science I (9-12) Computer Science II (10-12) Graphic Design I (9-12) International Business (10-12) Intro to Business (9-12) Intro to Engin Design A/H (10-12)* Personal & Business Law (10-12) Robotics (9-12) NMTCC: Computer Integrated Machining; Mechatronics <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* Business Management (10-12) Comp Integrated Manufact A/H (10-12)* Computer Science I (9-12) Computer Science II (10-12) International Business (10-12) Intro to Business (9-12) Intro to Engin Design A/H (10-12)* Robotics (9-12) NMTCC: Auto Collision Repair; Automotive Technology; Diesel Truck Technology; Recreational Power Equipment <i>General Electives—See Intro Page</i>

Students in this pathway should also plan to take four years of math—through Pre-Calculus or Probability & Statistics.

*Denotes course that is/can be full year (1 credit)

HUMAN SERVICES (HS)

This pathway is designed to cultivate students' interests, skills and experiences for careers related to family and human needs.

PATHWAY FOCUS AREAS

Counseling & Personal Care (CPC) Hospitality & Tourism (HT) Education (E)
Law, Public Safety, and Government (LPG)

Are you interested in...?	Can you...?	Possible Paths...
Being creative Being a good listener Being observant Caring for children Helping others Fitness or sports Legal systems Organization Problem solving Teaching others Working on a team Working with hair, nail, or make-up	Approach problems logically Be creative Be dependable Communicate well with others Make learning interesting Multitask Pay attention to detail Relate to diverse populations Stay Organized Think calmly in emergencies Work independently or with others Work with colors and/or design	Child Development Counseling Entrepreneurship Firefighting Fitness Training/Nutrition Food Services Government/Public Service Hair/Nail/Skin Care Hotel/Tourism Law/Law Enforcement Social Work Teaching

SAMPLE CAREERS

Entry Level (OJT)	Technical/Skilled (1-3 years)	Professional (4+ years)
Aerobics Instructor (HT) Armed Services (LPG) Child Care Worker (E) Cosmetics Counter Representative (CPC) Court Reporter (LPG) Home Health Aide (CPC) Host/Hostess (HT) Hotel Desk Clerk (HT) Housekeeper (HT) Library Assistant (E) Nanny (CPC, E) Mail Carrier (LPG) Radio Dispatcher (LPG) Security Guard (LPG) Travel Agent (HT) Waitress (HT)	Barber (CPC) Bartender (HT) Chauffer (HT) Child Care Director (E) Chef (HT) Corrections Officer (LPG) Cosmetologist (CPC) Crime Lab Technician (LPG) Fitness Instructor (CPC) Fire Fighter (LPG) Flight Attendant (HT) Manicurist (CPC) Paralegal (LPG) Personal Trainer (CPC) Police Officer (LPG) Teacher's Aide (E)	Air Marshall (LPG) CIA/FBI Agent (LPG) City Planner (LPG) Clergy Member (CPC) Counselor (CPC) Dietician (CPC) Executive Chef (HT) Food Services/Hotel Manager (HT) Funeral Director (CPC) Judge (LPG) Lawyer (LPG) Librarian (E) Park Ranger (LPG) Parole Officer (LPG) Politician (LPG) Teacher/Professor (E)

CONSIDER THESE WHS ELECTIVES:

Counseling & Personal Care (CPC)	Hospitality & Tourism (HT)	Education (E)	Law, Public Safety, & Government (LPG)
Accounting I A/H (10-12)* AP Psychology (11-12)* Art I (9-12) Art II (9-12) Art Media Mentorship (11-12) Business Management (10-12) Child Development (10-12) Creative Expression (9-12) Entrepreneurship (10-12) Intro to Business (9-12) Introduction to Food Preparation (10-12) Marketing (10-12) Personal & Business Law (10-12) Preschool Lab (10-12) Psychology (10-12) Sociology (11-12) Sports Medicine A/H (10-12) Web Design (9-12) NMTCC: Cosmetology; Health Science <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* Actor's Workshop (9-12) Art I (9-12) Baking & Convenience Foods (10-12) Business Management (10-12) Creative Expression (9-12) Gourmet & International Foods (10-12) Graphic Design I (9-12) Intro to Business (9-12) Introduction to Food Preparation (10-12) Marketing (10-12) Mass Media & Journalism (9-12) Music History A/H (9-12)* Personal & Business Law (10-12) Photography I (9-12) Psychology (10-12) War & Peace (11-12) Web Design (9-12) Yearbook (10-12) NMTCC: Baking & Pastry Arts; Culinary Arts <i>General Electives—See Intro Page</i>	AP European History (10-12)* AP Psychology (11-12)* Art I (9-12) Art Media Mentorship (11-12) Actor's Workshop (9-12) Band A/H (9-12)* Child Development (10-12) Chorus A/II (9-12)* Creative Expression (9-12) Creative Writing (9-12) Music History A/H (9-12)* Music Theory & Tech II (9-12)* Preschool Lab (10-12) Psychology (10-12) Sociology (11-12) String Ensemble A/H (9-12)* War & Peace (11-12) Yearbook (10-12) <i>General Electives—See Intro Page</i>	AP European History (10-12)* AP Psychology (11-12)* Child Development (10-12) Creative Expression (9-12) Personal & Business Law (10-12) Psychology (10-12) Sociology (11-12) Sports Medicine A/II (10-12) War & Peace (11-12) Web Design (9-12) NMTCC: Protective Services (10-12) <i>General Electives—See Intro Page</i>

*Denotes course that is/can be full year (1 credit)

SCIENCE AND HEALTH (SH)

The occupations in this pathway are related to the promotion of health and the treatment of disease.

PATHWAY FOCUS AREAS

Science, Technology and Math (STM) Agriculture, Food and Natural Resources (AFN) Health Science (HS)

Are you interested in...?	Can you...?	Possible Paths...
Conducting lab experiments/research Creating floral/landscape designs Diagnosing illness Learning about the land Preparing laboratory instruments Solving problems Sports/fitness Working in a healthcare environment Working on a team Working with animals	Analyze data collected from charts/graphs Apply scientific principles to the real-world Care for sick people/animals Follow instructions Pay attention to detail Perform physical labor Perform well in math and/or science Solve problems Work with people in need	Actuarial Science Energy Production Environmental Conservation/Protection Farming Forestry Horticulture Medicine/Pharmacy Physical/Occupational Therapy Science Research Zoology/Animal Science

SAMPLE CAREERS

Entry Level (OJT)	Technical/Skilled (1-3 years)	Professional (4+ years)
Animal Caretaker (AFN) Breeder (AFN) Data Entry Personnel (STM) Dialysis Technician (HS) EEG Technician (HS) Farmer (AFN) Food Conservation Worker (AFN) Home Health Aide (HS) Hospital Worker (HS) Lab Assistant (STM, HS) Lawn Service Worker (AFN) Nurses Aide (HS) Optician (STM) Patient Care Technician (HS) Patient Transporter (HS) Pharmacy Technician (HS) Physical Therapy Aide (HS) Retail Florist (AFN) Wildlife Preserve Worker (AFN) Zoo Caretaker (AFN)	Computer Technician (STM) Dental Hygienist (HS) Drafter (STM) Electronic Technician (STM) Emergency Medical Technician (HS) Environmental Science Tech (AFN) Forest Conservationist (AFN) Landscaper (AFN) Licensed Practical Nurse (HS) Massage Therapist (HS) Medical Lab Technician (HS) MRI Technician (HS) Nanotechnician (STM) Personal Trainer (HS) Physical Therapy Assistant (HS) Radiological Technician (HS) Respiratory Therapist Tech (HS) Sports Instructor (HS) Surveyor (AFN) Veterinary Technician (AFN)	Athletic Trainer (HS) Chiropractor (HS) Dietician (HS) Physician Assistant (HS) Medical Examiner (HS) Pharmacist (HS) Physician (HS) Registered Nurse (HS) Plant & Soil Scientist (AFN) Environmental Engineer (AFN) Geologist (AFN) Marine Biologist (AFN) Veterinarian (AFN) Food Scientist (AFN) Chemist (STM) Geneticist (STM) Zoologist (STM) Actuary (STM) Forensic Scientist (STM)

CONSIDER THESE WHS ELECTIVES:

Science, Technology, & Math (STM)	Agriculture, Food, & Natural Resources (AFN)	Health Science (HS)
Accounting I A/H (10-12)* Art I (9-12) AP Computer Science (11-12)* Astronomy A/H (11-12) Child Development (10-12) Computer Integrated Manufacturing A/H (10-12)* Computer Science I (9-12) Computer Science II (10-12) Creative Expression (9-12) Intro to Engineering Design A/H (9-12)* Music Theory & Tech H (9-12)* Oceanography A/H (10-12) Psychology (10-12) Robotics (9-12) NMTCC: Biomedical Technology; Health Sciences; Internet Technology <i>General Electives—See Intro Page</i>	Baking & Convenience Foods (10-12) Business Management (10-12) Computer Integrated Manufacturing A/H (10-12)* Computer Science I (9-12) Computer Science II (10-12) Gourmet & International Foods (11-12) Intro to Business (9-12) Intro to Engineering Design A/H (9-12)* Introduction to Food Preparation (10-12) Mass Media & Journalism (9-12) Oceanography A/H (10-12) NMTCC: Culinary Arts <i>General Electives—See Intro Page</i>	AP Psychology (11-12) Art I (9-12) Child Development I (10-12) Creative Expression (9-12) Computer Science I (9-12) Entrepreneurship (10-12) Intro to Business (9-12) Introduction to Food Preparation (10-12) Preschool Lab (10-12) Psychology (10-12) Research Methodology H (10-12) Robotics (9-12) Sociology (11-12) Sports Medicine A/H (10-12) NMTCC: Health Sciences, Biomedical Technology <i>General Electives—See Intro Page</i>

*Denotes course that is/can be full year (1 credit)

Students in this pathway should also plan to take four years of math and four years of science, including physics.

**COURSE
DESCRIPTIONS
BY
DEPARTMENT**

ADVANCED PLACEMENT (AP) CAPSTONE

Overview:

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

#8110 - AP SEMINAR (Grades 10-12)

Yearlong Course

Honors Level

Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts. They will also listen to speeches, broadcasts, or personal accounts, as we view artistic works or performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design and deliver oral and visual presentations, as individuals and as part of a team.

Prerequisite: Successful completion of at least one Honors class in English or Social Studies.

#8120 - AP RESEARCH (Grades 11-12)

Yearlong Course

Honors Level

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long investigation to address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper and a presentation with an oral defense. Students will work with a mentor in addition to the classroom teacher. A study hall is strongly advised to allow flexibility in data collection. **Prerequisite: Successful completion of AP Seminar.**

ART

RECOMMENDED COURSES FOR BFA DEGREES

It is essential that students planning to apply to schools offering a BFA degree in a visual arts field have a portfolio prepared by the midpoint of their senior year. In order to develop a quality representation of work and demonstrate a mature ability to manipulate a variety of media, it is recommended that students have progressed to an advanced level art course by their junior year. Courses recommended are Art I, II, III, & IV and/or concentration in another area of focus in the department: Graphic Design, Ceramics, or Photography.

#7731 - ART I (Grades 9-12)

Semester Course

Academic Level

This is a foundation course where students will investigate a variety of media used in the creative process. Students will explore numerous skills, techniques, and art concepts. Verbal and written critical analysis of one's own work and that of others will be an integral part of this course.

#7732 - ART II (Grades 9-12)

Semester Course

Academic Level

As a follow-up to Art I, this course involves more in-depth investigations that will explore concepts and processes. Creative problem-solving and media manipulation will inform the assignments. Verbal and written critical analysis of one's own work and that of others will continue to be an integral part of this course. **Prerequisite: Art I.**

#7734/#7733/#7736/#7735 - ART III H (Grades 10-12)

Yearlong or Semester Course (Single or Double periods)

Honors Level

This course is for students with high motivation in further developing individual interests and skills in various forms of artistic expression. Students will investigate contextual perspectives of visual communication and visual culture while developing their own aesthetic and artistic voice. Preparation of the artist's portfolio and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the field of art. In a studio setting, students will develop their skills both two and three dimensionally, utilizing multi-media and digital forms of expression. Art III may be taken as a single or double period course both semesters. Outside assignments are required in Art III. **Prerequisite: Art II.**

#7744/#7743/#7746/#7745 - Art IV H (Grades 11-12)

Yearlong or Semester Course (single or double periods)

Honors Level

Honors Level Art IV is a rigorous course of study designed for students who wish to focus on an area of artistic concentration or pursue art as a career. Students will concentrate upon the areas of their working portfolio that need strengthening. The course will also provide students the ability to explore and research their personal aesthetic through supervised study. Students are required to maintain a visual journal and present a college-admissions-level visual arts portfolio that includes a digital media component. Students are expected to attend National Portfolio Day and will learn how to complete the necessary steps in the college application process, including writing personal statements of purpose and preparing a digital portfolio. Self-discipline and a willingness to seek new challenges are expected. Art IV may be taken as a single or double period both semesters. Outside assignments are required in Art III.

Prerequisite: Successful completion of any Level III H Art class (Ceramics, Photography, or Graphic Design).

#7820 ADVANCED PLACEMENT 2-D Art and Design (Grade 12)

#7821 ADVANCED PLACEMENT 3-D Art and Design (Grade 12)

Yearlong Course

Honors Level

AP 2-D Art and Design and AP 3-D Art and Design are introductory college-level design courses. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional or three-dimensional art and design. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skill categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts. The AP Art and Design framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like artists. Skills 2 and 3 are specifically assessed in both portfolio sections (Sustained Investigation and Selected Works). 1) Inquiry and Investigation: Investigate materials, processes, and ideas. 2) Making Through Practice, Experimentation, and Revision: Make works of art and design by practicing, experimenting, and revising. 3) Communication and Reflection: Communicate ideas about art and design. **Teacher recommendation highly recommended.**

#7825 - ART MEDIA MENTORSHIP (Grades 11-12)

Semester Course

Academic Level

In this collaborative course, students will serve as mentors for individuals with special needs. Manipulation of media and creative problem solving with others will inform assignments. Verbal and written reflection of individual and collaborative works will be an integral part of this course. This course will follow selected curricula topics found in Art I/II.

#7749 - CERAMICS I (Grades 9-12)

Semester Course

Academic Level

This course presents an introduction to the basic techniques of construction in clay. Activities will include hand construction, wheel throwing, glazing, and experimenting with surface texture. Emphasis will be placed on form as well as function in clay construction.

#7759 - CERAMICS II H (Grades 9-12)

Semester Course

Honors Level

This course will incorporate basic elements of hand construction techniques requiring more advanced problem-solving skills. Greater emphasis will be placed on throwing pots on the wheel, creative experimentation, and surface decoration. Portfolio-quality ceramic projects will be emphasized. **Prerequisite: Ceramics I.**

#7760 - CERAMICS III H (Grades 10-12)

Semester Course

Honors Level

Ceramics 3 is a course designed for highly motivated, advanced ceramic students wishing to create an independently designed body of work. This course will build from the technical and conceptual foundations established in Ceramics I and II and challenge students to develop a consistent and effective studio practice while maintaining a standard of excellence in their design and craftsmanship. This course is strongly recommended for (though not limited to) students wishing to study ceramics, crafts, or other visual arts at the post-secondary level. Students in this course will develop a working research journal, artist website and admissions portfolio. Investigations will be student designed and driven, encouraging creative freedom, and further developing disciplined independence in studio practice and time/resource management. Students may take Ceramics III multiple semesters for credit. **Prerequisite: Ceramics II H.**

#7709 - GRAPHIC DESIGN I (Grades 9-12)

Semester Course

Academic Level

In this introductory course, students will learn to use Photoshop and Illustrator software to create illustrations and layout designs. This hands-on computer course provides the student with an opportunity to learn how to design like a graphic designer, while working on current topics. Students taking this course will have access to the Adobe Creative Cloud software suite on their district-issued laptop for the duration of the course.

#7719 - GRAPHIC DESIGN II H (Grades 9-12)

Semester Course

Honors Level

This course is for the highly motivated student who wants to bring their computer design, illustration, and layout skills to another level, while receiving Honors credit. Students will continue to use Photoshop and Illustrator professional software to create original designs and illustrations. There will be a focus on illustration and branding design. **Prerequisite: Graphic Design I.**

#7720 - GRAPHIC DESIGN III H (Grades 10-12)

Semester Course

Honors Level

This course is for the independent and highly motivated student who may be interested in pursuing a career in graphic design. Students will work directly with clients to create forms, design logos, and create multi-page layouts to serve the needs of their clients. Students will increase their skill level in Photoshop and Illustrator and can utilize their own devices, such as iPads/ProCreate, if preferred. Students will develop a portfolio of work that will reflect their graphic design skills. **Prerequisite: Graphic Design II H or written approval of instructor.**

#6218 - PHOTOGRAPHY I (Grades 9-12)

Semester Course

Academic Level

In this introduction course, students will explore digital photography through various investigations, narratives, and studio assignments. Students will study basic camera handling, composition, and historical and cultural aesthetics.

Using digital editing and mixed-media approaches, students will enhance and learn to optimize their photographic imagery. DSLR cameras are provided for students to use during class. Students are responsible for providing SD data storage cards.

#6228 - PHOTOGRAPHY II H (Grades 9-12)

Semester Course

Honors Level

This course is designed for students who wish to continue the study of digital photography. The exploration of advanced shooting techniques and computer manipulation will be included. From capture to print, students will further develop an understanding of photographic imaging capabilities. Studio investigations will center on photographic themes, portraiture, and individual artistic styles, as well as post-production editing techniques. DSLR cameras are provided for students to use during class. Students are responsible for providing SD data storage cards. **Prerequisite: Photography I.**

#6238 - PHOTOGRAPHY III H (Grades 10-12)

Semester Course

Honors Level

In Photo III, students will define their “personal voice” through a variety of conceptual assignments based on the fundamentals of digital photography. Studio investigations present both technical and creative challenges as students work toward the cultivation of individual artistic visions. DSLR cameras are provided for students to use during class. Students are responsible for providing SD data storage cards. **Prerequisite: Photography II H.**

#7881 - CREATIVE EXPRESSION (Grades 9-12)

Semester Course

Academic Level

This course is designed for any student who wishes to explore the creative process but may be unsure about taking a traditional skills-based art course. Students will engage in individual and collaborative hands-on activities (making) and dialogues (discussing) that examine issues related to self-awareness, social awareness, community building and decision making. This class will recognize and employ various cultural modes of creative expression including but not limited to: mixed media, traditional crafts, popular design in fashion and culture, performance/video, and alternative approaches to 2D art. Students will have the opportunity to make decisions about the materials and processes they use throughout the course.

#7712 - WEB DESIGN (Grades 9-12)

Semester Course

Academic Level

In this introductory course, students will explore the basics of Web Design while understanding UX (User Experience) and UI (User Interface). Hands-on and task-oriented activities using Illustrator software will allow the student to build upon and improve their web layout skills. Students will have the opportunity to create their web designs using an online format. Students taking this course will have access to the Adobe Creative Cloud software suite on their district-issued laptop for the duration of the course.



BUSINESS EDUCATION

The Business Education Department offers all students the opportunity to select from its program of studies any courses they feel will help them to develop personally useful business and computer skills.

It is recommended that students who plan to attend college for Business, Business Administration or Accounting take Accounting I and Accounting II Honors, Personal Finance, and a Computer Programming class.

#5556/#5576 - ACCOUNTING I (Grades 10–12)

Yearlong Course

Academic/Honors Levels

Do you intend to major in any area of business in college? Your business background will be greatly enriched as emphasis is placed on individual, partnership, and corporate accounting. This course will use accounting software, similar to Peachtree and QuickBooks, and computers throughout the year to provide a “hands on” approach to learning how computerized integrated accounting systems function. It is advisable to begin Accounting 1 in 10th or 11th grade so that you can complete Accounting 2 as an 11th or 12th grader. By completing the entire accounting program, you will receive the exposure in analyzing data for management decision-making that will be most beneficial to you as you pursue any area of the college curriculum. To earn Honors credit, additional assignments and projects will be required with a stronger emphasis on critical thinking and problem solving.

#5656/#5658 - ACCOUNTING II (Grades 11–12)

Yearlong Course

Academic/Honors Levels

If you are thinking of majoring in Accounting or any other field of business, this course is a must! This course will be all computer based. Your business background will be greatly enriched by taking this course, as primary emphasis will be placed on the advanced principles of partnership and corporate accounting systems. Accounting 2 is a continuation of financial accounting and introductions to managerial, tax and cost accounting. To earn Honors credit, additional assignments and projects will be required with a stronger emphasis on critical thinking and problem solving. **Prerequisite: Accounting I**

#5522 - BUSINESS MANAGEMENT (Grades 10–12)

Semester Course

Academic Level

This course offers a comprehensive coverage of higher-level business management content including production and operations management in a realistic, investigative, and enriching manner. All the functions of business management are covered including the use of technology and communication tools. Students will examine current events, technology topics, international trends and other important issues that influence the business environment.

Prerequisite: Introduction to Business

#5416 - COMPUTER APPLICATIONS (Grades 9-12)

Semester Course

Academic Level (DC)

This course introduces the fundamentals of computer hardware, software, and their integration into management information systems. Software covered in this course will include Microsoft Office 365 (Word, Excel, Access, PowerPoint) and Windows. Additional topics include types of computers and their uses, the evaluation of computer hardware, using the Internet, networking, software integration and miscellaneous computer related topics.

#5740 - ENTREPRENEURSHIP (Grades 10–12)

Semester Course

Academic Level

This course focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining a business. It incorporates the various functional areas of business and the environment as they apply to the individual starting his/her own business. Students are given the opportunity to design, run, and operate a business within the course.

Prerequisite: Introduction to Business

#5530 - INTERNATIONAL BUSINESS (Grades 10-12)

Semester Course

Academic Level

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

#5510 - INTRODUCTION TO BUSINESS (Grades 9–12)

Semester Course

Academic Level

This course is designed to help students learn the principles of business using real-world examples and learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, taxes and credits, the basics of financing a business, how a business relates to society, how to identify a business opportunity; and techniques for planning, executing, and marketing a business plan.

#5518 - MARKETING (Grades 10–12)

Semester Course

Academic Level

This course will introduce students to the exciting, important, and profitable world of marketing, as the most visible aspect of business, and how it influences all business activities. Students will learn the foundation and functions needed to successfully market goods, services, and ideas to consumers in today's world. Students will apply the marketing mix and demonstrate their knowledge through projects involving Product, Place, Promotion and Price. **Prerequisite: Introduction to Business**

#5702 - PERSONAL AND BUSINESS LAW (Grades 10–12)

Semester Course

Academic Level

Law is intriguing and informative as it relates to common, everyday experiences. Do you know how the law affects your activities in and out of school; what rights are in a court of law or how contracts operate? These, as well as many other topics, including current events, will be incorporated into this course so that you can avoid many of the legal difficulties that might confront you or your business.

#5526 - PERSONAL FINANCE (Grades 10-12)

Semester Course

Academic Level

This course is designed to help students learn and apply valuable life skills in money management, career planning, saving, and investing, credit management, retirement planning and budgeting. By exploring successful strategies to grow and protect wealth, students will discover the richness of information available to manage their lives and resources. **Prerequisite: Introduction to Business**



ENGLISH

The Academic and Honors English curriculum utilizes an integrated approach to language built on a collection of non-fiction and fiction. The reading selections provide a mixture of genres with an array of cultural perspectives. Teachers use core texts to model strategies that serve as the “heart” of reading and writing workshops. Students will be provided opportunities to strengthen their understanding, analysis, and evaluation of texts while developing and honing their own writing craft. Over the course of four years, students will learn to read like writers and to write like readers.

#0400/#0300 - LANGUAGE, LIT & WRITING I/II – HONORS ENRICHMENT (Grades 9 & 10)

Yearlong Course

Honors Level

This co-mingled ninth and tenth grade course is an interdisciplinary approach led by participating English and Social Studies teachers. The program consists of two parts: content and enrichment. Curriculum content specific to English will be determined biannually relative to the honors curriculum of the given year. A strong emphasis will be placed on the analysis, synthesis, and evaluation of literature and non-fiction as well as various genres of writing. Additionally, public speaking opportunities will be provided. Advanced language skills, intellectual curiosity, and a disciplined work ethic are highly recommended. This program is open to gifted and non-gifted students who have been recommended based on their advanced performance in ELA classes. Key characteristics differentiating the honors level from the English portion of the co-taught enrichment program will include reading level of supplemental materials, pacing, expectation of workload, and expected work product. Class time is split with the enrichment portion of the program, which will consist of team-taught, interdisciplinary thematic units. Overall, the enrichment program is accelerated and condensed.

LANGUAGE, LIT & WRITING II – HONORS ENRICHMENT (0300) will be offered in school year 2025-2026.

#0301 - LANGUAGE, LIT & WRITING II - HONORS ENRICHMENT (GRADE 10)

Yearlong Course

Honors Level

This course is an advanced Language, Literature & Writing course. The curriculum for this course is related to the honors curriculum of Language, Lit & Writing II. A strong emphasis will be placed on the analysis, synthesis, and evaluation of literature as well as various genres of writing. Advanced reading and writing skills are highly recommended. Key characteristics differentiating the Honors from Honors Enrichment include reading level of supplemental materials, pacing, expectation of workload, and expected work product. This course is not co-taught and will focus specifically on advancing and refining reading and writing skills for students likely to take APELC and AP Lit.

#0690—AP ENGLISH LANGUAGE & COMPOSITION (Grade 11)

Yearlong Course

Honors Level

AP English Language & Composition is an introductory college-level composition course that engages students in becoming critical readers, thinkers, and citizens in the 21st century. Students are asked to become skilled readers of prose written in a variety of rhetorical contexts and writers who compose for a variety of purposes. Students should possess a passion for the English language as they explore topics like rhetorical situation, argumentation, synthesis, reasoning and organization, and individual style. In this course, students will develop critical literacy and facilitate informed citizenship for responsible engagement in civic life. A teacher recommendation from the student’s 10th-grade ELA teacher is strongly encouraged for students interested in taking this course.

#0691 - AP ENGLISH LITERATURE & COMPOSITION (Grade 12)

Yearlong Course

Honors Level

This year-long AP course is designed for motivated, capable seniors with a high interest in literary studies. Sharpening literary analysis skills and enriching the quality of expository writing are the two main objectives. Poetry, drama, and prose will be studied in detail. Challenging writing assignments will be given which will be completed in class with time limitation as extensive preparation for the AP exam. By the end of the year, pupils will be prepared to take the Advanced Placement English examination that may qualify them for advanced standing in college. In addition, the course provides an excellent foundation for college literary studies. **Prerequisite: Grade of B or better in AP English Language & Composition or an A in honors-level English or current teacher recommendation.**

#0122/#0120- LANGUAGE, LIT & WRITING I (Grade 9)**Yearlong Course****Academic/Honors Levels**

These courses provide the foundation for high school reading, writing and grammar skills centered around the Pennsylvania Common Core Standards. Students will begin the year focusing their writing on constructed responses and they will write to demonstrate knowledge and understanding. Students will be exposed to reading informational texts as well as works of fiction and to a variety of writing modes such as constructed response, exemplification, and argumentation. Additionally, students will conduct research that they will orally deliver to help advance their speaking and listening skills. Selected pieces will guide student instruction to help students answer the question “Why do we need literature?” Units of study will each supply a different answer to that essential question: to hear all voices and learn about different perspectives and experiences, to learn from the past so that history does not repeat itself, to have access to knowledge, and to explore who we are and who we want to become. Throughout the year, certain texts will be used in both the academic and honors levels of instruction; however, key characteristics differentiating these levels will include homework/independent work outside of class time, reading level of supplemental materials, pacing, workload, and expected work product.

9 th Grade Academic	9 th Grade Honors
Reading: Extended fiction & non-fiction essays will be expected to be read independently and/or as part of a group. A majority of reading expectations will be provided during class time, and as the year progresses, students will have more outside/independent reading to do. Class activities will include reading strategies for fiction and nonfiction that help with comprehension.	Reading: Students will be expected to read independently. Most assignments are expected to be read independently, so limited class time will be provided to read. Class activities will include reading comprehension strategies, but the focus will be on analysis and interpretation of literature and nonfiction in order to understand how an author achieves his/her purpose. Various extension activities will be provided.
Writing: Students will have specific instruction to review and refine their understanding of the parts of an essay (introduction, body, and conclusion) before completing a process-driven essay. Students will write at least one process-driven essay during the year, with opportunities to choose different mediums to convey their understanding in a written format. Writing instruction will focus on content and mechanics.	Writing: Students will write at least one process-driven essay per marking period. There will be an emphasis on students developing their voice as well as the depth of their analysis. In addition to essays, students will also be asked to convey their understanding in a variety of written formats. Writing instruction will seek to advance student skills in the areas of content and style.

#0222/#0220- LANGUAGE, LIT & WRITING II (Grade 10)**Yearlong Course****Academic/Honors Levels**

These courses will focus on Pennsylvania Common Core Standards. Course content will focus on reading informational texts, reading works of literature, writing, and speaking and listening skills. Writing modes such as literary analysis, and argumentation will be taught, and students will write to demonstrate knowledge and understanding. Additionally, students will be asked to respond in writing to literature, to conduct research, and to consider the credibility and validity of written sources. Selected short and extended works of non-fiction and fiction will guide student instruction, focusing on thematic ideas such as: coming of age, factors that contribute to success, dystopia, and multi-cultural voices. Throughout the year, certain texts will be used in both the academic and honors levels of instruction. However, key characteristics differentiating these levels will include reading level of supplemental materials, pacing, expectations of workload, and expected work product.

10 th Grade Academic	10 th Grade Honors
Reading: Students will be expected to read extended fiction & non-fiction independently and/or as part of a group. Class time will occasionally be provided. Class activities will include reading strategies for fiction and nonfiction that help with comprehension.	Reading: Students will be expected to read and complete assignments independently. Limited class time will be provided. Class activities will include reading comprehension strategies but will focus on analysis and interpretation of literature and nonfiction to understand how an author achieves their purpose.
Writing: Students will write at least one process-driven essay per marking period. Basic essay elements (introduction, body, and conclusion) will be included in instruction to aid students in achieving proficiency. Writing instruction will focus on content and mechanics.	Writing: Students will write at least one process-driven essay per marking period. Second semester will have greater emphasis on rhetorical devices used in argumentative writing. Writing instruction will seek to advance student skills in the areas of content and style.

#0322/#0320 - LANGUAGE, LIT & WRITING III (Grade 11)**Yearlong Course****Academic/Honors Levels**

In these courses, students will participate in a multitude of different reading units and engage in discussion around novels from different genres. Class readings will include a major work each marking period. Students will read the following over the course of 11th grade: *Things Fall Apart* by Chinua Achebe, *A Lesson Before Dying* by Ernest J. Gaines, and *A Streetcar Named Desire* by Tennessee Williams. Students will also choose between a menu of memoir options. Students are also expected to craft process-driven essays in a variety of forms (e.g., narrative essays, critiques, research-based analyses, and college essays). Key characteristics differentiating the Honors and Academic levels will include reading level of supplemental materials, pacing, expectations of workload, amount of student support, and expected work product. Additional components of these courses include public speaking skills, test-taking strategies, group collaboration, vocabulary in practice, twenty-first century skills, and Socratic Seminars.

11 th Grade Academic	11 th Grade Honors
Reading: Students will be expected to read independently with consistent classroom support and/or as part of a group. Students should be prepared to learn reading strategies for fiction and nonfiction that will help with comprehension and that will lead to greater analysis of an author's purpose and approach.	Reading: Students will be expected to learn and demonstrate reading strategies independently with less frequent classroom support. Students should be prepared to learn reading strategies for fiction and nonfiction that will help with comprehension and that will lead to greater analysis of an author's purpose and approach, preparing them for college-level discussions.
Writing: Students will be expected to write essays independently with classroom support. Writing instruction will focus on content and mechanics.	Writing: Students will be expected to write essays independently with less classroom support. Writing instruction will seek to advance student skills in the areas of content and style.

#0422/#0420- LANGUAGE, LIT & WRITING IV (Grade 12)**Yearlong Course****Academic/Honors Levels**

In these courses, students will have the opportunity to participate in a wide range of reading units and engage in discussions surrounding novels from various genres. Class readings will include a major work each marking period. Students will read the following over the course of 12th grade: *The Metamorphosis* by Franz Kafka, *Made in China* by Amelia Pang, *The Great Gatsby* by Scott Fitzgerald, *Hamlet* by Shakespeare, and Literary Circle Books. Additionally, students will be given a selection of essays, speeches, and articles. It is expected that twelfth graders will read independently with consistent classroom support or as part of a group. They should be prepared to learn reading strategies for both fiction and nonfiction texts, which will aid in comprehension and contribute to a deeper analysis of an author's intentions and methods. Furthermore, students are expected to independently write essays. With regular support from their teachers, they will develop process-driven essays in various forms, such as literary analysis, argumentative essay, research-based analyses, and RAFT (character analysis). Key characteristics differentiating the Honors and Academic levels will include reading level of supplemental materials, pacing, expectations of workload, amount of student support, and expected work product. Additional components of these courses include public speaking skills, test-taking strategies, group collaboration, vocabulary in practice, twenty-first-century skills, and Socratic Seminars.

12 th Grade Academic	12 th Grade Honors
Reading: Students will be required to engage in independent reading while receiving ongoing assistance from the teacher and/or collaborating with their peers. It is expected that students will acquire reading skills specific to both fiction and nonfiction texts, which will enhance their understanding and enable them to critically analyze the intentions and techniques employed by the author.	Reading: Students will be required to develop and display their own reading techniques with less frequent assistance in the classroom. Students should be ready to acquire reading strategies for both fiction and nonfiction that will enhance their comprehension skills and enable them to analyze an author's intentions and methods in a more profound manner, thereby preparing them for college-level discussions.
Writing: Students will be expected to write essays independently with classroom support. Writing instruction will focus on content and mechanics.	Writing: Students will be expected to write essays independently with less classroom support. Writing instruction will seek to advance student skills in the areas of content and style.

ENGLISH ELECTIVES

#0855 - ACTOR'S WORKSHOP (Grades 9-12)

Semester Course

Academic Level

Students will explore the actor's craft in Actor's Workshop. During the first marking period, they will participate in activities that emphasize cooperation, sensory observation and recall, concentration, and imagination. During the second marking period, students will perform scenes focusing on voice, body language and characterization. Consistent attendance is crucial, as daily participation is an important part of the student's grade. In addition, students should expect to do homework that may include memorization and to perform in front of classmates almost daily.

#0835 - CREATIVE WRITING (Grades 9-12)

Semester Course

Academic Level

Course emphasis is on "thinking outside the box," exploring words and language, and using the environment to generate writing. Students will expand their thinking, hone their writing skills, and tap into their creativity. Students taking this course should enjoy writing.

#0859/#0860 - MASS MEDIA AND JOURNALISM (Grades 9-12)

Semester Course

Academic/Honors Levels (DC)

This course is intended as a basic survey in journalism. Its purpose will be to give the student a broad yet incisive picture of the most important phases of broadcast journalism. Students will learn about the worlds of print and tv news and of the essentials of journalism. Emphasis will be placed on the fundamentals of journalistic technique, including the news story, interviewing, ethics, the feature story, a package, and the editorial. Students taking this course should enjoy writing. Direct links will be developed between the work in the classroom and the work in publication of the school newspaper, The Trojan Times, as well as the production of the morning news show, Wake Up Wiss Nation.

#0836 - PUBLIC SPEAKING (Grades 9-12)

Semester Course

Academic Level

Students will gain an understanding of communications and obtain an awareness of their own communication abilities. In addition, students will hone presentation skills through formal, informal, and impromptu speeches. Class participation is a must!

#0858 - SAT VERBAL PREPARATION (Grades 10-12)

Semester Course

Academic Level

For students planning to take or re-take the SAT's, this course will be structured to inform, motivate, and prepare them. Both the content of the exam and the strategies recommended for success will be conveyed. Skills such as analyzing sentence completion questions, reading critically, writing effectively under time constraints, and recognizing vocabulary will be improved through direct instruction, regular practice, and practice test feedback. Helping students to score at their maximum potential on the SAT critical reading and writing sections will be the ultimate goal.

#0854 - YEARBOOK (Grades 10-12)

Semester Course

Academic Level

The Yearbook course has been designed to provide students with journalism and photography skills, the ability to apply those skills to the actual production of the school yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, production, reporting, headline, writing, captions, editing, photography, typography, design, graphics, finances, yearbook campaign, advertising, and distribution. Actual work results in the current volume of the high school yearbook. The publication strives to maintain a tradition of excellence in which the school and community can take pride. Students should have taken a journalism class and/or a photography class prior to taking this course. Students should also apply for a staff position for this course prior to course selection. Applications are available in room FO3.

FAMILY & CONSUMER SCIENCES

The Family and Consumer Science curriculum provides an opportunity for all students to develop skills and knowledge related to the areas of food and family life education. Students are encouraged to explore both areas of Family and Consumer Science.

#7210 – INTRODUCTION TO FOOD PREPARATION (Grades 10-12)

Semester Course

Academic Level

This course is for students with an interest in cooking. This course presents the basic principles, fundamental techniques and cooking skills used in preparing various foods. Lessons on fruits, vegetables, baked goods, grains, and dairy products are taught through lectures, demonstration, written assignments, and actual food preparation. Students should be prepared to participate in all aspects of cooking, eating the food they prepare and cleaning up the kitchen according to safety standards taught in class.

#7328 - BAKING & CONVENIENCE FOODS (Grades 10-12)

Semester Course

Academic Level

This course is designed for students who want to further their learning in cooking. The course is designed to refine previously learned skills and techniques related to food preparation. Major emphasis is placed on the use of convenience foods and portable appliances as well as meal preparation and consumer education. ***Prerequisite: Successful completion of Introduction to Food Preparation.***

#7348 - GOURMET & INTERNATIONAL FOODS (Grades 11-12)

Semester Course

Academic Level

This course is designed for students with a high interest in developing culinary skills. The course is designed to refine previously learned skills and techniques related to food preparation. Major emphasis is placed on the use of cooking techniques as they are used in preparing gourmet and international foods. ***Prerequisite: Successful completion of Introduction to Food Preparation.***

#7470 - CHILD DEVELOPMENT (Grades 10-12)

Semester Course

Academic Level

This class explores pregnancy and childbirth. The course focuses on the physical, intellectual, emotional, social, and moral development of children from birth through three years old. Positive guidance techniques, parenting styles, and the family life cycle will also be explored. Formal observation of children and active participation in the Wissahickon Early Learning Lab (WELL) program are important requirements.

#7471 - PRESCHOOL LAB (Grades 10-12)

Semester Course

Academic Level

This class focuses on the physical, intellectual, emotional, social, and moral development of children from four to six years old. We explore various scenarios that impact children's health and safety. Childcare options, as well as careers involving children will be discovered. Lesson planning and active participation in the Wissahickon Early Learning Lab (WELL) program are important requirements.

#7225 - FCS MENTORSHIP (Grades 11-12)

Semester Course

Academic Level

In this collaborative course, students will serve as mentors for individuals with special needs. Collaborative work will be an integral part of this course. This course will follow selected curricula topics found in Introduction to Food Preparation.

HEALTH AND PHYSICAL EDUCATION

It is the goal of the Physical Education and Health Department to graduate students who are both "Physically Educated and Health Literate." The program has been designed to meet the physical, social, and emotional needs of every student. The curriculum promotes the optimal function of the heart, lungs, muscles, and mind while encouraging physical exercise as a lifetime habit and worthy use of leisure time. This is supported by the health curriculum, which develops a working knowledge of the body and its relationship to the environment and society.

PHYSICAL EDUCATION AND HEALTH REQUIREMENTS

- ◆ 9th grade - Wellness (Full year course)
- ◆ 10th grade - one semester of Physical Education elective
- ◆ 11th grade - 11th grade Health (one semester)
- ◆ 12th grade - one semester of a Physical Education elective

#9000 – 9th GRADE WELLNESS (Grade 9)

Yearlong Course

Academic Level

This is a required course where students will earn .5 credits for Health and .5 credits for Swimming and Physical Education for successful completion of all course requirements. The Health course will be divided into 8 units: Making Healthy Decisions, Mental Health, Social Health, Physical Fitness, Substance Abuse, Nutrition, Fitness, and a culminating "5 Year Wellness Plan Project". Students will set personal goals, discuss relevant topics such as technology, sleep needs, nutritional needs, student anxieties, cooperative learning, developing a personal fitness program and other projects. The Aquatic activities include but are not limited to the four basic swim strokes (freestyle, breaststroke, elementary backstroke, and competitive backstroke), treading water, basic rescue skills, snorkeling, kayaking, and recreational games such as water polo. Students will be responsible for bringing their own swimsuit, towel, bathing cap (optional), and combination lock. Short sleeve t-shirts may be worn over bathing suits along with swim shirts, rash guards, and leggings. In the physical setting the students will demonstrate health and skill-related fitness components, cooperative activities, and other activities to promote a healthy fitness lifestyle. Activities will include fitness, lifetime, and team sports using facilities on the turf, outdoors, or in the gym and the Fitness room equipment, such as weight machines, free weights, elliptical, treadmills, steppers, bicycles, rowers, and heart rate monitors. Fitness tests, written and practical assessments will be administered throughout the semester. **9th Grade Wellness is a requirement for graduation.**

#9200 - HEALTH (Grade 11)

Semester Course

Academic Level

Healthful Living will prepare students to make educated, healthy decisions as they assume responsibilities for themselves, their family, and the community. The course is divided into three main units including Diseases of Modern Living, Mental Health, and Human Sexuality. Healthful Living offers the American Red Cross CPR/AED 2-year certification. It will address the importance of good mental wellness by covering topics such as peer pressure and societal demands. The course covers common mental illnesses, including teen depression. Human Sexuality will address fetal development, healthy relationships, and STI's. The National and State Health Standards are addressed. Throughout this course the common theme will be to instill in the students the importance of making proactive, well-informed, educated decisions that will carry them throughout life. **Health is a requirement for graduation.**

PHYSICAL EDUCATION ELECTIVES

MANDATORY for 10th & 12th GRADES

#9570 - ADVENTURE EDUCATION (Grades 10-12)

Semester Course

Academic Level

Adventure Education uses human-powered indoor and outdoor pursuits to help students learn about interpersonal and intrapersonal relationships. Some of the activities and challenges students will encounter include problem solving, teamwork, communication, and successfully completing group initiatives which will ultimately directly affect their own success and challenge them to grow by overcoming perceived limitations. This course is designed with the problem solver in mind offering life lessons which have tremendous carry-over potential that can be applied to a variety of life enhancing applications. During the semester, mountain bikes will be utilized to meet our requirements of a fitness unit. The bikes are used to enhance individual levels of fitness in areas of muscular strength, as well as muscular and cardiovascular endurance. Recreational Aquatic activities such as raft building and kayaking will be implemented in the natatorium. Students are expected to apply and demonstrate the skill sets learned during the semester while engaging in interactive activities.

#9578 - COMPETITIVE SPORTS (Grades 10-12)

Semester Course

Academic Level

This physical education class is for those students who want to make a serious commitment to their physical well-being in a competitive environment. The class emphasizes cardiorespiratory efficiency, muscular strength, and muscular endurance. It is designed to enhance flexibility, help students understand body composition, and develop positive attitudes and responsible habits. Students will have the opportunity to learn the fundamentals of a variety of fall, winter, and spring team sports. Emphasis will be placed on the basic skills, rules, strategies, scorekeeping, and good sportsmanship. Students will be expected to apply and demonstrate the learned skills in each activity.

#9572 - DANCE FUSION (Grades 10-12)

Semester Course

Academic Level

This course is for the student who loves dancing and moving to music in a variety of ways. Dancing will provide students with lifetime activity skills, methods, and terminology for contemporary and ballroom dance styles such as but not limited to: Country, Hip Hop, Foxtrot, Swing, Square Dance, Latin, Waltz, Zumba and other international dances in both line and partner formations. Students will learn to choreograph, demonstrate, and teach dance routines. Dance steps will also be fused with body movements in various dynamics and on different levels to music using props such as hula hoops, scooters, balls, or drums. The students will be engaged in dance/fitness-based activities that will enhance individual levels of fitness in areas of muscular strength, muscular endurance, flexibility, and cardiovascular fitness. Some of the activities will include yoga, Pilates, kickboxing, jump roping, and parachute.

#9580 - ELITE COMPETITIVE SPORTS (Grades 10-12)

Semester Course

Academic Level

The course is designed for the students who want to engage in an accelerated lifetime physical education experience. This course will focus on a student's desire to become advanced in the skills and knowledge of badminton, pickle ball, floor hockey, flag football, soccer, Ultimate Frisbee, volleyball, and physical fitness. Emphasis will be given to learning and refining skills and an increased level of competitiveness. Students will be expected to be highly motivated to compete at a higher level. Teamwork will be a focus for all units. Many of the classes will have instructional time and skill practice. This course requires permission from a Physical Education staff member. At the end of each unit there will be matches played in a round robin style tournament. A fitness unit will consist of fitness-based activities that will enhance individual levels of muscular strength, muscular endurance, flexibility, and cardiovascular fitness. Fitness activities may include but are not limited to core training, cardiovascular fitness machines, weightlifting, cross-training, flexibility routines, and body weight resistance exercises.

#9583- FITNESS (Grades 10-12)

Semester Course

Academic Level (DC)

This course is designed to engage students in a variety of lifetime fitness activities. They will learn the proper use, care and safety of all equipment, proper training principles, personal goal setting and assessment of individual performance. Students will perform different exercises to help develop cardiovascular fitness through power walking, jogging, body shaping, jump roping, cardio circuit training, selected sports, and the use of cardio equipment such as ellipticals, treadmills, steppers, stationary bikes, and rowers. Students will perform resistance training exercises to improve muscular strength and endurance with the use of stability balls, resistant tubes, bands, weighted balls, etc. Flexibility will be enhanced through the movements of Pilates, yoga, plyometrics and flexibility exercises. Students will also engage in speed and agility exercises using ladders, hurdles, and cones. Target heart rates will be utilized to regulate and assess student fitness levels. Fitness tests, written and practical assessments will be administered throughout the semester.

#9586 - LIFEGUARD TRAINING (Grades 10-12)

Semester Course

Academic Level

The American Red Cross Lifeguard Training course will involve both classroom and swimming pool instruction. Students will gain knowledge and skills needed to prevent and respond quickly to aquatic emergencies, prevent drownings and injuries, and promote facility safety. Students will be able to demonstrate rescue skills, providing care and victim assessment for breathing emergencies, cardiac emergencies, first aid, and caring for head, neck, and back injuries. Students enrolled in this course will engage in a significant amount of swimming and must be proficient swimmers. In addition to demonstrating rescue skills, the American Red Cross requires students to successfully complete the following skills challenges by the conclusion of the course:

- Swim continuously for 300-yards using freestyle
- Tread water for 2 minutes using only legs
- Start in the water and swim 20 yards
- Surface dive to a depth of 7 to 10 feet to retrieve a 10-pound object
- Return to the surface and swim 20 yards on the back to return to the starting point
- Exit the pool without using a ladder or steps
- Complete a combination of skills within 1 minute and 40 seconds, which includes the combination of a 20-yard swim using free-style or breaststroke, a surface dive to a depth of 7-10 feet, retrieval of a 10-pound object, return to the surface, and a 20-yard swim back to the starting point.
- Students must complete Lifeguarding written test and CPR/AED use written exam.
- Students need 80% or better to obtain a certificate.

Students will be responsible for bringing their own 1-piece swimsuit, towel, bathing cap (optional), and combination lock. Short sleeve t-shirts may be worn over bathing suits. **Students must be 15 years old by the completion of the course.** If successful in completing the course, students will be certified in Lifeguard Training, CPR and AED skills and will be eligible to apply for lifeguarding jobs. There is a \$42.00 American Red Cross fee which covers the cost of the certificates.

#9576 - LIFETIME ACTIVITIES (Grades 10-12)

Semester Course

Academic Level

This course will enable students to engage in lifetime activities such as golf, disc golf, volleyball and more. Other activities may include "backyard" activities such as pickle ball, volleyball, badminton, bocce ball, Frisbee, fitness walking and hiking. Emphasis will be given to learning and refining the basic skills used in each activity as well as learning the rules, etiquette, and safety concerns for each activity. Students will be expected to apply and demonstrate the basic skills.

#9506—PE PALS (ADAPTIVE PE) (Grades 10-12)

Semester Course

Academic Level

PE PALS combines students across the high school including autistic support, functional learners and regular ed students. Students in this course receive their physical education credit - but most importantly students make connections, work together, and learn valuable life lessons! Students signing up for this course will be working closely with students with special needs. Some responsibilities will include one to one support, modeling, leading warmups, and class activities, set up, clean up, and overall tasks to ensure that the class is safe, educational, and fun for the special needs of all students participating. Who should sign up for this course? Students interested in working in special education, physical therapy, occupational therapy, childcare or who have a love for helping others.

#9574 - RACQUET SPORTS (Grades 10-12)

Semester Course

Academic Level

The course is designed for the student who wants to engage in a lifetime physical education experience and express an interest and desire to become proficient in the skills and knowledge for tennis, badminton, pickle ball, ping pong, and volleyball. Emphasis will be given to learning and refining skills such as the serve, volley, backhand, forehand, lobs, drop shots, rules, strategies, and game etiquette used for each sport. Students will be expected to apply and demonstrate the learned skills in competitive games. Classes will consist of instruction, demonstration of learned skills, rallying, and competitions. At the end of each unit there will be matches played in a round robin style tournament, doubles and singles matches, and a tournament when applicable.

#9584 — RECREATIONAL SWIMMING (Grades 10-12)

Semester Course

Academic Level

This is a course for students who are proficient swimmers and enjoy both water games and water activities. Students will have the opportunity to engage in water team sports learning offensive and defensive strategies in games such as volleyball, water polo, and basketball. Additional adventure-based water activities will be introduced such as team building, relay races, the use of canoes, kayaks, masks, fins, and snorkel. Students will be responsible for bringing their own 1-piece swimsuit, towel, bathing cap (optional), and combination lock. Short sleeve t-shirts may be worn over bathing suits.



MATHEMATICS

The Wissahickon School District Mathematics Department believes that all students are capable of learning Mathematics and should be encouraged to excel in Mathematics. Both the *Principles and Standards for School Mathematics* adopted by the National Council of Teachers of Mathematics and the *Common Core* adopted by the Pennsylvania Department of Education have heavily influenced the instruction of Mathematics at Wissahickon.

CALCULATOR INFORMATION

Calculators have become part of our everyday affairs. Advanced mathematics and science courses require that calculators have trigonometric functions and graphing capabilities. For these courses, the Math Department recommends the TI-84. Calculators using symbolic manipulations (for example: TI-92, TI-89, HP-48, or TI N Spire [CAS]) are not permitted.

#2212 - ALGEBRA I (Grade 9)

Yearlong Course

Academic Level

This course gives students a solid foundation in algebraic concepts. Emphasis will be placed on solving and graphing linear equations, radicals, factoring and probability, and applications of these theories. Students will also have an introduction to functions. Students will take the Algebra 1 Keystone in the spring.

#2210 - ALGEBRA 1B (Grade 9)

Yearlong Course

Academic Level

Algebra 1b is designed to be a continuation of the 8th grade Middle school Algebra 1a course. Topics to be covered include exponents, polynomials and factoring, probability, rational expressions, and linear equations. Students will take the Algebra 1 Keystone exam in the spring. **Prerequisite: Completion of Algebra 1A (Grade 8)**

#2312/#2311 - GEOMETRY (Grades 9-11)

Yearlong Course

Academic/Honors Levels

Aligned to the Common Core Curriculum for high school geometry, this course explores congruence and similarity through transformations on the coordinate plane. Topics in this course will include coordinate geometry, coordinate proofs, direct proofs, proof and application of key Euclidean Geometry Theorems, right triangle trigonometry, solid geometry, and probability models. Scientific or graphing calculators are required for this course. Honors students will have exposure to indirect proofs and will be expected to write formal proofs including conjectures and valid arguments to support their reasoning. These same honors level students will delve into greater depth of topics including trigonometry and probability.

#2412/#2411 - ALGEBRA II (Grades 9-12)

Yearlong Course

Academic/Honors Levels

This course will provide students with an in-depth study of topics such as graphing relations and functions, radicals, radical equations, complex numbers, and logarithms. A Texas Instruments TI-84 graphing calculator is required for this course. Additionally, students choosing to take Algebra II Honors will engage in in-depth studies of polynomial functions, sequences, series, exponential functions, and logarithms and will be expected to solve higher order equations and applications. **Prerequisite for Algebra II H: Grade of B or better in Algebra I and Geometry H or with recommendation of prior math teacher.**

#2612/#2611 - PRE-CALCULUS (Grades 9-12)

Yearlong Course

Academic/Honors Levels

Students will explore working with functions using several approaches. Pre-calculus requires the use of a graphing calculator (The TI-84 is required). Topics included are functions, transformations, mathematical modeling, analysis of polynomial and rational functions, exponential and logarithmic functions, and trigonometry. Students electing to take Pre-Calculus Honors will also investigate vectors, limits, polar and parametric equations and will be expected to solve higher order equations and applications. **Prerequisite for Pre-Calculus H: Grade of B or better in Algebra II H or with recommendation of prior math teacher.**

#2712 – CALCULUS H (Grades 11-12)

Yearlong Course

Honors Level

The course content is like Advanced Placement Calculus. However, the pace is slower, and students are not prepared for the AP Examination because of the pace and concentration on algebraic topics. Differential and integral calculus are covered in this course and emphasis is placed on applications. The TI-84 graphing calculator is required. **Prerequisite: Grade of B or better in Pre-Calculus.**

#2711 - ADVANCED PLACEMENT CALCULUS I (Grades 10-12)

Yearlong Course

Honors Level

This course is designed for students who have successfully completed Honors Pre-Calculus. Course content includes limit theory, differential calculus, integral calculus, and introduction to differential equations. Applications in each of these areas are included. The Texas Instruments TI-84+ graphing calculator or equivalent is required for this course. **Prerequisite: Grade of B or better in Pre-Calculus H or completion of Calculus H.**

#2751 - ADVANCED PLACEMENT CALCULUS II (Grades 11-12)

Yearlong Course

Honors Level

This course is designed for students who have completed AP Calculus I. This course covers such topics as analysis of vectors, parametrics, polar functions, infinite series, and differential equations. Applications using the definite integral will be stressed. Students who are undecided between AP Calculus II and AP Statistics should make the decision based upon the direction they see themselves moving toward in college. Students who have successfully completed AP Calculus I and have an interest in Math/Science/Engineering as a career should take AP Calculus II. Students not wishing to pursue Math/Science/Engineering careers would benefit more from AP Statistics as it is a more global type of course. Graphing calculator is required. **Prerequisite: AP Calculus I.**

#2791 - ADVANCED PLACEMENT STATISTICS (Grades 11-12)

Yearlong Course

Honors Level

This course is designed for students who wish to receive advanced placement credit for a one-semester introductory college statistics course. A course like this is usually required of students majoring in social science, health science, and/or business curriculum. Science, engineering, and mathematics majors can use this course as effective preparation for an upper-level calculus-based course in statistics. The course will consist of four broad-based conceptual themes:

- Exploring Data: Observing patterns and departures from patterns.
- Planning a Study: Deciding what and how to measure.
- Anticipating Patterns: Producing models using probability theory and simulation.
- Statistical Inference: Confirming models

Students who have room in their schedule can double up successfully with AP Calculus II and AP Statistics. They are very different courses. Statistics lends itself to the social sciences and is a more discussion-oriented class than Calculus.

#2505 - MATHEMATICAL APPLICATIONS (Grades 11-12)

Yearlong Course

Academic Level

This course is designed as a hands-on approach for the liberal arts math student. The course will show how math is used outside of the classroom. Specifically, students will be introduced to applications involving Algebra (personal finance), geometry (including design principals), probability and statistics, as well as graph theory applications. **Prerequisite: Successful completion of Algebra II.**

#2542 - PROBABILITY & STATISTICS (Grades 11-12)

Yearlong Course

Academic Level

This course is designed to be discussion oriented and to have students focus on the statistical thinking behind data gathering and interpretation of those results. The course will consist of 4 themes: producing data, organizing data, chance, and probability and inference. This course cannot be taken as a third credit of math in lieu of Algebra II. Students taking this course are required to have a TI-84 calculator.

MATHEMATICS ELECTIVE

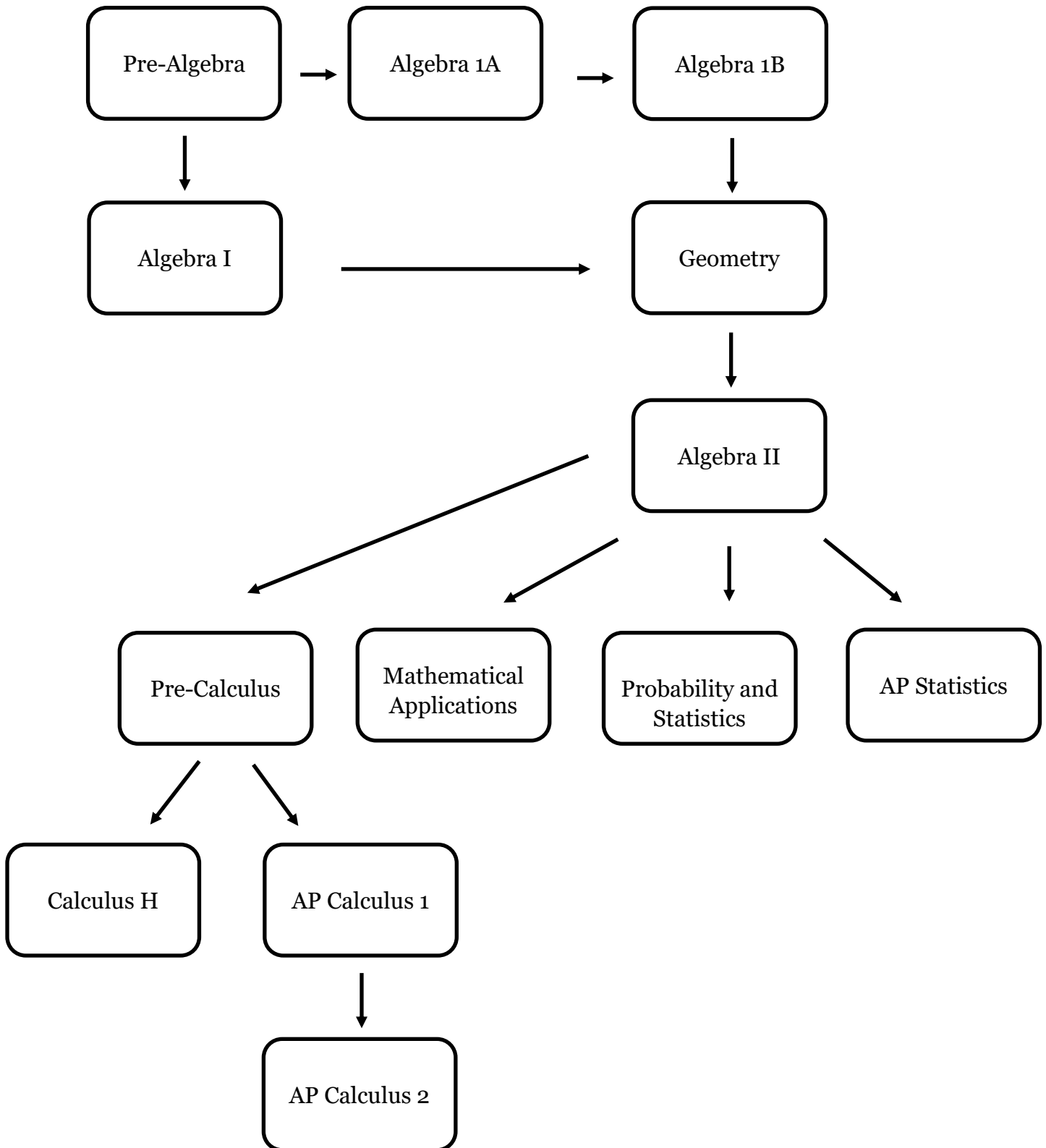
#2858 - SAT MATHEMATICS PREPARATION (Grades 10-12)

Semester Course

Academic Level

This course is for all students planning to take and/or retake the SAT's. Both the content of the exam and the strategies for success will be conveyed. Students will receive direct instruction, regular practice, and individualized help to learn skills such as problem-solving and reasoning that are needed to reach their maximum potential score on the SAT test. This course is recommended for students who have completed courses in Algebra and Geometry. This is an elective course and cannot be taken as Mathematics credit for graduation.

Wissahickon School District Flow Chart of Math Courses



MUSIC

Band, Chorus and String Ensemble may be taken as Honors courses. Students who meet the following criteria may participate in performing groups on an honors basis with the approval of the director. The student must:

1. pursue at least ONE additional curricular OR co-curricular (WHS) ensemble or class,
2. maintain strong ethics of participation, peer-motivation and assistance, and enthusiasm daily, and
3. complete the application form with all required signatures by the established deadline.

Advanced students enrolled in band, chorus, string ensemble for the full year are eligible to audition for Pennsylvania Music Educators activities including District Band, Chorus, and Orchestra festivals which could lead to selection for Regional and All-State honors.

#8600/#8642/#8603/#8641 - BAND (Grades 9-12)

Yearlong or Semester Course

Academic/Honors Levels

The Band is open to students who play a woodwind, brass, or percussion instrument. Students are required to study, practice, rehearse and perform musical selections. A historical perspective and styles of music will be discussed. The band performs in school and community concerts and ceremonies. Band members are urged to join the marching unit and are eligible for orchestra, jazz band, select ensembles and Montco Band. 10th through 12th grade students are also eligible for PMEA Band and Orchestra. Band may be taken once each semester. If interested in Honors level instruction, please see instructor for details.

#8601/#8622/#8604/#8621 - CHORUS (Grades 9-12)

Yearlong or Semester Course

Academic/Honors Levels

Singing opportunities are offered to students of all ability levels – novice through experienced. Whether you have sung your whole life, or you have not sung since elementary school, you are welcome here! Singers will perform fun and challenging four-part music and have the option to participate in many of the other musical ensembles. The curriculum also includes sight singing, performance etiquette, critical listening, and additional fun musical activities. Chorus can be scheduled for both semesters (“semester” or “year”) and all singers will participate in our curricular evening concert each semester. Students will be independently and cooperatively assessed on repertoire throughout the course. This class can be taken for Honors Credit with the completion of a simple form.

#8647/#8648/#8645/#8646 - CLASSIC GUITAR (Grades 9-12)

Yearlong or Semester Course

Academic/Honors Levels

Student musicians who play guitar or who want to start should enroll in this course. All ability levels are welcome. Basic chords, melodies, and repertoire will be covered. The Academic course will cover chords, melodies, repertoire, basic major and minor folk, and basic rock styles. The Honors course will include the same information as the Academic course plus more advanced harmonies, voicings, jazz, classical, progressive and guitar ensembles.

#8660/#8661/#8663/#8662 - MUSIC HISTORY (Grades 9-12)

Yearlong or Semester Course

Academic/Honors Levels

This course will introduce students to the Musical Periods, from the beginnings of notation in the Middle Ages through contemporary Popular music. Students will become familiar with major composers/artists, landmark compositions/albums, and be able to identify music by style and attributes. Periods covered include Middle Ages, Renaissance, Baroque, Classical, Romantic, Twentieth Century (including Classical, Rock, Jazz, Hip-Hop), and Twenty-first Century. There will be many opportunities to share the music and genres you love and learn why you love them! Come have fun listening and learning about the amazing legacy of music in our world!

#8651 - MUSIC THEORY & TECH (Grades 9-12)

Yearlong Course

Honors Level

Those students who wish to become involved in the pursuit of current musical practices and theories should consider this course. These include standard notation literacy, aural awareness (perception of melodies and harmonies and their translation to the written notation), the recognition and practices of the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form), practices in composition and arranging and historical studies of the aforementioned. This course will prepare the student to read, perform, arrange, and compose music via interdisciplinary classes, analysis of traditional and contemporary music, original composition, and the performance of those compositions. Students will become proficient in cutting-edge music publication software (Sibelius) and the methods of applying that knowledge in both professional and casual music forums.

#8602/#8632/#8605/#8631 - STRING ENSEMBLE (Grades 9-12)

Yearlong or Semester Course

Academic/Honors Levels

String Ensemble is open to all students who perform on an orchestral stringed instrument. Emphasis includes solo literature, chamber music, string quartet, string ensemble and orchestral repertoire.

String Ensemble may be taken each semester and string players are expected to participate in all string activities at their ability level. Performances include the Winter and Spring Concerts, District String Concert, and concerts by special request from outside groups. String Ensemble members are strongly encouraged to join the Symphony Orchestra and are eligible for Montco String Orchestra, Pit Orchestra and PMEA Orchestra. If interested in Honors level instruction, please see instructor for details.

#8611/#8614 - VOICE LAB (Grades 11-12)

Yearlong or Semester Course

Honors Level

Become a strong singer! Within a workshop environment, students will learn and practice the art of solo performance while studying vocal literature spanning European Art Songs, traditional American genres, and contemporary pieces. Students will learn how to research, translate, rehearse, and present the written melody. They will perform as soloists for their peers, while giving, receiving, and applying critical comments. Songs in a number of languages and cultures will be introduced. Students will also learn the International Phonetics Association characters, a means of communicating the correct pronunciation of all languages and sounds. The mission of the course is to give the student a professional and pragmatic approach to solo vocal performance. Rehearsal and performance etiquette will be studied and practiced. This course is a fun and rigorous path to becoming a stronger singer! ***Prerequisite: Students in Grade 11 and 12 who have participated in the Choral Music Department in some way. Grade 10 students only under special recommendation of the instructor and guidance counselor (please contact instructor if interested).***



SCIENCE

The Wissahickon High School Science Department endorses the National Science Education Standards (1996) as well as the Pennsylvania State Standards on Science, Technology, Environment and Ecology passed in January 2002. Both sets of standards are premised on a "conviction that all students deserve and must have the opportunity to become scientifically literate." The Science Department has aligned the courses to meet these standards through the curriculum review process. Further, we agree that a scientifically literate person is one who "is aware that science, mathematics and technology are interdependent human enterprises with strengths and limitation; understands key concepts and principles of science; is familiar with the natural world and recognizes both its diversity and its unity; and uses scientific knowledge and scientific ways of thinking for individual and social purposes."

Students electing to take an AP Science course are required to attend class during one IE session each cycle.

#3322/#3311 - BIOLOGY (Grade 9)

Yearlong Course

Academic/Honors Level

The molecular approach to the cell and cell organization is covered in this course. Topics include cell structure and function, genetics, evolution, basic biochemistry, ecology, and the environment. Students explore these concepts using a variety of methods from inquiry-based learning laboratory methodology and an integration of technology. Students will build a foundation of knowledge that will allow them to pursue a plethora of careers within the sciences. All students will take the Biology Keystone in the spring. The key difference between Honors and Academic levels is that the Honors course is designed to prepare the student for intensive study or employment in the life sciences. To that end, students should exhibit self-motivation, have disciplined work habits and be able to think and work independently. Laboratory work will emphasize analysis of data with application to biological principles utilizing quantitative analysis requiring solid math skills. Honors is a preparatory course for success in AP Biology. ***Prerequisite for Biology H:***

Recommendation of MS Science Teacher.

#3331 - ADV. PLACEMENT BIOLOGY (Grades 10-12)

Yearlong Course

Honors Level

AP Biology is a second -year biology course designed for students seeking the rigorous academic challenges of a college-level course. The course will build upon the foundations laid in the Honors Biology curriculum. Course work and laboratories are equivalent to an introductory college biology course. Students electing this course will develop analytical skills and should possess skills for time management. ***Prerequisite: Previous or concurrent enrollment in Chemistry and a grade of B or better in Biology along with teacher recommendation.***

#3522/#3511 - CHEMISTRY (Grades 10-12)

Yearlong Course

Academic/Honors Level

This course covers the qualitative and quantitative aspects of scientific measurement, the nature of matter, gases, liquids and solids, atomic theory, properties of elements, chemical bonding, molecular structure and properties, chemical reactions, stoichiometry, thermochemistry, and solutions. An academic student can expect supports such as scaffolding and guided assignments so that they are met at their level of readiness. Lessons prioritize broader comprehension over intricate details. Honors chemistry is designed to prepare a student with a strong background in math for advanced level courses such as AP Chemistry, AP Biology, AP Physics. Students planning to pursue a career in the STEM field should take Honors chemistry. The honors chemistry course studies all topics stated above, but more in-depth and at a faster pace. Additional topics of study include but are not limited to quantum theory, valence bond theory, and mass spectrometry. Advanced labs at the honors level prepare students for the inquiry labs completed at an AP level by requiring students to take initiative and demonstrate synthesis, analysis, and evaluation skills. ***Prerequisite for Chemistry: Previous or concurrent enrollment in Algebra II. Prerequisite for Chemistry H: Grade of B or better in Biology and teacher recommendation. A strong mathematical background and previous or concurrent enrollment in Algebra II are also required.***

#3551 - ADV. PLACEMENT CHEMISTRY (Grades 11-12)

Yearlong Course

Honors Level

This course in Advanced Placement Chemistry is designed to prepare students to take the AP Chemistry test. This course is a second-year chemistry course. It presents an in-depth study of various chemical principles including atomic structure, gas laws, periodicity, bonding, composition, chemical equilibria, kinetics, and acid base chemistry. AP Chemistry provides an opportunity for interested students to engage in an in-depth study of college level chemical concepts. ***Prerequisite: Grade of B or better in Chemistry and teacher recommendation.***

#3722/#3721 - PHYSICS (Grades 10-12)

Yearlong Course

Academic/Honors Level

The major principles of physics are developed through lecture, discussion, problem solving and laboratory work. The course will include vectors, kinematics, Newtonian Mechanics, energy, momentum, harmonic motion, waves, sound, light, and electricity. Because of extensive use of mathematics, prospective students should have excellent reasoning ability and be enrolled in, or have completed, Pre-

Calculus. Classroom instruction will emphasize demonstrations, problem-solving, and hands-on learning. Students will apply mathematical techniques and the scientific method to analyze and verify fundamental physics concepts through laboratory experimentation. Success in the course requires strong problem-solving skills and the ability to connect physics equations to real-world scenarios. It is recommended that all college-bound students participate in a physics course and for any students considering a career in medicine, engineering, or another scientific field to pursue Honors Physics. Honors students will see more multi-step problems and be expected to demonstrate greater depth of knowledge with the content. **Prerequisite: Completion of or concurrent enrollment in Pre-Calculus.**

#3712 - ADV. PLACEMENT PHYSICS I (Grades 10-12)

Yearlong Course

Honors Level

The equivalent of a first-semester college course in algebra-based physics, AP Physics 1 is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers Kinematics; Force and Translational Dynamics; Work, Energy and Power; Linear Momentum; Torque and Rotational Dynamics; Energy and Momentum of Rotating Systems; Oscillations; and Fluids. AP Science courses emphasize inquiry-based laboratory investigations. **Prerequisite: Completion of or concurrent enrollment in Pre-Calculus.**

#3713 - ADV. PLACEMENT PHYSICS II (Grades 11-12)

Yearlong Course

Honors Level

The equivalent of a second-semester college course in algebra-based physics, AP Physics is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers Thermodynamics; Electric Force, Field, and Potential; Electric Circuits; Magnetism and Electromagnetism; Geometric Optics; Waves, Sound, and Physical Optics; and Modern Physics. AP Science courses emphasize inquiry-based laboratory investigations as well as deep conceptual and mathematical sensemaking. **Prerequisite: AP Physics I and Pre-Calculus or teacher recommendation.**

#3733/#3731 - ANATOMY AND PHYSIOLOGY (Grades 10-12)

Yearlong Course

Academic/Honors Levels

Anatomy and Physiology is offered for the student who has a high interest in, or intends to pursue a career in, the life sciences or allied health fields. Lectures and class discussions are coordinated with essential hands-on learning opportunities. Laboratory explorations of comparative chordate structure and function, observation and dissection of tissues, organs and whole organisms enhance each student's appreciation of structural and functional relationships. Prospective students should have an excellent background in Biology. Honors Anatomy and Physiology also includes an in-depth look at chemistry and its role in the physiological processes and interactions of body systems. For this reason, prospective Honors students should have an excellent background in Biology and have a previous or concurrent course in Chemistry to successfully apply chemical principles to living systems. **Prerequisite for A&P: Completion of Biology. Prerequisite for A&P H: Completion of Biology and completion of or concurrent enrollment in Chemistry.**

#3886/#3884 - ENVIRONMENTAL SCIENCE (Grades 10-12)

Yearlong Course

Academic/Honors Levels

This course is a study of the basic principles of ecology with recognition of how plants, animals, and the environment interact with one another. Environmental Science provides students with opportunities to investigate real environmental problems such as water quality, waste disposal, and energy sources and conservation. Students participate in activities centering on both natural and man-made environments. Students will increase their awareness of environmental problems and the causes and effects of those problems through lectures, discussions, laboratory work and field studies. The course helps students develop the conflict-resolution skills needed for community environmental problem solving. Because students examine different facets of environmental issues, this course utilizes many biological and chemical concepts, which enables them to make sound decisions based on facts. The Honors level course will expect students to demonstrate greater depth of understanding and integrate more biological and chemical concepts.

Prerequisite: Biology

#3888 - AP ENVIRONMENTAL SCIENCE (Grades 11-12)

Yearlong Course

Honors Level

In this course, students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and anthropogenic environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This rigorous course is equivalent to a one-semester college course in Environmental Science, and follows the guidelines set by the College Board. **Prerequisite: Biology, Algebra I, and Chemistry**

#3898/#3896 - FORENSICS (Grades 10-12)

Yearlong Course

Academic/Honors Levels

Forensic Science is the application of a variety of sciences to legal matters, especially crime scene investigation. If you have seen TV shows like “CSI” you have seen a glamorized version of forensic science. Topics covered in this course will include proper techniques of evidence collection and preservation; analysis of fingerprints, hair, DNA, blood, fibers, etc.; and the study of actual criminal cases. Unlike its depiction on TV, real forensic science is difficult and time-consuming, requiring a fundamental understanding of many branches of science. All students will learn about and reflect upon relevant and timely issues in forensic science, and its relation to technology and society. The honors course will cover the same topics but include additional concepts and extension projects.

Prerequisite: *Grade of C or better in Biology and completion of or concurrent enrollment in Chemistry or teacher recommendation.*

#3810/#3811– PRINCIPLES OF BIOMEDICAL SCIENCE (Grades 10-12)

Yearlong Course (Project Lead the Way)

Academic/Honors Levels (DC)

This course will help prepare students for a career in medicine or health care and will challenge them to solve real-world problems. Students will practice how to think creatively and critically to innovate in science and gain practical experience tackling challenges that biomedical professionals face in the field. Students will work through real-world situations, cases, and problems, such as solving a medical mystery case, diagnosing, and treating a patient, and responding to a medical outbreak. Students choosing to enroll in the honors level will be asked to go further in depth on the various topics and work on some additional labs. **Prerequisite:** *Biology*

#3820/#3821 - MEDICAL INTERVENTIONS (Grades 11-12)

Yearlong Course (Project Lead the Way)

Academic/Honors Levels

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Students choosing to enroll in the honors level will be asked to go further in depth on the various topics and work on some additional labs. **Prerequisite:** *Principles of Biomedical Science*

SCIENCE ELECTIVES

#3872/3874- ASTRONOMY (Grades 11-12)

Semester Course

Academic/Honors Levels

Astronomy is a space science course for students who are interested in space science and the structure of the universe. This course explores a broad range of astronomical concepts and introduces the composition and structure of the universe. Topics may include the following: understanding the sky, apparent motions of the planets and the sun, telescopes, basic structure and behavior of atoms, analysis of light, origin of the solar system, structure and behavior of the sun, lifecycle of stars, and galaxies. Emphasis is placed on the implementation of the scientific method and incorporates math, physics, and chemistry. It is recommended that the student have a strong background/ understanding in those subjects. This course can be taken at the academic level or with an “honors’ option,” which will cover the same topics but includes extra projects and/or assessments. **Prerequisite:** *Algebra II and Chemistry.*

#3862/3864 - OCEANOGRAPHY (Grades 10-12)

Semester Course

Academic/Honors Levels

This course is designed to allow the student to explore the major themes of the world's oceans; their formation, existence, movements, and those processes that control their major features and unite the physical and biological rhythms of the whole earth. Ocean areas and processes selected for study and discussion are those most likely to be seen by land dwellers, or to affect their lives. Therefore, processes that affect the coastal oceans are emphasized - estuary environments, wave formation, and climate change for example. **Prerequisite:** *Completion of Biology and completion of or concurrent enrollment in Chemistry.*

#3852/#3854 - SPORTS MEDICINE (Grades 10-12)

Semester Course

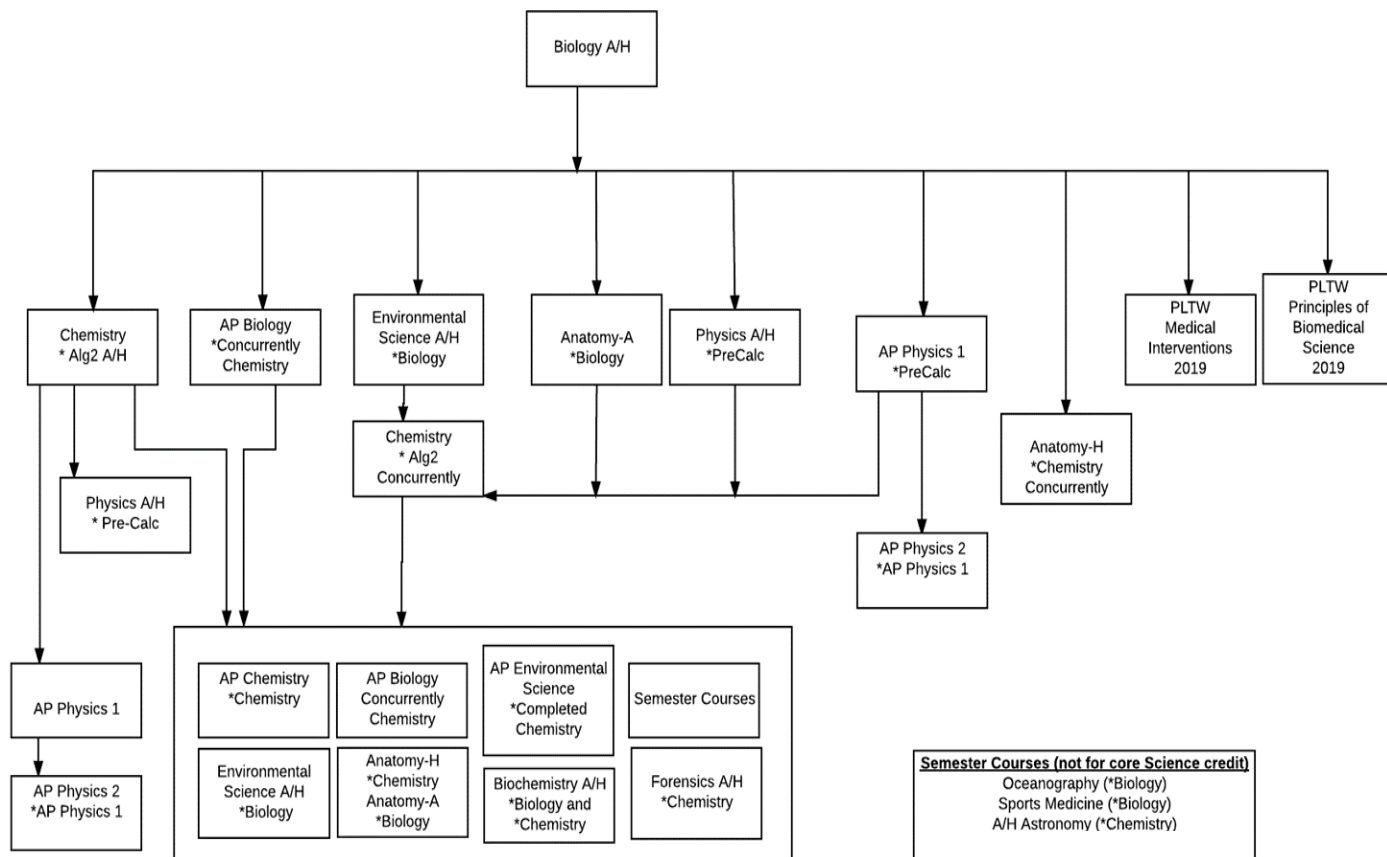
Academic/Honors Levels

The student will be provided with both theory and practical experiences in sports medicine in this course. This course has a strong emphasis on sports and recreational activities. The focus will concentrate on the profession and responsibilities of sports medicine; basic skeletal anatomy; functions of the body, (especially muscle, bone, and basic physiology); basic first aid; recognition, care, treatment, and prevention of athletic injury; nutrition; and head and neck injuries. Practical experiences will involve splinting a wrist, wrapping an ankle, taping feet and ankles and an introduction to CPR. Honors level students will arrange with Mr. Rooney to serve as a student Intern for a minimum of 20 hrs. during the semester that they are taking the class. Responsibilities are as follows, but not limited to shadow training room staff, assist with taping athletes, observe, and document any emergency procedures, which are performed by the training room staff. **Prerequisite:** *Biology*

Skill Category	Academic Expectations	Honors Expectations
Organizational and Study Skills	Assistance with organizational and note-taking strategies, use of graphic organizers, and guided study skills	Self-guided note-taking and independent study skills
Vocabulary	Vocabulary words are supported with in-class review exercises	Intensive vocabulary study, emphasis on Greek/Latin roots, minimal repetition
Homework	Homework parallels in-class concepts and provides structured practice	Homework requires additional reading and independent research
Foundational Concepts	Supported through building direct connections between concepts	Involves analysis of hypothetical scenarios and integration with real-world applications
Laboratory Investigations	Focus on specific techniques with guidance for data analysis and calculations	Require strong scientific reasoning, involve quantitative/graphical analysis, and synthesis of concepts
Mathematical Skills	Problems solved with step-by-step support, using algebra, geometry, and trigonometry	Multi-stepped, cumulative problems requiring independent algebraic, geometric, and trigonometric reasoning
Assessments	Content-driven, assessing individual concepts	Apply content through mathematical, critical thinking, and real-world scenario analysis
Instruction	Guided practice, more teacher support, and structured in-class repetition	Emphasis on analytical thinking, minimal assistance, and self-assessment of skills
Problem-Solving	Step-by-step guidance for solving problems, focused practice	Analytical problems requiring critical thinking and multi-step problem-solving
Application of Knowledge	Directly applying learned concepts with teacher guidance	Application and synthesis of concepts in varied and unfamiliar scenarios

WHS Science Flow Chart

(*denotes pre-requisites or concurrent classes)



SOCIAL STUDIES

The Social Studies program prepares students to think and write analytically through a historical framework. Students will learn how to question and formulate original opinions while being exposed to a chronological history of several focus points. It is intended that every student be aware of ongoing global events in order to become part of an increasing global environment. Along this journey, students will be exposed to government, economics, geography, historiography, and other social sciences. Students will be required to take the following year-long courses, each available on the academic and honors levels in 9th through 11th grades. Students will need to take either a full year or two semesters of Social Studies during their 12th grade year.

#1154/#1204– GLOBAL HISTORY I/II – HONORS ENRICHMENT (Grades 9 & 10)

Yearlong Course

Honors Level

This co-mingled ninth and tenth grade course is an interdisciplinary approach led by participating Social Studies and English teachers. The program consists of two parts: content and enrichment. Curriculum content specific to Global History will be determined biannually relative to the honors curriculum of the given year. Students enrolling in this course can expect a focus on the skills of critical thinking, research proficiency, synthesis of information, argumentation, writing and public speaking. Strong reading skills, intellectual curiosity, and a disciplined work ethic are essential for success. This program welcomes both gifted and non-gifted students who have demonstrated advanced performance in their Social Studies classes. Key characteristics differentiating the Honors level from the Social Studies portion of the co-taught enrichment program will include reading level of supplemental materials, pacing, expectation of workload, and expected work product. Class time is split with the enrichment portion of the program, which will consist of team-taught, interdisciplinary thematic units. Overall, the enrichment program is accelerated and condensed. GLOBAL HISTORY II – HONORS ENRICHMENT (#1204) will be offered in school year 2025-2026.

#1150/#1152 - GLOBAL HISTORY I (Grade 9)

Yearlong Course

Academic/Honors Levels

This course will expose students to a wide breadth of history and cultures from around the world. Students will begin studying Ancient Greece and Rome and will end with the Renaissance Era. The honors level course will differ in its focus on analytical writing and outside reading.

#1200/#1202 - GLOBAL HISTORY II (Grade 10)

Yearlong Course

Academic/Honors Levels

This course will continue with the curriculum offered in 9th grade and will again give a wide breadth of history and cultures from around the world. Students will begin this course with the Age of Enlightenment and will end the year learning about current events and the historical events/issues that have led to them. The honors level course will differ in its focus on analytical writing and outside reading.

#1690 - AP WORLD HISTORY: MODERN (Grade 10)

Yearlong Course

Honors Level

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. College course equivalent, AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

#1496/#1498 - UNITED STATES HISTORY (Grade 11)

Yearlong Course

Academic/Honors Levels

This course will combine a chronological and thematic approach to the study of social, political, and economic developments, along with the roles civic discourse plays in modern United States history from World War II to the present. The course will also examine the increasing role the United States plays in the global community during this period. Topics of study include but are not limited to elements necessary for responsible, involved citizens, increased U.S. influence over international economic, social, and political issues; struggle for greater civil rights; conflict and compromise within the U.S.; a focus on the modern political process. Students will examine the historical foundation for each topic, as well as an in-depth analysis of each topic post World War II. All students will also take the state-required civics assessment as part of this course. The honors level course will differ in its focus on analytical writing and outside reading.

#1491 - ADVANCED PLACEMENT AMERICAN HISTORY (Grade 11)

Yearlong Course

Honors Level

This challenging college level course covers American History from colonial times to the present. It will help prepare honors students to take the required Advanced Placement Test in May, which may qualify them for advanced standing in college. Extensive outside reading, writing, and research are required. All students will take the state-required civics assessment as part of this course.

Prerequisite: Grade of an A or B in previous honors-level social studies courses, recommendation of prior Social Studies teacher, successful completion of preliminary summer reading and a written assignment.

#1530/#1531 – AFRICAN AMERICAN STUDIES (Grade 12)

Semester Course

Academic/Honors Levels

This course is a chronological survey of the history of African Americans from their African beginnings through their progress in the twenty-first century. Five units in the history of African Americans will be emphasized - becoming African American; antebellum Black life and migrations; leadership and Black political power through Reconstruction; Black intelligentsia and cultural Renaissance; legalized injustice and Civil Rights movements through the modern era.

#1502/#1501 - AMERICAN GOVERNMENT (Grade 12)

Semester Course

Academic/Honors Levels

American Government is a one-semester course which examines the way the U.S. Government functions both constitutionally and in practice. The course begins by addressing the historical foundations of the American political system and the types of governments that exist in the world today. The remainder of the course focuses upon the structure of government, the various methods used to participate in the American government system, and the role of citizenship with civic issues. Emphasis is placed on the recurring themes such as civic discourse, civil liberties, checks and balances, limited government, and current political issues at the national, state, and local levels.

#1532/#1533 - CURRENT ISSUES (Grade 12)

Semester Course

Academic/Honors Levels

Current Issues is the study of current social, economic, and political topics. The course will cover contemporary and complex issues related to topics such as politics, governance, crime, poverty, economics, education, immigration, arms proliferation, and human rights. Students will be required to read, watch, and listen to different media in order to find reliable information to create an intellectual and well-informed opinion about contemporary topics. Students will explore and analyze new subject matter and learn to respect others' opinions on those matters while developing their own.

#1534/#1535 - WOMEN'S STUDIES (Grade 12)

Semester Course

Academic/Honors Levels

This course will examine the role of women throughout American History as well as the political, economic, and cultural roles of women in today's global society. Topics analyzed in Women's Studies include American Suffrage Movement, women who have changed their world and the ever-changing role of women in the world. Student-centered activities and performance assessments are an integral part of this course.

#1536/#1537 - WORLD RELIGIONS (Grade 12)

Semester Course

Academic/Honors Levels

This course is an academic survey of major world religions. The main goal in this course is the enhancement of cultural literacy by acquiring well-rounded but basic knowledge of the origins, teachings (doctrines), major literature, major practices, and other aspects of these religions. We often compare and contrast religions with the pursuit of knowledge as our goal. Honest and respectful discourse will be expected in this class.

#1691 - ADVANCED PLACEMENT ECONOMICS (Grade 12)

Yearlong Course

Honors Level

This is a college-level course in two semesters covering microeconomics and macroeconomics. It is designed to help students prepare to take the Advanced Placement test in May. Topics in microeconomics include: the theory of the firm; cost accounting; competition in the market (perfect, imperfect, monopoly and monopolistic); and international trade and exchange. Sample macroeconomics units include gross national product and variations; national income accounting; monetary and fiscal policy; economic policy relations among nations; and other key concepts included in the AP exam.

Students should be highly motivated and possess good verbal, writing, and computational skills. This is a highly intense course covering more than a chapter per week using a college text. ***Prerequisite: High levels of achievement in previous honors-level Social Studies courses, recommendation of prior Social Studies teacher and successful completion of a preliminary assignment. It is highly recommended that students have completed Algebra II Honors.***

#1694- ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (Grade 12)

Yearlong Course

Honors Level

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States and 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. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of

theoretical perspectives and explanations for various behaviors and outcomes. **Prerequisite:** *High levels of achievement in previous honors-level Social Studies courses and recommendation of prior Social Studies teacher.*

SOCIAL STUDIES ELECTIVES

#1891 - ADVANCED PLACEMENT EUROPEAN HISTORY (Grades 10-12)

Yearlong Course

Honors Level

This is a challenging, two-semester course covering European History from the 15th Century to the present. It is designed to help prepare students to take the Advanced Placement test in May, which may qualify them for advanced standing in college. Extensive outside reading, writing, and research are required. There will be a mandatory preliminary meeting scheduled by the course teacher in the spring semester for all students requesting this course. **Prerequisite:** *Grade of A in previous honors-level Social Studies course, recommendation of prior Social Studies teacher, and successful completion of preliminary assignment.*

#1696 - ADVANCED PLACEMENT PSYCHOLOGY (Grades 11-12)

Yearlong Course

Honors Level

This course is offered to 11th and 12th grade students who are willing to accept the challenge of a rigorous academic curriculum. The Advanced Placement Program offers a course in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will explore how psychologists use ethical research methods and critical analysis to explore the behavior of both humans and animals. The course will discuss how biological, cognitive, and cultural factors converge to facilitate the unique human experience. In short, we will ask the *what, why, how, and when* about the human condition. **Prerequisite:** *High levels of achievement in previous honors-level Social Studies courses and recommendation of prior Social Studies teacher.*

#1652 - PSYCHOLOGY (Grades 10-12)

Semester Course

Academic Level

This course introduces the students to the major principles of psychology. Students will begin by exploring the history of psychological thought followed by the key approaches and methods of research used to understand behavior. The course will then examine the biological bases of behavior including the brain, nervous system, endocrine system, sensation, and perception. As the course progresses, the students will be exposed to other key topics including learning, personality theory, development, sleep and dreams, abnormal psychology, treatment of disorders, and social psychology. Students can expect to be asked to read their textbook outside of class, explore psychological literature, complete assignments within and outside of the classroom, and execute at least one project. Successful completion of this course coupled with a strong interest in the subject matter may be a strong indicator for success on the AP level, which is open to juniors and seniors.

#1340 - SOCIOLOGY (Grades 11-12)

Semester Course

Academic Level

This course includes an overview of the principles of sociology, as the study of society and human behavior. Students will gain an understanding of the theories and research methods that guide sociological study within socialization, social networks, social control, and inequality. Students will also use core sociological concepts to analyze issues occurring in the world currently. Potential topics for study include gender roles, deviance, crime, gang activity, cults, conformity, prejudice, racism, self-fulfillment, social responsibility, and other issues pertinent to understanding the social experience.

#1658 - WAR AND PEACE IN HISTORY (Grades 11-12)

Semester Course

Academic Level

This is a one-semester elective course for eleventh and twelfth-grade students. It examines human conflict and efforts at peace throughout history. In the first marking period, students will study the origins of conflict, the evolution of military methods and tactics, and how American cultural views conflict. The second marking period will focus on peace movements in history, non-violent revolution, and conflict resolution.

This course is for motivated students who are interested in understanding human conflict. It will require independent reading and research assignments focusing on the philosophical questions surrounding the issues of war and peace and their effects on society. Students will participate in simulations, interact with guest speakers, discuss books and articles, and complete research reports while participating in this course.

SPECIAL EDUCATION

Special Education is designed to allow eligible and/or exceptional students the opportunity to reach their potential. Specially designed instruction is provided in the Least Restrictive Environment. Placement in Learning Support, Emotional Support, Autistic Support, Life Skills Support, Reading Support, or Gifted Support are determined depending on the student's individual needs and at the recommendation of the IEP team.

Eligibility for special education is determined through a comprehensive evaluation. If the student is determined to need special education instruction, the IEP team provides the exceptional student with the most appropriate educational program and placement. Regulations for such placement are established by the Commonwealth of Pennsylvania.

In order to provide students with access to a rigorous curriculum, Wissahickon High School supports an inclusionary model in the general education classroom. Most special education students at the high school are included in all regular education classes with support and monitoring provided by the Learning Support staff. The district also provides individualized programs of learning in the major areas of English, Social Studies, Science, and Math. These classes are organized to allow students to receive a maximum amount of individual attention and lessons are planned to help ensure each student's academic progress. Various direct instruction classes are offered in the core content areas are offered based on course selection demand (ie: English 9, Basic Algebra, etc.).

#6S01 – ENGLISH 9 (Grade 9)

#6S02 – ENGLISH 10 (Grade 10)

#6S703 – ENGLISH 11 (Grade 11)

#6S04 – ENGLISH 12 (Grade 12)

Yearlong Course

These English/Language Literature courses are graded, direct instruction Special Education classes for students with IEP goals in the area English/Language Arts. These courses follow the grade-level curriculum with modifications and supports to assist each student in meeting success with reading and writing.

#6S37 – BASIC ALGEBRA (Grade 9)

#6S39 – BASIC GEOMETRY (Grade 10)

#6S734 – BASIC ALGEBRA II (Grade 11)

Yearlong Course

These Math courses are graded, direct instruction Special Education classes for students with IEP goals in the area of Mathematics. These courses follow the grade-level curriculum with modifications and supports to assist each student in meeting success with math.

#6S73 - STUDY SKILLS (Grade 9)

#6S74 - STUDY SKILLS (Grade 10)

#6S75 - STUDY SKILLS (Grade 11)

#6S76 - STUDY SKILLS (Grade 12)

Yearlong Course

Study Skills is a graded Special Education support course designed to help students meet their individualized IEP goals. The primary focus areas are IEP goal monitoring and data collection, delivering specially designed instruction (SDI) for individualized support, and providing targeted interventions in math and reading. Students also receive one-on-one support, including reviews of grades and assignments. After these priorities are addressed, Study Skills offers assistance with assignments, guidance on self-advocacy with teachers, and extended time for assessments when needed. The course is tailored to meet each student's unique needs and earns a grade and credit toward graduation.

#6S69/#6S70 - STUDY SUPPORT (Grades 9-12)

Semester Course

Study Support is a flexible, ungraded Special Education support option available to students with an IEP. This course serves as an alternative to study hall, offering either two or four periods of support per cycle based on the student's needs or teacher recommendation. Study Support provides additional time and a structured environment to work on assignments, receive targeted help, and strengthen skills required for IEP goal completion. While Study Support does not earn a grade or credit toward graduation, fully mainstreamed students benefit from regular monitoring by a resource teacher.

#6S09 – READING SUPPORT (Grades 9-12)

Yearlong Course

Students eligible for Reading Support require additional instruction on and assistance with reading comprehension and oral fluency. This class focuses on providing targeted intervention activities, including direct and explicit instruction in phonics, phonemic awareness, semantics, decoding, and oral reading fluency. Students will engage in activities designed to improve their reading skills and will work towards achieving their Individualized Education Plan (IEP) reading and writing goals. This course aims to enhance students' overall literacy, ensuring they gain the necessary skills to succeed academically. Participation in Reading Support will earn students a grade and credit towards graduation, reflecting their progress and commitment to improving their reading abilities.

#6S78 - RESOURCE SUPPORT

Yearlong Course

Students who are eligible for emotional support are students who primarily need assistance with social and emotional development. Students are provided with support to aid them in developing appropriate coping strategies and social skills. Student performance and behavior are carefully monitored, and supportive adjustments are made as necessary to maximize student success. This course includes formal lessons and will provide academic support, counseling, and check-ins. Students in Resource Support are graded and will earn a credit based on participation and utilization.

LIFE SKILLS SUPPORT

The Life Skills Program is designed to teach practical, functional skills to students with Autism and students with more significant disabilities. There is a focus on academic, vocational, and independent living skills with the overall goal being to help students acquire skills that will allow them to live as independently as possible. Classes include Functional Reading, Functional Math, Adaptive Science/Social Studies, Community Based Instruction, Activities of Daily Living, Social/Safety, and Vocational Skills.

AUTISTIC SUPPORT

The Autistic Support program is a language-based classroom that focuses on the function of language. The students in Autistic Support also work on functional reading, functional math, one to one teaching, and whole group instruction. The program focuses on Natural Environment Teaching (NET) that helps our students to generalize the skills learned in the classroom and apply them out in the community.

GIFTED EDUCATION

In accordance with Chapter 16, the Wissahickon School District has established specific procedures for gifted identification. This formal procedure includes recommendation through the Child Study Team, Multi-Disciplinary Evaluation, and a GIEP planning meeting. Students at the high school may be challenged through participation in a variety of individual opportunities, including Honors Level classes and Advanced Placement classes within the regular education curriculum. Students with a GIEP must participate in support services to maintain their GIEP status. Services are supported through:

- Participation in the Honors Enrichment Program based on individual strength-based needs
- Courses, IE Periods, and competitions
- Academic planning and career investigation
- Small group and individualized meetings which focus on goal setting, prioritizing, time management, and leadership skills
- Development of individual strengths
- Identification of enrichment opportunities



TECHNOLOGY & COMPUTER SCIENCE

In this area, an emphasis will be placed on solving a variety of challenging problems through the use of technology tools, materials, and processes. Experiences in this program will give students insights about the world of industry and technology and will enhance their career awareness.

#6932 - ESSENTIALS OF VIDEO PRODUCTION (Grades 9-12)

Semester Course

Academic Level

Students will gain knowledge of the basic production process including pre-production, production, and post-production. The skills include script writing, storyboarding, videography, lighting, sound, journalism and editing a video project. Students will work with industry standard equipment and software and will have the ability to participate in extra-curricular filming opportunities and film festivals. This is a hands-on production course emphasizing aesthetics, creativity, and technical expertise. Projects developed are distributed over student and other community-based media.

#6936 - ANIMATION (Grades 9-12)

Semester Course

Academic Level

Students will use industry standard software to create animated videos. Students will be able to draw their own work or can use stock animation elements to animate for their video projects. We will be creating 2D animations that can be used for games, tv shows, movies, and websites. Students can turn their animations into a film that can be submitted to local film festivals.

#6937—BROADCAST PRODUCTION (Grades 10-12)

Semester Course

Academic Level

This class will allow the students to create content for our morning show and other shows produced by WTVi as well as make movies. Students will be expected to write and produce for their projects. Students in this class can create show concepts and/or work on already existing shows. They will learn all aspects of filmmaking including casting, lighting, sound, writing, directing, and post-production. Films genres will include experimental, narrative, and documentary. This class will also look at the way movies are made by watching and analyzing films throughout history. Student will work in the WTVi studio as well as have remote filming opportunities. Students will work with industry standard equipment and software, will be required to participate in extra-curricular filming opportunities and will have the opportunity to participate in local film festivals. **Prerequisite: Essentials of Video Production**

#6938 - PRODUCTION PORTFOLIO I H (Grades 11-12)

Semester Course

Honors Level

Portfolio is a rigorous course of study designed for students who wish to pursue digital communication as a career or focus on an area of broadcast journalism or filmmaking. Students will concentrate upon the areas of their working portfolio that need strengthening or broadening. The course will also provide students with the ability to explore and research their personal vision through supervised study. Students are required to maintain a journal and present a digital portfolio at the end of the quarter. Self-discipline and a willingness to seek new challenges are expected. Adobe Premiere Pro Certification and After Effects Pro Certification may be earned in this class. **Prerequisite: Teacher Recommendation**

#6939 - PRODUCTION PORTFOLIO II H (Grades 11-12)

Yearlong Course

Honors Level

Portfolio is a rigorous course of study designed for students who wish to pursue digital communication as a career or focus on an area of broadcast journalism or filmmaking. Students will be concentrating on client projects and will create content based on client needs. The course will also provide students with the ability to explore and research their personal vision through supervised study. Students are required to maintain a journal and present a digital portfolio at the end of each quarter. Self-discipline and a willingness to seek new challenges are expected. Adobe Premiere Pro Certification and After Effects Pro Certification may be earned in this class.

Prerequisite: Portfolio I and Teacher Recommendation

#6950 - ROBOTICS: DESIGN, BUILD, AND PROGRAM (Grades 9-12)

Semester Course

Academic Level

This semester course teaches students logic and problem solving using an entertaining approach. Students will design, create, debug, and implement a functional robot to accomplish specific tasks autonomously as well as in a remote-control mode. This course combines Science, Technology, Engineering, and Math (STEM) to solve challenges provided by the instructor.

#5430 – COMPUTER SCIENCE I (Grades 9-12)

Semester Course

Academic Level

This is a computer course for students who are interested in learning the basics of coding. In this course, students learn how to program in the Python programming language. This course will cover the basics of general high-level programming and look at more advanced programming concepts. **Prerequisite: Algebra I**

#5411 - COMPUTER SCIENCE II H (Grades 9-12)

Semester Course

Honors Level

This course is designed for students who have completed either of the Computer Programming courses in either PYTHON or C++, or Computer Science I. In this course, students will learn the JAVA programming language and how to program using Object-Oriented Design principles. This course will also cover the basics of graphical user interface, or GUI. **Prerequisite is successful completion of the discontinued Python or C++ courses, or Computer Science I. Computer Science II is a course that is available for Dual Credit through Montgomery County Community College.**

#5434 - GAME DESIGN PRACTICE AND THEORY (Grades 9-12)

Semester Course

Academic Level

This course introduces the fundamental techniques, concepts, and vocabulary of electronic games and simulation development. Students will explore the historical, social, and cultural effects of electronic games while applying modern game design and development methodologies and principles to create their own game. **Prerequisite: Successful completion of the discontinued Python or C++ courses, or Computer Science I.**

#5436 - ANDROID APPLICATION DEVELOPMENT (Grades 9-12)

Semester Course

Academic Level

This is a comprehensive course on how to develop applications for Android phones and tablets targeted for business needs. Students will learn how to utilize the Android SDK with the Java programming language using standard Java developments tools to build applications for distribution via the Android Market. Students will learn how to design mobile interfaces and how to apply mobile technology to solve common business needs. It is highly recommended that students have access to an Android device or virtual machine to complete work outside of class. An Android device is not required for the course. **Prerequisite: Successful completion of the discontinued Python or C++ courses, or Computer Science I.**

#5438 - CYBERSECURITY (Grades 9-12)

Semester Course

Academic Level

Cybersecurity is designed to introduce students to cybersecurity concepts and inspire interest in cybersecurity careers. This course does not require any prerequisite knowledge in cybersecurity or networking for students. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as malicious actors, eavesdropping, and network attacks. The basics of encryption and logical reasoning will be explored. Hands-on labs in the CYBER.ORG Range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.

#5421 - AP COMPUTER SCIENCE (Grades 11-12)

Yearlong Course

Honors Level (DC)

This course will prepare students for the Advanced Placement Computer Science A exam. The AP exam will be given in the JAVA programming language. Students will cover all the required knowledge for the exam. This course is available with Dual Credit with Montgomery County Community College. *AP Computer Science is a course that is available for Dual Credit through Montgomery County Community College.* **Prerequisite: Successful completion of the discontinued Advanced Computer Programming in JAVA or Computer Science II.**

PROJECT LEAD THE WAY (PLTW) DESCRIPTION

Through Project Lead the Way programs, students develop in-demand, transportable skills – such as problem solving, critical and creative thinking, collaboration, and communication – that they will use both in school and for the rest of their lives, on any career path they take. As PLTW students' progress through grades K-12, they are empowered to explore career paths, engage in problem solving and process thinking, develop technical knowledge and skills, and build communication skills. All PLTW courses may be available for college credit. If interested, please speak with your instructor.

#6141/#6140 - INTRODUCTION TO ENGINEERING DESIGN (PLTW) (Grades 9-12)

Yearlong Course

Academic/Honors Levels

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. This course may be available for college credit. If interested, speak with your instructor. **Prerequisite: Algebra 1.**

#6151/#6150 - COMPUTER INTEGRATED MANUFACTURING (PLTW) (Grades 10-12)

Yearlong Course

Academic/Honors Levels

Computer Integrated Manufacturing is one of Project Lead the Way's specialization courses that was designed to further develop the merger of our student's knowledge and use of computer aided design (CAD), computer aided manufacturing (CAM), computer numerical controlled machines (CNC), and automated guided vehicles (AGV). Additionally, the students in this course will have more opportunities to design, build, and program prototypes and functional products in the Wissahickon FABLAB through the exploration of manufacturing processes and systems. The course will consist of four major units: Principles of Manufacturing, Manufacturing Processes, Elements of Automation, and Integration of Manufacturing Elements, as well as the problem-based, hands-on application of knowledge. This course may be available for college credit. If interested, please speak with the instructor. **Prerequisite: Introduction to Engineering Design.**

WORLD LANGUAGES

The goal of the World Language Department is to provide instruction at the honors and academic levels, whereby students develop the knowledge and skills to communicate in the languages they are studying. As a result of this instruction, students will also develop an understanding and an appreciation of cultures different from their own. This additional knowledge, linguistic proficiency and cultural awareness will prepare students to participate more fully in an increasingly global society. College entrance requirements for world languages vary. Some colleges require a minimum of two years of high school study for entrance to certain programs, while others require three or more years of study for entrance. Requirements also vary depending on a student's proposed undergraduate major. It is recommended that both students and parents work closely with their guidance counselors in determining student world language needs for college admission requirements.

ENGLISH LANGUAGE DEVELOPMENT

#4090 - ENGLISH AS A SECOND LANGUAGE – BEGINNER (Grades 9-12)

Yearlong Course

Academic Level

This beginning-level course for non-native speakers of English will focus on the development of life communication skills. It is for students who have had little or no previous experience using spoken or written English. Basic understanding, pronunciation, speaking, writing, and reading will be stressed. Individual needs will be provided for the course. English credit is awarded for this course.

#4091 - ENGLISH AS A SECOND LANGUAGE – INTERMEDIATE (Grades 9-12)

Yearlong Course

Academic Level

This course will stress the refinement of communication skills for non-native speakers of English. Students will also develop their language skills as they relate to the other courses which they are studying. This course may be taken more than once.

#4094 - ENGLISH AS A SECOND LANGUAGE – ADVANCED (Grades 9-12)

Yearlong Course

Academic Level

Students will continue to focus on English grammar, vocabulary, writing, reading comprehension and listening skills. Students at this level typically speak and understand English at a higher proficiency level but need to refine their writing skills.

#4095 - ELA for ELD STUDENTS 9/10 (Grades 9-10)

Yearlong Course

Academic Level

This course is centered around the 9th and 10th grade Pennsylvania Common Core Standards. Taught by a dual-certified English teacher and ELD Program Specialist, this course focuses on the development of reading and writing skills at the beginner level of English language proficiency. Students will read a variety of texts and genres. Students will write in a variety of genres. Instruction will include appropriate ELD support to advance learning and language acquisition.

#4096 – ELA for ELD STUDENTS 11/12 (Grades 11-12)

Yearlong Course

Academic Level

This course is centered around the 11th and 12th grade Pennsylvania Common Core Standards. Taught by a dual-certified English teacher and ELD Program Specialist, this course focuses on the development of reading and writing skills at the beginner level of English language proficiency. Students will read a variety of texts and genres. Students will write in a variety of genres. Instruction will include appropriate ELD support to advance learning and language acquisition.

FRENCH

#4102 - FRENCH I (Grades 9-12)

Yearlong Course

Academic Level

This is a course for students who are beginning their study of French or who need additional reinforcement from their previous study of the language. It is an appropriate entry point for students who are studying French as their second world language. Skills in understanding, speaking, reading, and writing French are developed through acquisition of vocabulary and grammar of the language. The culture of the French-speaking world is also studied.

#4122/#4131 - FRENCH II (Grades 9-12)

Yearlong Course

Academic/Honors Levels

French will be used extensively in most activities. Listening and speaking are continued in classroom situations, conversations, and in the use of authentic listening and speaking resources. New grammar, vocabulary and themes are introduced and reinforced through in-

class and out-of-class assignments and activities. The students will use French as a communicative tool in a variety of ways to meet the needs of all learners. ***Prerequisite for FRENCH II: Grade of C or better in French I and/or teacher recommendation. Prerequisite for FRENCH II H: Grade of B or higher in French I and/or teacher recommendation.***

#4161/#4151 - FRENCH III (Grades 10-12)

Yearlong Course

Academic/Honors Levels

The development of listening and speaking skills is continued through classroom conversation, dialogues, speeches, and the use of authentic resources. Emphasis will be placed on the study of more advanced language structures. New structures and vocabulary will be introduced through teacher instruction, authentic reading passages, and through use of authentic listening and viewing resources. Students will read, discuss, and analyze reading selections to reinforce language proficiency. Writing skills will develop gradually throughout the course. Study of the culture of French-speaking countries will continue and expand. The French language will be used extensively in all activities. Students enrolled in FRENCH III H may be eligible for Dual Credit. ***Prerequisite for FRENCH III: Grade of C or better in French II and/or teacher recommendation. Prerequisite for FRENCH III H: Grade of B or better in French II H and/or teacher recommendation.***

#4181/#4171 - FRENCH IV (Grades 11-12)

Yearlong Course

Academic/Honors Levels

The course combines a variety of advanced-level listening, speaking, reading, and writing activities. Grammar and culture will also be studied at a more advanced level. Selected literary selections will be read, discussed, and analyzed. Students will have the opportunity to use skills developed in the previous courses in a variety of authentic and culturally appropriate activities and scenarios. Study of the culture of French-speaking countries will continue and expand. The academic class will be conducted predominantly in French whereas the honors level course will be conducted exclusively in French. ***Prerequisite for FRENCH IV: Grade of C or better in French III and teacher recommendation. Prerequisite for FRENCH IV H: Grade of B or better in French III H and/or teacher recommendation.***

#4192 - ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (Grade 12)

Yearlong Course

Honors Level

This course emphasizes the use of the language for active communication as students continue to increase their proficiency in each of the four language skills: listening, speaking, reading, and writing. The course objective is the development of the following competencies: having a strong command of vocabulary and structure; understanding the spoken target language in various conversational situations; reading and understanding authentic sources without assistance and fluently and accurately expressing ideas in French. ***Prerequisite: Grade of B or better in French IV H and/or teacher recommendation.***

GERMAN

#4302 - GERMAN I (Grades 9-12)

Yearlong Course

Academic Level

This is a course for students who are beginning their study of German or who need additional reinforcement from previous study of the language. It is the appropriate entry point for students who are studying German as their second world language. Skills in understanding, speaking, reading, and writing German are developed through the acquisition of vocabulary and grammar of the language. The culture of the German-speaking world is also studied.

#4331 - GERMAN II H (Grades 9-12)

Yearlong Course

Honors Level

The German language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations, and in the use of authentic listening and speaking resources. New grammar, vocabulary and themes are introduced and reinforced through in-class and out-of-class assignments and activities. The students will use German as a communicative tool in a variety of different ways to meet the needs of all learners. ***Prerequisite: Grade of B or better in German I and/or teacher recommendation.***

#4351 - GERMAN III H (Grades 10-12)

Yearlong Course

Honors Level (DC)

The development of listening and speaking skills is continued through classroom conversation, dialogues, speeches, and the use of multimedia material. Emphasis will be placed on the study of advanced-level language structures. New structures and vocabulary will be introduced through teacher instruction, authentic reading passages, and through use of authentic listening and viewing resources. Students will read, discuss, and analyze reading selections to reinforce language proficiency. Writing skills will develop gradually throughout the course. Study of the culture of German-speaking countries will continue and expand. The German language will be used extensively in all activities. ***Prerequisite: Grade of B or better in German II H and/or teacher recommendation.***

#4371 - GERMAN IV H (Grades 11-12)

Yearlong Course Honors Level (DC)

The course combines a variety of advanced-level listening, speaking, reading, and writing activities. Grammar and culture will also be studied at an advanced level. Selected literary selections will be read, discussed, and analyzed. Students will have the opportunity to use skills developed in previous courses in a variety of authentic and culturally appropriate activities and scenarios. The class will be conducted almost exclusively in German. **Prerequisite: Grade of B or better in German III H and/or teacher recommendation.**

#4392 - ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE (Grade 12)

Yearlong Course Honors Level

This course emphasizes the use of the language for active communication as students continue to increase their proficiency in each of the four language skills: listening, speaking, reading, and writing. The course objective is the development of the following competencies: having a strong command of vocabulary and structure; understanding the spoken target language in various conversational situations; reading and understanding authentic sources without assistance and fluently and accurately expressing ideas in German. **Prerequisite: Grade of B or better in German IV H and/or teacher recommendation.**

JAPANESE

#4912 - JAPANESE I (Grades 9-12)

Yearlong Course Academic Level

This course is for students who are beginning their study of Japanese or who need additional reinforcement from previous study. It is also an appropriate entry point for students who are studying Japanese as their second world language. Skills in understanding, speaking, reading, and writing Japanese are developed through the acquisition of the vocabulary of the language. An emphasis is placed on learning the Japanese syllabary (hiragana and katakana) with some basic Kanji character recognition. A study of Japanese culture is also included.

#4921 - JAPANESE II H (Grades 9-12)

Yearlong Course Honors Level

The Japanese language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations, original speeches and in the use of taped materials. Reading and writing the Japanese syllabary (hiragana and katakana) are reinforced in activities while Kanji character recognition and production are increased. The students will use the Japanese language to produce original materials, do supplementary reading and continue to study about aspects of Japanese culture. **Prerequisite: Grade of B or better in Japanese I and/or teacher recommendation.**

#4931 - JAPANESE III H (Grades 10-12)

Yearlong Course Honors Level

This course will build upon the understanding, speaking, reading, and writing that the students have learned in their previous study of Japanese. Kanji will be studied extensively with the students being expected to recognize the characters in reading and to produce them in original writing samples. Culture will also be studied as the student focuses on the interaction and respect to be shown in conversational situations. Japanese is the primary language of instruction in this course. **Prerequisite: Grade of B or better in Japanese II H and/or teacher recommendation.**

#4941 - JAPANESE IV H (Grades 11-12)

Yearlong Course Honors Course

This course will build upon the vocabulary, structure and writing systems that students have learned in their previous study of Japanese. Authentic Japanese will be modeled extensively in listening and reading exercises. Students will discuss Japanese culture in the target language and will use an increasing number of Kanji in their writing. A study of more complex grammatical structures will lead to greater proficiency and the further study of Japanese. Japanese is the primary language of instruction in this course. **Prerequisite: Grade of B or better in Japanese III H and/or teacher recommendation.**

#4952 - ADVANCED PLACEMENT JAPANESE LANGUAGE AND CULTURE (Grade 12)

Yearlong Course Honors Course

This course emphasizes the use of the language for active communication as students will continue to increase their proficiency in each of the four language skills: listening, speaking, reading, and writing. The course objective is the development of the following competencies: having a strong command of vocabulary and structure; understanding the spoken target language in various conversational situations; reading newspaper and magazine articles, fiction and nonfiction, and non-technical writings without the use of a dictionary; and fluently and accurately expressing ideas orally and in writing. This course is taught in Japanese, and students are expected to use Japanese to speak with all members of the classroom community. **Prerequisite: Grade of B or better in Japanese IV H and/or teacher recommendation.**

SPANISH

#4702 - SPANISH I (Grades 9-12)

Yearlong Course

Academic Level

This course is for students who are beginning their study of Spanish or who need additional reinforcement from previous study of the language. It is also an appropriate entry point for students who are studying Spanish as their second world language. Skills in understanding, speaking, reading, and writing Spanish are developed through the acquisition of vocabulary and grammar of the language. The culture of the Spanish-speaking world is also studied.

#4722/#4731 - SPANISH II (Grades 9-12)

Yearlong Course

Academic/Honors Levels

Continued development of the ability to understand, speak, read, and write Spanish is emphasized. Recorded dialogues, classroom conversations, readings, vocabulary development and other oral and written activities are used to accomplish course objectives. Students will also continue to study about various aspects of Spanish and Latin American cultures. At the honors level, the Spanish language is used extensively in all activities and listening and speaking are continued in classroom situations, conversations, and original speeches and in the use of authentic listening and viewing resources. **Prerequisite for SPANISH II: Grade of C or better in Spanish I and/or teacher recommendation. Prerequisite for SPANISH II H: Grade of B or better in Spanish I and/or teacher recommendation.**

#4761/#4751 - SPANISH III (Grades 10-12)

Yearlong Course

Academic/Honors Levels

Continued development of the ability to understand, speak, read, and write Spanish is emphasized. Recorded dialogues, classroom conversations, readings, vocabulary development and other oral and written activities are used to reinforce and achieve the academic goals of this course. Study of the cultures of the Spanish-speaking world will continue and expand. At the honors level, emphasis will be placed on the study of advanced level grammar concepts. New structures and vocabulary will be introduced in classroom presentations and reading passages. The students will read and discuss selections from literature and other supplementary materials. Original compositions will be written on course topics. The Spanish language will be used almost exclusively in all activities. Students enrolled in SPANISH III H may be eligible for Dual Credit. **Prerequisite for SPANISH III: Grade of C or better in Spanish II and/or teacher recommendation. Prerequisite for SPANISH III H: Grade of B or better in Spanish III H and/or teacher recommendation.**

#4781/#4771 - SPANISH IV (Grades 11-12)

Yearlong Course

Academic/Honors Levels

The course will emphasize the continued development of all communication skills in Spanish. Oral and listening activities will include authentic resources, student-created dialogues, and classroom conversations, in addition to those which are professionally developed. Continued vocabulary development will enhance both writing and reading activities. The study of the cultures of the Spanish-speaking world will continue and expand. At the honors level, grammar and culture will be studied at an advanced level. Literary selections will be read and discussed. The honors level will be conducted exclusively in Spanish and will familiarize students to the rigor expected in future Spanish study by combining a variety of advanced-level listening, speaking, reading, and writing activities. Students enrolled in SPANISH IV H may be eligible for Dual Credit. **Prerequisite for SPANISH IV: Grade of C or better in Spanish III and/or teacher recommendation. Prerequisite for SPANISH IV H: Grade of B or better in Spanish III H and/or teacher recommendation.**

#4792 - ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (Grade 12)

Yearlong Course

Honors Level

This course emphasizes the use of the language for active communication. Student proficiency will continue to increase in each of the four language skills: listening, speaking, reading, and writing. The course objectives include providing students with a strong command of vocabulary structure, an understanding of the spoken target language in various conversational situations, developing reading skills through use of authentic materials, to include but not limited to newspapers and magazines, fictional and non-fictional literary texts, and non-technical writings, as well as authentic listening and viewing materials and computer and web-based activities. Culture is integrated throughout the year, connected to the reading, listening, writing, and speaking activities. The course will be conducted exclusively in Spanish. Class activities will emphasize growth in all areas of communication Spanish as well as preparing students for the AP Spanish Language and Culture Exam. **Prerequisite: Grade of B or better in Spanish IV H and/or teacher recommendation.**

NORTH MONTCO TECHNICAL CAREER CENTER

1265 SUMNEYTOWN PIKE, LANSDALE, PA 19446

215-368-1177

WWW.NMTCC.ORG and NORTHMONTCO@NMTCC.ORG

North Montco Technical Career Center (NMTCC) offers 23 programs within 7 cluster areas including: Construction Trades, Cosmetology, Culinary Arts, Engineering/Manufacturing, Health & Human Services, Power & Transportation and Visual Communications. The school serves approximately 1000 students from 5 surrounding school districts. Students can attend the school as either part time or full-time students. In addition to technical training, NMTCC provides academic courses to the full-time students within all eight clusters.

HONORS OPTION FOR ALL 12th GRADE CAREER & TECHNOLOGY EDUCATION (CTE) COURSES AT NMTCC: North Montco Technical Career Center (NMTCC) students have the opportunity to apply to enroll in the 12th grade Honors level course of their CTE program. The Honors course is for 12th grade students who have demonstrated a high level of interest and achievement in their program and who aspire to an advanced level of learning. The Honors level of the course is challenging, more demanding, provides multiple opportunities for students to take greater responsibility for their learning, and has requirements beyond those of the standard CTE courses within their program. 12th grade students in the Honors course will be exposed to industry-related advanced work, rigorous study of CTE subject matter with embedded academic content, and practical application of knowledge and skills to work-based situations. Students must meet the required prerequisites (see further information provided by NMTCC) and submit a completed Academic Teacher Recommendation form during their 11th grade year to be considered for the Honors level coursework in their NMTCC CTE programming.

#9697 – ALLIED HEALTH

Allied Health is designed for college preparatory students who are interested in pursuing a medical or health science career after high school. The program is unique in that it is based in a hospital. Students enrolled in this program will report daily to Jefferson Lansdale Hospital where they will receive theoretical and technical instruction. The Allied Health program is a great way for students to test their dreams of becoming healthcare professionals. This program will take students into major departments of the hospital.

Criteria for Admission—Students should apply for admission while in 11th grade. Only 36 total students (12 per session) will be accepted into this program each year. GPA, attendance, conduct records, a personal essay, and letters of recommendation are primary considerations for acceptance. Performance in an interview may be evaluated as well. Students must have signed approval from a science teacher, guidance counselor, and parent or guardian. A physical exam, negative two-step tuberculosis skin test or TB blood test, proof of Hepatitis B vaccination, and a cleared criminal record check must be obtained before entrance into the program. A flu shot is required in the fall when the vaccine is available. Students are responsible for providing their own transportation. ***Students will be required to purchase items for this program at an approximate cost of \$150.***

#9696 - BIOMEDICAL TECHNOLOGY

Biomedical Technology is a diverse and challenging field with excellent opportunities for career growth in pharmaceutical and biomedical technology companies, as well as academic and medical research. This unique program is designed to prepare college-bound students with both a theoretical and practical (i.e., hands-on) knowledge of state-of-the-art tools used in biomedical technology laboratories.

These include molecular and cellular biological techniques and use of various laboratory instrumentation with the goal of training students in cell culture, recombinant DNA technology, protein purification, electrophoresis, PCR and much more. Biomedical technology provides students with a head-start in developing skills needed to contribute to a research program upon entry into college.

In partnership with Montgomery County Community College, this highly selective junior/senior course is offered at the Biomedical Technology facility located at NMTCC. Students earn dual-enrollment credits for an introductory survey course in Biotechnology (BIT120) and an Intro to Anatomy and Physiology Course (BIO130). The application process includes a personal interview, a visit to the Biomedical Technology laboratory (recommended), a letter of recommendation from a science teacher, and submission of a completed application form with a high school transcript. With limited capacity, acceptance into the program is determined and communicated in the spring. All students accepted into Biomedical Technology are required to provide their own transportation to NMTCC.

Prerequisites: Strong grades in Biology, Chemistry, Algebra 1 and 2. Students will be required to purchase items for this program at an approximate cost of \$75.

#9600 CONSTRUCTION TRADES CLUSTER

CONSTRUCTION CARPENTRY

Skilled carpenters are in great demand! The Construction Carpentry program provides thorough instruction through hands-on projects and various shop demonstrations. Do not be afraid to try the Construction Carpentry program even if you have never picked up a tool before. The program covers instruction in the safe and proper use of hand and power tools and will help build your foundation for success. ***Students will be required to purchase items for this program at an approximate cost of \$300.***

HEATING, VENTILATION AND AIR CONDITIONING (HVAC)

The HVAC program consists of basic to advanced instruction in both the installation and servicing of residential systems. Students are trained in electrical principles, plumbing, oil and gas heating, air conditioning, heat pumps and basic refrigeration systems. NMTCC's HVAC program has been granted accreditation by HVAC Excellence. ***Students will be required to purchase items for this program at an approximate cost of \$250.***

ELECTRICAL TRADES

Experienced electricians are in serious demand. Students in the Electrical Trades program learn about residential and commercial/industrial wiring and low-voltage systems, involving communication voice data and security systems. The program consists of instruction in electrical AC-DC theory, National Electric Code, wiring methods and industrial applications. ***Students will be required to purchase items for this program at an approximate cost of \$150.***

PROPERTY MAINTENANCE & RENOVATION

Property Maintenance & Renovation prepares students for career paths and employment opportunities in the construction industry through technical knowledge and skills in the building, repair, and general maintenance of residential building and other structures. The program provides instruction in many of the construction trades including structural carpentry, finish carpentry, millwork, plumbing, electricity, masonry, concrete, tile setting, installing hardware, heating, ventilation, waterproofing, roofing, siding, drywall, painting, regular tool and machine maintenance, environmental control systems, and record keeping. Students learn to use hand and power tools, construction materials, estimating, blueprint reading, and construction safety. Graduates of this program are prepared for employment in construction fields or may pursue specialized training through an apprenticeship and/or postsecondary education.

#9610 COSMETOLOGY CLUSTER

Cosmetology students learn the competencies and skills needed to pass the Pennsylvania State Board of Cosmetology practical and written licensing exams through a program that meets the state-required hours of instruction. Students must complete 1250 hours of instruction, with at least a 75% grade average, before they are eligible to take the State Board of Cosmetology license examination. After completing 900 hours, students can apply for the state exam. The state will not issue a license until 1250 hours have been completed. The program covers instruction in a) cosmetology (hair care), b) esthetics (skin care and make-up), c) nail technology, and d) salon management. Students apply theory and skills and strengthen competencies through hands-on experience which includes a salon open to the community. All cosmetology hours expire four years from the enrollment date. If 1250 hours of instruction are not completed by a student's graduation date, hours will need to be accrued independently at a private institution in order to obtain State Board of Cosmetology certification for Pennsylvania. ***Students will be required to purchase items for this program at an approximate cost of \$575.***

#9620 CULINARY ARTS CLUSTER

CULINARY ARTS

From prep cook to executive chef, the culinary industry offers a world of career possibilities. NMTCC's Culinary Arts program is nationally certified as an American Culinary Federation Education Foundation (ACFEF) secondary certified program. Learning takes place in the classroom, kitchen, bakery, and restaurant. Students completing the program may enter the workforce or continue their education in college. ***Students will be required to purchase items for this program at an approximate cost of \$200.***

BAKING AND PASTRY ARTS

The Baking and Pastry Arts Program strives to teach students the skills they will need to be successful both in industry and in continuing education. All of our products are handmade from scratch and solely produced by students. With knowledge of mixing methods, equipment uses, and safety practices, the student will have an upper hand for entering the pastry industry. ***Students will be required to purchase items for this program at an approximate cost of \$200.***

#9630 ENGINEERING/MANUFACTURING DESIGN CLUSTER

COMPUTER INTEGRATED MACHINING

The Computer Integrated Machining course of study is designed to prepare the interested student for varied manufacturing opportunities. The demands for the highly skilled craftsman are many. From the Machine Operator to the Toolmaker, from the Computer Numerical Control (CNC) Operator to the CNC Programmer, all start with the experience and training found in NMTCC's complete precision machining lab.

The program is nationally certified by the National Institute for Metalworking Skills (NIMS). It emphasizes the safe and proper operation of metalworking machine tools such as lathes, milling machines, precision grinders, and drill presses. The course also includes an introduction to layout and blueprint reading and instruction in computer numerical control (CNC) machining. ***Students will be required to purchase items for this program at an approximate cost of \$75.***

MECHATRONICS

The Mechatronics program offered at NMTCC provides a synergistic approach to the understanding of the principles in the engineering field. The program focuses on mechatronics engineering technology, which is a multidisciplinary field where workers design, troubleshoot, maintain, and repair sophisticated automated equipment through a systems approach. Students will perform activities and obtain fundamental knowledge in the following areas: electrical, electronics, robotics, mechanical systems, fluid power systems, programmable logic controllers, control systems and mechatronics. Engineers and technicians with training Mechatronic systems have the greatest career mobility across technical disciplines. ***Students will be required to purchase items for this program at an approximate cost of \$45.***

WELDING AND FABRICATION

Welding and Fabrication students learn the skills and techniques necessary for success in a career that values well trained, experienced workers. They learn MIG and TIG welding as well as gas welding and about the operation of welding and metal fabrication machinery. ***Students will be required to purchase items for this program at an approximate cost of \$250.***

#9650 HEALTH & HUMAN SERVICES CLUSTER

HEALTH SCIENCES

The Health Sciences program introduces students to essential skills in the healthcare field, preparing them for various medical careers. Students will explore a variety of healthcare environments while learning about patient care, medical terminology, and the role of healthcare professionals. In partnership with Montgomery County Community College, students can earn up to six (6) dual enrollment credits. ***Students will be required to purchase items for this program at an approximate cost of \$200.***

PROTECTIVE SERVICES

Protective Services program will provide students with experience in the general public service occupation cluster. After covering a broad curriculum, students will specialize in several aspects of emergency medical service, police science, security, firefighting, and other related occupational fields. Students are encouraged to pursue post-secondary training for more career opportunities. Community service is also a requirement of this program. A cleared Criminal Record Check must be obtained prior to entrance into the program. ***Students will be required to purchase items for this program at an approximate cost of \$200.***

SPORTS REHABILITATION AND PHYSICAL THERAPY

In the Sports Rehabilitation and Physical Therapy program, students will learn essential skills directly related to Athletic Training and Physical Therapy career paths. From designing safe and effective exercise prescriptions, conducting individual exercise programs, and fitness testing, students will be prepared for employment in a wide variety of settings that include but are not limited to, athletic teams, hospitals, corporate wellness programs, strength and conditioning, clinical rehabilitation programs and fitness clubs. In addition, the program serves as a strong foundation for students wishing to pursue advanced degrees in the field of exercise science or enter professional disciplines such as physical or occupational therapy.

#9670 POWER & TRANSPORTATION CLUSTER

AUTOMOTIVE COLLISION REPAIR

The Auto Collision Repair Program is focused on high tech training necessary to diagnose and repair the finish coatings, cosmetic features, structure, and complex components/systems in today's automobiles. Any student successfully completing this program, or a segment of specialized instruction, can expect to be prepared for employment in this industry, or pursue advanced technical training at the post-secondary level and be ready for Automotive Service Excellence (ASE) certification. ***Students will be required to purchase items for this program at an approximate cost of \$100.***

AUTOMOTIVE TECHNOLOGY

In accordance with ASE and AYES standards, the Automotive Technology program provides current curriculum, instructional materials, and equipment that are needed to reinforce knowledge, skills, and attitudes appropriate to industry needs. ***Students will be required to purchase items for this program at an approximate cost of \$100.***

DIESEL TRUCK TECHNOLOGY

As the trucking industry continues to expand, the demand is growing for mechanics and technicians to repair and maintain diesel engines. Medium/Heavy Duty trucks and equipment require educated and experienced technicians for their maintenance and repair. Upon completion of the Diesel Truck Technology program, students may secure employment as entry-level technicians or advance their education and training. This program follows the National Automotive Technicians Education Foundation/Institute for Automotive Service Excellence (NATEF/ASE) standards for Medium/Heavy Duty Diesel Truck technology. ***Students will be required to purchase items for this program at an approximate cost of \$100.***

RECREATIONAL POWER EQUIPMENT

From recreational vehicles and equipment such as snowmobiles, jet skis and motorcycles, to lawn and garden equipment, such as mowers and chain saws, small engines power many machines that make our lives easier and more enjoyable. The Recreational Power Equipment program is the study of “how and why” machinery operates along with the “whys” of machinery failure and the learning of “how to” diagnose the problems and make proper, efficient repairs. Students will be able to specialize in different areas of repairing and maintaining this equipment. ***Students will be required to purchase items for this program at an approximate cost of \$100.***

#9690 VISUAL COMMUNICATIONS CLUSTER

ADVERTISING DESIGN

The Advertising Design Program offers instruction encompassing a broad spectrum of art and design related occupations. Students are introduced to the tools and techniques needed to become successful advertising artists and designers. Growth in illustration, design and other techniques will create a demand for skilled artists far in excess of qualified workers. The core curriculum focuses on advertising design, digital imaging, illustration, and the principles of creating good advertising. Hands-on learning will provide students with the background needed to develop a viable portfolio. ***Students will be required to purchase items for this program at an approximate cost of \$50.***

GRAPHIC ARTS

The Graphic Arts program is a PrintEd certified program that offers instruction encompassing a broad spectrum of design and print related occupations. The major areas of study in the graphic arts program include graphic design and layout, Adobe Creative Cloud, typography, offset printing operation, bindery, document management/quick copy center operations and digital photography. ***Students will be required to purchase items for this program at an approximate cost of \$75.***

INTERNET TECHNOLOGIES

The Internet Technologies program is an instructional program that prepares individuals to apply technical skills in support and design of computer systems and networks. The program also provides a technical foundation for college-bound students pursuing a career in information technology and provides training for students to acquire several industry certifications. The course includes the Test Out and Cisco Academies, which provide training in computer networking, database design, computer system support, computer repair and service, and other IT subjects. In partnership with Montgomery County Community College, students can earn up to nine (9) dual credits. ***Students will be required to purchase items for this program at an approximate cost of \$50.***

SOCIAL MEDIA MARKETING

Social media specialists and content creators communicate with the public through social media platforms that allow users to create and share content online. They run their employers' social media accounts, plan, execute and monitor social media strategies that help drive sales, brand awareness, and customer engagement. They create posts on social networks, manage general content, oversee creative design, and write posts according to a brand's voice. These workers post content—such as images, text, or videos—to spark interest in a topic that relates to the brand as a whole. In addition, social media specialists and content creators follow conversations and interact with the public online. Students will also learn metrics, analytics, and the importance of social media to companies and brands. The Social Media Marketing program will offer students the opportunity to utilize their math, English, artistic, and creative thinking skills and incorporate them into a career field of high interest, which they engage on a daily basis.

ADDITIONAL STUDENT OPPORTUNITIES

School-to-career learning programs at NMTCC combine quality education with worksite learning so students are given the opportunity to apply the valuable skills they are learning. The school-to-Career office can assist with creating a resume and developing interviewing skills. This office also provides job postings for students who want to gain real-life, on-the-job experience before graduating from high school. One of NMTCC's School-to-Career programs may be the opportunity you need to further your career goal.

The programs available to students at NMTCC include Internship and Cooperative Education (Co-Op).

INTERNSHIP (NON-PAID)

Internships provide students with the opportunity to spend time at local businesses and non-profit organizations. Internships also provide valuable, real-life experience, build interpersonal and workplace skills, and enable students to put classroom theory into practice.

COOPERATIVE EDUCATION (CO-OP)

Cooperative Education

A culminating Capstone paid work experience for students in 11th and 12th grades who have secured the recommendation of their technical instructor. Recommended students have the opportunity to obtain real work experience and to practice the specific technical skills they have learned.

Features:

- Open to 11th and 12th grade students who possess entry-level skills.
- All academics are usually taken at the sending school during morning periods.
- Students are employed in their technical field in the afternoon for a set amount of days determined by their technical program instructors.
- Students still attend North Montco Technical Career Center on those non-workdays to continue with their technical education. They can also meet with the Co-op Coordinator to discuss any work concerns.

SOAR – STUDENTS OCCUPATIONALLY AND ACADEMICALLY READY

A SOAR program is a Pennsylvania Department of Education approved, Career & Technical Education Program that credits skills and tasks learned at the high school level to a post-secondary (college) degree, diploma, or certificate program. SOAR programs prepare today's students for tomorrow's high demand and high wage careers.

To view current advanced credit opportunities articulated with post-secondary institutions, go to Search for Equivalencies under the Search button at www.collegetransfer.net, select PA Bureau of Career and Technical Education at the "From" drop down menu.

ACTIVITIES



WHS EXTRACURRICULAR CLUBS

Brief descriptions are listed below along with requirements for club credit. For more information, contact the Activities Office or go to <https://whs.wsdweb.org/student-life/activities-wisswatch> for sponsors. Time expectations for clubs are listed in bold.

Ambassadors Club - The Ambassadors Club strives to make all new students feel welcome and comfortable at Wissahickon High School by providing student guides to help get to and from classes the first few weeks of school, building tours to prospective families and reunions to alumni groups. In addition, new student events are hosted in the fall and spring semesters and Ambassadors assist at the Program of Studies evening presentation, along with other various events throughout the year.

Art Club - The Art Club is open to any student, 9-12 grades, interested in making art. From painting to ceramics, all mediums are explored in Art Club. All students are invited to discuss and create art regardless of previous experience.

Asian Student Association— The purpose of the Asian Student Association is to allow anyone to experience Asian culture and learn about it. Meetings will occur bimonthly.

Black Student Union - BSU serves to develop community amongst Black students across academic levels and socioeconomic status. The club provides brave space and peer support (socially and academically) and addresses the advocacy needs of Black students, so they feel a greater sense of belongingness as an integral part of the high school community.

Bullet Journaling - Learn how to get organized and boost your creativity at the same time! Bullet Journaling Club introduces students to a trendy and inexpensive hobby that can help them manage their lives. Basic materials such as pens and graph paper (for those who do not own bullet journals) will be helpful. No experience is necessary! **Club meets during IE.**

CASA – Founded in 2008 to provide a safe space for Black and brown students, the Wissahickon Cultural Affinity Student Association (CASA) is an all-inclusive club which focuses on the lives, cultures, and issues of the surrounding communities of color. We aspire to not only broaden the horizons of its members through the education of different cultures and viewpoints, but to also inspire our members to achieve success in everything they do. As the Wissahickon school community continues to grow and strengthen its identity groups, CASA will focus on bringing members of all identities together for coalition-building. Through collaboration and discussion, we strive to create a safe space for students of all backgrounds to be themselves and understand each other.

Chess - The purpose of chess club is to introduce as many students as possible to the strategy and intricacies of chess, and to give an accessible outlet for both new and existing chess players to play other live players and students.

Choral Ensembles— A wide variety of choral groups, both non-audition and audition, are available before and after school. Students interested in singing and being a part of the semester Choral Concert are encouraged to be a part of these diverse and fun ensembles! Meeting times can vary but will meet at least once weekly.

Civics Club – The objective of the Civics Club is for the students to participate in discussions that address issues of public concern including community and school issues that eventually affect them. We will also discuss voting, volunteering, and obligations of being a productive citizen.

Computer Club – Meets twice a month. The club is open to all students who are interested in coding and competing in programming contests, hackathons, or other computer related contests. Want to learn a new programming language? This is the place for you.

Debate and Speech Team— A competitive team with numerous possible events in which interested students debate many varied topics against other schools in southeastern PA as well as engage in literary recitals, speeches, and performances.

Drama – Any student interested in acting, stage design, production, costuming, make-up, lighting, publicity, and other supportive roles in theater productions. Meets after school and in the evenings for rehearsals.

Dungeons and Dragons - Dungeons and Dragons is a hugely popular fantasy role-playing game. In the Dungeons and Dragons club, members use teamwork and problem-solving skills as their characters attempt to complete challenging quests and adventures. D&D is not a computer game. It is a face-to-face role-playing game that uses paper and pencil, dice, rules, and imagination as players describe the actions of their characters as they participate in heroic adventures.

Environmental Club - The Environmental Club provides a space for students to harness their voice and collaborate on environmental issues facing generations today. Our priorities include fostering discussions regarding courses of action, informing the student body and the public about current environmental issues, and steps that can be taken to raise awareness about those issues. As a group of high school students, we not only want to help the community, but extend our efforts towards a more environmentally conscious society.

FANS - FANS stands for Following Activities ‘N’ Sports, where our mission is, while upholding the highest level of sportsmanship, to instill pride in the greatest nation of all, #WissNation.

Feminist Club - Feminist Club is a debate and discussion-based club that focuses on creating an environment where young women feel safe and empowered to share their opinions about current issues in women's rights and politics today. Members can have casual conversations with peers and express their views on women's issues in a safe space for all genders that are interested. **Club meets during IE.**

Freshman Class Committee – The Freshman Class Committee is a service-based club that sponsors fundraisers and helps improve school spirit.

Flag Football - The purpose of the club is to provide our female student population with an opportunity to play flag football, promote sportsmanship and teach life lessons through sports.

Future Business Leaders of America (FBLA) – FBLA is for any student interested in a career in business. Encourages use of students' business skills to service both WHS and our community. **Monthly meetings, community service, flexible credit opportunities**

Future Teachers of America – FTA is a service club comprised of students who have a passion for teaching and helping others. FTA focuses on promoting education throughout the district by helping teachers and tutoring students as well as encouraging others to give back to the community.

Gay Straight Alliance (GSA) – Open to all students interested in creating a safe and accepting school environment for all members of the WSD Community.

Health Careers Club – Allows students interested in health to develop that pursuit through community service, personal education, and peer education. Students learn about the allied health professions via guest speakers along with health promotional activities within the Wissahickon Community.

Hispanic/Latine Association - The purpose of this club is to educate, promote and celebrate Hispanic Heritage and culture within the greater Wissahickon Community throughout the school year through events, programs, and community service.

Ilium – WHS Yearbook – Yearbook Club is an opportunity for students to participate in the creation and development of the WHS Yearbook. Yearbook Club meets twice a month.

Indian Cultural Association -The Indian Cultural Association is dedicated to celebrating Indian heritage and culture within Wissahickon High School through events, programs, and community service. We seek to educate and celebrate our traditions with the greater Wissahickon Community. The word “seva” in Sanskrit means “selfless service,” and with that in mind we will dedicate service to the community, as well as donate to organizations in India.

Interact Club – Interact is Rotary International's service club for young people ages 12 to 18. Interact Clubs are sponsored by individual Rotary Clubs, which provide support and guidance, but they are self-governing and self-supporting.

Jazz Ensembles – Any Jazz instrument student who auditions and is chosen.

Jewish Student Union – Allows students to explore and experience the Jewish culture through conversations and celebrations of Jewish holidays. We talk about traditions and the meanings of these events.

Junior Class Committee – The Junior Class Committee will have general monthly meetings to plan events such as the Semi-Formal Dance, the Junior and Senior Prom(s), participation in school wide events, class open gyms etc. The activities are to encourage spirit and excitement amongst the Junior Class.

Key Club – Sponsored by the Ambler Kiwanis Club. Key Club is open to any student who has an interest in service-locally and globally.

Law Club – The law club learns about the process of trying a case in court, both as prosecution and as defense, and competes against other schools in the area in a mock trial.

Marching Unit – The Wissahickon Marching Unit combines Trojan spirit, pride, musicianship, and a decade's worth of tradition to create renewed gridiron excitement. All 9th through 12th grade instrumentalists.

Math Club – Math Club is an interest-based club organized to provide students with the opportunity to meet with other students and further develop and share their interest in mathematics.

Model UN - Model UN is a simulation of the UN General Assembly and other multilateral bodies. Students role play the ambassadors debating topics as diverse as maternal health and landmines to promoting literacy.

Musical – Meets approximately 60-70 times over the season, providing an opportunity to students who are interested in all aspects of a Broadway Show Production—including singing, dancing, acting, stage design, art, stage building, sound design, orchestral performance, and costume and property management.

Muslim Student Association – The purpose of this club is to bring together Muslim (students) and share and celebrate their culture. By helping others better understand the Muslim culture, we hope to reduce Islamophobia.

National Art Honor Society - The Wissahickon Chapter of National Art Honor Society, which runs through the Art Club, highlights the artistic strengths of junior and senior students. Through art service projects and mentorship, students build character and leadership skills. Opportunities for student art exhibitions. Application required.

National Honor Society – Open to juniors and seniors. Based upon scholarship, service, leadership, and character. Students with an unweighted cumulative academic average of 3.5 at the end of sophomore year are eligible for membership.

Outdoor Education Club - This club provides leadership opportunities for WHS students who help direct outdoor education sessions for elementary school students. It offers balance for all screen time too!

Pit Orchestra – Open to students in the instrumental program (by audition when needed). Does not normally conflict with sports participation.

Podcast Club - Podcast club is for students to host or co-host their own show and learn how to network, grow, and support their own show. They will produce a name, slogan, topic, and guest that week.

Poetry Club - The purpose of this club is to engage and encourage students in writing poetry regarding a variety of themes and styles while having a great time in the process.

Robotics – A year-round team activity centered around designing and building a remote-controlled robot to compete at events on local, regional, and world-wide levels. The team offers opportunities to learn technical skills, such as CAD, fabrication, and programming, as well as non-technical skills in marketing and business, such as photography, video editing, graphic design, and writing. Meetings occur during evenings and weekends, and members must meet time-based participation requirements, with the most intensive period being January and February (12 hours/week required). Competitions are in March and April. Applications are required and only open from August through mid-September.

Science Club—Any student interested in science. Students learn about and perform different science experiments on various topics.

Senior Class Officers and Representatives- The Senior Class Officers and Representatives meet, at the very least, on a weekly basis to communicate and plan Senior Activities throughout the school year with the Advisors. There are 4 elected officer positions and at least 2 representatives who are expected to create, organize, communicate, and attend each event as well as fulfill the assigned duties of their elected position to receive credit. The activities are to encourage spirit and excitement amongst the Senior Class, but to also reflect on being leaders of Wissahickon High School.

Sophomore Class Committee – Open to all 10th graders interested in organizing activities and fundraising for the sophomore class. Members attend 2 meetings a month after school. Sophomore Class Committee coordinates with other class committees as well as Student Council to generate school spirit and student involvement.

STARS Peer Tutoring Program – A free, cooperative, peer-tutoring program available to all Wissahickon High School students. A Wissahickon faculty member must recommend each tutor.

Student Council – Consists of Officers, Student Senate, and Student Representatives. Officers and Senators are elected by their peers in the spring of the previous year. Representatives are elected each September. Student Council members are made aware of and respond to student concerns or needs within the school community.

Symphonic Orchestra – Open to students who play orchestral instruments (strings, woodwinds, brass, and percussion). Meets weekly for 2 hours in the fall and spring, with a concert in December and a concert in May.

Threads by Wiss - Threads by Wiss is a club for students who want to explore a range of *fiber arts* including sewing, crocheting, knitting, weaving, upcycled fashion, surface design and more. Students will be able to learn new techniques and improve on previous knowledge in an open studio environment. Activities may include sewing/crocheting/knitting items for charity, participation in local arts and crafts fairs, and learning opportunities with local craftspeople.

Trojan Times – the Student Newspaper. Any student interested in writing and publishing the high school newspaper. Meetings after school during the year.

Ultimate Frisbee - The goal of the club is to learn Ultimate Frisbee and compete against teams from other high schools. Ultimate's spirit of the game promotes respect for one another and inclusion of everyone, regardless of skill level. Everyone plays and learns to resolve conflicts appropriately through self-officiating.

Wildlife Club - The Wildlife Club is designed for students who are interested in the protection and preservation of wildlife species. The club plans to raise awareness about environmental problems that species face and discuss practices to ensure their protection and existence. **Follow us @Wissahickonwildlife**

WISS Link - Link Crew is a nationally recognized high school transition program that welcomes freshmen and helps them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this transition program trains mentors from our junior and senior classes to be Link Crew Leaders who guide freshmen to discover how to be successful in high school. They help facilitate freshman success and leadership. Link Crew leaders go through an application and interview process before beginning their intensive training.

WISS PALS - WISS Pals is a club that brings students of varying abilities and talents together to form relationships. Through our club, we strive to build compassion, understanding, and tolerance.

WTV Club – A broadcast television and filmmaking club for students who have an interest in or an ability with electronic media, particularly television production, film, videography, and editing.

Wissahickon Academic Quiz Team – Any student ready for a fast-paced team competition based on remembering or learning academic content questions will love this club. Runs all year, but you may attend seasonally.



ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">ENGLISH</div> <p>4 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">NATURAL/ PHYSICAL SCIENCE <small>(including one year of lab science, if offered)</small></div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">MATH <small>(Algebra I or higher)</small></div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">SOCIAL SCIENCE</div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">ADDITIONAL <small>(English, math or natural/physical science)</small></div> <p>1 year</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">ADDITIONAL <small>(English, math, natural/physical science, social science, foreign language, comparative religion or philosophy)</small></div> <p>4 years</p>
DIVISION II					
<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">ENGLISH</div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">NATURAL/ PHYSICAL SCIENCE <small>(including one year of lab science, if offered)</small></div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">MATH <small>(Algebra I or higher)</small></div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">SOCIAL SCIENCE</div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">ADDITIONAL <small>(English, math or natural/physical science)</small></div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 5px;">ADDITIONAL <small>(English, math, natural/physical science, social science, foreign language, comparative religion or philosophy)</small></div> <p>4 years</p>

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

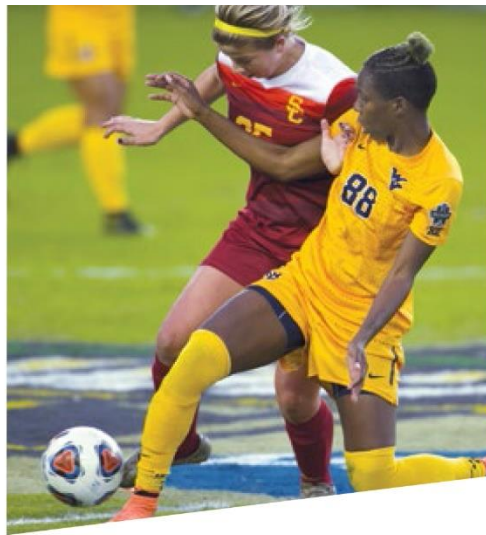
- DI requires a minimum 2.3 GPA
- DII requires a minimum 2.2 GPA

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/playcollegesports.

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code **9999**) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will choose the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. Remember to apply the College Board concordance table for SAT tests taken in March 2016 and after.



HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at eligibilitycenter.org/courselist.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code **9999**.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code **9999**.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses

This simple formula will help you meet Division I and II core-course requirements.

4x4=16

- + 4 English courses (one per year)
- + 4 math courses (one per year)
- + 4 science courses (one per year)
- + 4 social science courses (one per year)

= 16 NCAA CORE COURSES

For more information:

ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

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