



2024-25



WISSAHICKON HIGH SCHOOL PROGRAM OF STUDIES



DESIGNED BY
LAILA HASAN



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	Wade Coleman
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 (Acting)	Dr. Karen Haney
Assistant Principal/A-G (Acting)	Lisa Becker
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 (11th-12th grades)	aperrotta@wsdweb.org	Ext. 8038
Cailin Diebolt	De-H Di-Ho (11th-12th grades) Autistic/Functional Support	cdiebolt@wsdweb.org	Ext 8033
Marissa Samit	I-Mc	msamit@wsdweb.org	Ext. 8037
Vince Yasenchak	Md-Sb	vyasenchak@wsdweb.org	Ext. 8036
Felicia Glover	Sc-Z	fglover@wsdweb.org	Ext. 8034
Stacy Anderson	College & Career Counselor	sanderson@wsdweb.org	Ext. 8035
Melissa Schiff	Resource Counselor	mschiff@wsdweb.org	Ext. 8039

School Psychologist:

Dr. Lucia Gil	lgil@wsdweb.org	Ext. 8202
---------------	-----------------	-----------



Wissahickon School District

True Blue with a Heart of Gold

2023-2024 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	338
	Minority Enrollment	39%
	Economically Disadvantaged	22%
Faculty	Number of Faculty	370
	% with Master's Degree	84%

Enrollment CEEB Code.....390065

Accolades | *U.S. News and World Report 2023* ranked WHS 3rd Best High School in Montgomery County and 14th best in the state (compared to public high schools only, with magnet schools removed).

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.

Character Education | WHS students participate in character building 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
Acting Principal	Dr. Karen Haney
Assistant Principal	Mr. Jim Kelly
Assistant Principal	Mrs. Lisa Kelly
Athletic Director	Mr. Jim Cairnes
Administrator on Special Assignment	Mrs. Lisa Becker

Counseling Staff

Ms. Antoinette Perrotta aperrotta@wsdweb.org Class of '24 and '25 (A-Dh) Class of '26 and '27 (A-Dd)	Mr. Vince Yasenchak (Md-Sb) vyasenchak@wsdweb.org
Mrs. Cailin Diebolt cdiebolt@wsdweb.org Class of '24 and '25 (Di-Ho) Class of '26 and '27 (De-H)	Mrs. Felicia Glover (Sc-Z) fglover@wsdweb.org
Mrs. Marissa Samit msamit@wsdweb.org Class of 24 and '25 (Hp-Mc) Class of '26 and '27 (I-Mc)	Ms. Stacy Anderson College and Career sanderson@wsdweb.org
	Ms. Melissa Schiff - Resource mschiff@wsdweb.org

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 2023, 54% of students took at least one AP exam and received a score of 3 or better. In the Class of 2024, 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.

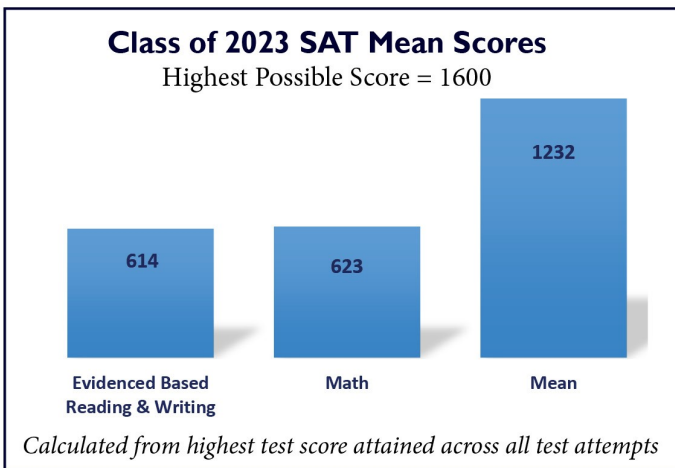
Science Labs | In addition to the traditional lab science courses (Biology, Chemistry, and Physics) and our AP science courses, WHS offers students the opportunity to participate in these additional lab sciences courses for core credit: Anatomy & Physiology, Forensics, Medical Intervention, and Principles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

AP Courses Offered		2023 AP Exams	
Seminar (10th - 12th)	Microeconomics (12th)	Number of exams administered	1180
Biology (10th-12th)	Macroeconomics (12th)	Percent of total exams resulting in 3+	88%
Calculus AB (10th -12th)	Physics 1 (10th-12th)	Percent of Class of 2023 taking at least one test in high school	63%
Calculus BC (11th or 12th)	Physics 2 (11th-12th)	Percent of testers in Class of 2023 scoring 3+ on at least one exam	86%
Chemistry (11th-12th)	Psychology (11th or 12th)	AP Awards	
Computer Science A (11th or 12th)	Research (11th or 12th)	AP Scholar	62
English Language (11th)	Spanish Language (12th)	AP Scholar with Honor	37
English Literature (12th)	Statistics (11th or 12th)	AP Scholar with Distinction	97
Environmental Science (11th or 12th)	Studio Art: 2-D (12th)	AP Capstone Diploma	9
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)	World History: Modern (10th)		

College Admission Testing - Class of 2023

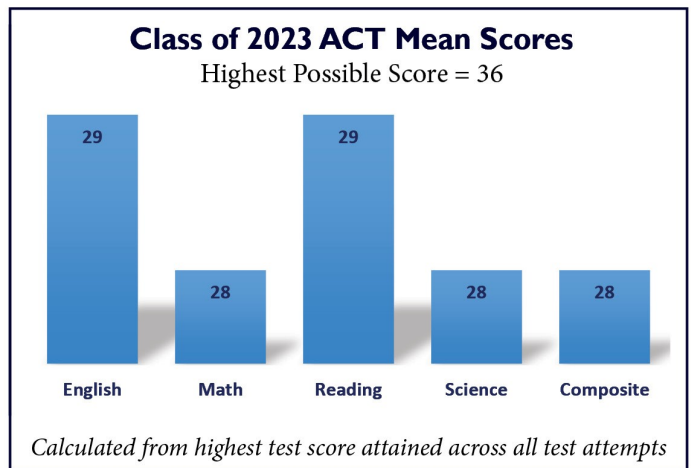
Scholastic Aptitude Test (SAT) Results |

61% of the Class of 2023 (207 students) took an SAT



ACT Results | 23% of the Class of 2023

(78 students) participated in the ACT



National Merit Scholar Recognition
Class of 2023

8 Finalists

22 Commended

Covid-19 Impacts

2020-2021 | The 2020-2021 school year began virtually for all students. Two virtual options were available – synchronous virtual instruction by WHS staff or asynchronous virtual instruction through the Wissahickon Virtual Academy. In November, students were given an option to return to school under a hybrid model. Virtual instruction remained an option for the entire school year. Grades were issued based on student performance. No midterm or final exams were given in the 2020-2021 school year.

2021-2022 | Students returned to in-person instruction five days per week. Students who wished to remain virtual were moved to the Wissahickon Virtual Academy.

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.

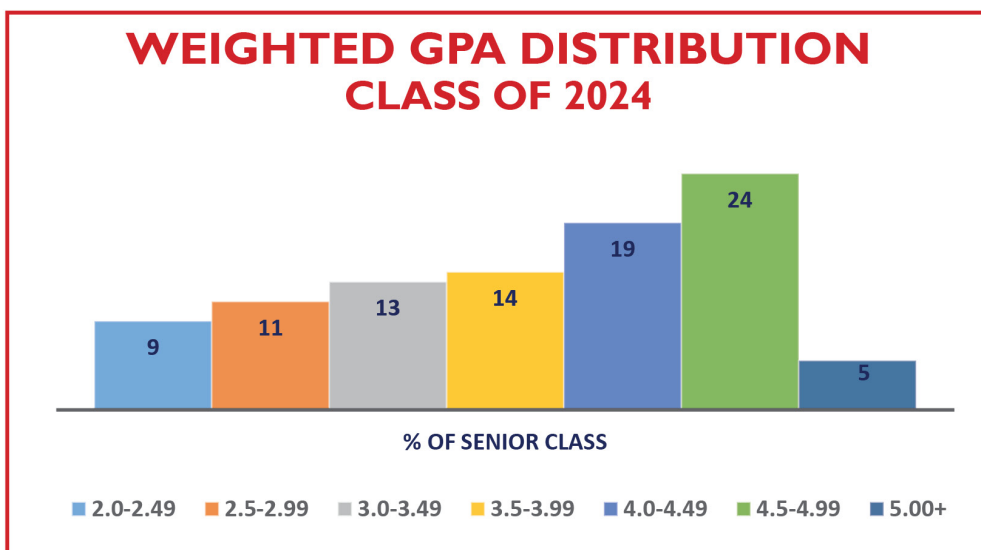
Senior Internship | A voluntary yearlong senior course allowing students to complete an internship in the community for elective credit.

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 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 2024 - 338 students
 Highest Weighted GPA - 5.51

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.



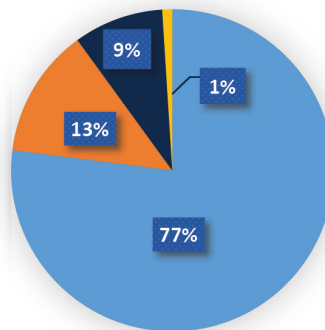
Grading Scale		
Letter Grade	Percent Grade	Grade Points
A	93-100	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1
F	Below 65	0

WHS Does Not Rank Students

- P Passing
- F Failing
- M Medical Excuse

Class of 2023 College Matriculation

90% of 2023 Graduates Elected to Attend one of 116 Colleges/Universities



345 Graduates

Post Secondary Plans

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

Alvernia University
 Arcadia University
 Auburn University
 Baylor University
 Boston College
 Boston University
 Bowling Green State University
 Bucknell University
 Carlow University
 Carnegie Mellon University
 Catholic University of America
 Central Michigan University
 Champlain College
 Chestnut Hill College
 Cheyney University of Pennsylvania
 Colgate University
 College of William & Mary
 Colorado State University
 Commonwealth University (Bloomsburg)
 Cornell University
 Delaware Valley University
 Dickinson College
 Drexel University
 Duquesne University
 East Stroudsburg University of Pennsylvania
 Eastern University
 Elon University
 Embry-Riddle Aeronautical University
 Emory University
 Flagler College
 Florida Institute of Technology
 Florida State University
 George Mason University
 George Washington University
 Gettysburg College
 Gwynedd Mercy University
 Hampton University
 Harcum College

Haverford College
 High Point University
 Howard University
 Illinois Institute of Technology
 Indiana University
 Indiana University of Pennsylvania
 Ithaca College
 James Madison University
 Johns Hopkins University
 Kutztown University of Pennsylvania
 Lafayette College
 Lehigh University
 Louisiana State University
 Loyola Marymount University
 Loyola University Maryland
 Manor College
 Messiah University
 Millersville University of Pennsylvania
 Montclair State University
 Montgomery County Community College
 Muhlenberg College
 New York University
 Northeastern University
 Oberlin College
 Ohio State University
 Penn State University, Abington
 Penn State University, Lehigh Valley
 Penn State University, University Park
 Purdue University
 Rensselaer Polytechnic Institute
 Rochester Institute of Technology
 Saint Joseph's University
 Salisbury University
 Savannah College of Art and Design
 Shippensburg University of Pennsylvania
 Slippery Rock University of Pennsylvania
 Smith College
 Susquehanna University
 Syracuse University
 Temple University

Thaddeus Stevens College of Technology
 Thomas Jefferson University
 Tufts University
 Tulane University of Louisiana
 Tuskegee University
 University College Dublin
 University of California, Los Angeles
 University of California, Santa Barbara
 University of Chicago
 University of Colorado, Boulder
 University of Delaware
 University of Florida
 University of Illinois, Urbana-Champaign
 University of Maryland, College Park
 University of Michigan
 University of Minnesota, Twin Cities
 University of Mississippi
 University of New Hampshire
 University of Notre Dame
 University of Oulu
 University of Pennsylvania
 University of Pittsburgh
 University of Rhode Island
 University of Scranton
 University of South Carolina
 University of Tennessee, Knoxville
 University of Vienna
 University of Virginia
 University of Wisconsin, Madison
 Ursinus College
 Vanderbilt University
 Villanova University
 Virginia Polytechnic Institute and State University
 Walnut Hill College
 West Chester University of Pennsylvania
 Widener University
 Worcester Polytechnic Institute
 York College of Pennsylvania

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.

Table of Contents

Mission Statement	2
Directory	3
Profile	4
Introduction	9
Table of Contents	9
Important Dates	9
Changes and Reminders	10
9th Grade Academy	12
Changes in Course Selection	12
Course Leveling & Expectations	12
Distinguished/Scholarship Roll	13
Grading Philosophy	13
Grading Scale	13
Graduation & Promotion Requirements	14
Graduation Speakers (Valedictorian)	15
Homework and Grading Policy	15
Keystone Assessments	15
National Honor Society	16
Parental Waiver of Recommendations	16
SPECIAL PROGRAMS	
Advanced Placement (AP) Capstone	17
Alternative Coursework	17
Bridge to Employment	17
Dual Credit	17
Freshman Seminar	18
Gateway to College	18
Independent Study	18
Senior Internship	18
Summer School	18
Virtual High School	19
Wissahickon Virtual Academy	19
GRADE LEVEL COURSE OFFERING	
Grade 9	20
Grade 10	22
Grade 11	24
Grade 12	26
School Counseling	28
Trojan Pathways	30
COURSE DESCRIPTIONS	
Advanced Placement Capstone	39
Art	40
Business Education	42
English	44
Family & Consumer Sciences	48
Health & Physical Education	49
Mathematics	52
Music	57
Science	59
Social Studies	65
Special Education	75
Technology & Computer Science	76
World Languages	78
Vocational Technical Education/NMTCC	87
Co-Curricular Activities	91
NCAA Eligibility	95
Planning Guide	97

Important Dates:

Week of January 1, 2024: Course selection materials are distributed to students.

January 10, 2024 **Program of Studies Night, Jr.**
 Current 8th Gr. Students Only
 In-Person
 Time: 6:00 p.m.

January 11, 2024 **Online Program of Studies Night**
 Parents/Guardians &/or 8th-11th Gr. Students
 Video and live Microsoft Teams
 Break-Out sessions
 Time: 7:00 p.m.

January, 2024: Students begin to enter Course Selections electronically.

Weeks of January 22—March 1, 2024: Secondary School Counselors will meet individually with students to discuss their selections.

Week of March 11, 2024: Course Verification Sheets posted to Portal.

April 5, 2024: Deadline to return Course Verification Sheets with corrections for level or elective changes and Parental Waiver of Recommendations.

May 3, 2024: Deadline to turn in syllabus for Alternative Course Work.

August 9, 2024: Deadline to take final exams for Alternative Course Work.

REMINDERS

COURSE SELECTION PROCESS: The course selection process is entirely online for 2023-24.

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.

Below is a description of the course selection process and deadlines for 2023-24.

Date	Description of Process
January	Students receive course selection information. Program of Studies posted to website.
January 10	Program of Studies Night JUNIOR
January 11	Program of Studies Night
January 12	Teacher recommendations are completed in Infinite Campus
Week of 1/15	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/15-1/26	Students complete course selections electronically.
1/22-3/1	School counselors will meet with individual students to discuss their course selections
Week of 3/11	Academic Plan in Infinite Campus will be released again to students and parents for course verification
April 5	All parental waivers and/or changes to course verification due

GRADUATION REQUIREMENTS:

**Classes of 2025 and 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 and earn 27.05 credits

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 laptops, 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 5, 2024**, 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 student has documented that they have received additional supports 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 done 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 his/her new course, with a minimum of a 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.

COURSE LEVELING & EXPECTATIONS (CON'T)

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
<p>*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.</p>	
<p>**Classes of 2025 and 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.</p>	
<p>Class of 2025 and beyond - Students will earn 0.2 credit in their 9th grade year, 0.3 credit in their 10th grade year, and 0.3 credit in their 11th grade year.</p>	
<p>****Two years of World Language are required, but exceptions are considered on an individual basis.</p>	

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 Virtual High School 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 are able to make up 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 their 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 (VALEDICTORIAN)

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.
3	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) • 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 participate in supplemental instructional support or online remediation in order 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): Students can choose to be scheduled during their IE period to receive reinforcement of Keystone content and skills.
2. Summer Program/Online Remedial Program or After School Remedial Program

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 5, 2024.**

Please note that your son or daughter's course level will **NOT** be changed back and they are responsible for the completion of the course.



SPECIAL PROGRAMS

ADVANCED PLACEMENT (AP) CAPSTONE

AP Capstone is a College Board program that equips students with the 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 completed 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 3, 2024**.
 - 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 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 9, 2024**, 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 1 or 10th Grade English will not be available to students.
5. Advanced Placement courses are not available to take for alternative coursework.

BRIDGE TO EMPLOYMENT

This program provides students with a unique learning opportunity in the pharmaceutical industry. Students are selected for this program by high school counselors based on interest and proficient academic performance. Students follow the development of a product from the research and development phase through getting the product into the hands of the consumer. Mentors from Johnson and Johnson and Montgomery County Community College (MCCC) work with small teams of students, advise and give feedback, share their career path stories and give practical advice to the students.

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 and Honors)
Fitness	German III H	Spanish III H
	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 are stressed. Students will ponder the questions of: 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 are able to 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 are able to 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.

SUMMER SCHOOL

Wissahickon High School offers a summer school 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 summer school courses. WHS delivers summer school 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 in order to prevent becoming credit deficient. To be eligible for summer school, 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 summer school by the administration. The final decision regarding a student's eligibility for summer school 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 2022-23 school year is made up in the summer of 2023).

The summer school grade will appear on the official transcript as an additional remedial course and the appropriate credit applied. Credit for summer school courses for 2023 will be applied to the 2022-23 transcript. Both the failing grade and the summer school 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 incurs the expense for the audited course.

VIRTUAL HIGH SCHOOL

Wissahickon High School offers students an opportunity to engage in online asynchronous classes through the Virtual High School. Students will be scheduled for a period per day in order to work on any course not currently offered in the WHS curriculum. You can get more information regarding VHS by contacting your school counselor; the VHS site coordinator, Ms. Pronko; or by accessing VHS at <http://vhslearning.org/>. The final grade and course credit will be awarded based on the VHS 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 Biomedical Technology through NMTCC are required to select a VHS 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 Virtual High School 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 2022-23 school year.

2024-25 WHS 9th Grade Course Selection

 Fall SH Spring SH

 Full Year SH

Credits: ____

Team: _____ **#ID:** _____

Name: _____

Below is a description of the course selection process and deadlines for 2023-24.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies posted to website.
January 11	Program of Studies Night
January 12	Teacher recommendations are completed in Infinite Campus
Week of 1/15	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/15-1/26	Students complete course selections electronically
1/22-3/1	School counselors will meet with individual students to discuss their course selections
Week of 3/11	Academic Plan in Infinite Campus will be released again to students and parents for course verification
April 5	All parental waivers and/or changes to course verification due

9th Grade Core Classes

English	Math	Science	Social Studies
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
0400 Lang/Lit II HG (must be taken with 1154)	6S37 Basic Algebra		1154 Global Studies II HG (must be taken with 0400)
6S01 English 9	2312 Geometry		
	2311 Geometry H		
	2412 Algebra II		
	2411 Algebra II H		
	2611 Pre-Calculus H		

World Languages

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			4731 Spanish II H

English Language Learners

4090 ESL- Beginner (double session course that takes the place of Eng-	4091 ESL- Intermediate (single session course taken in addition to English)	4094 ESL- Advanced (single session course taken in addition to English)
--	---	---

Health & Physical Education

9000 All Freshman are required to take 9th Grade Wellness

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.

Courses in bold designate that this course must be taken prior to any other course in the sequence.		
**means the course meets for the full school year	(DC) means Dual Credit opportunity	(PLTW) means Project Lead the Way Course

Arts

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

English

0835 Creative Writing	0855 Actor's Workshop	0859 Mass Media and Journalism (DC)
0836 Public Speaking		0860 Mass Media and Journalism H (DC)

Business Education

5510 Introduction to Business	5416 Computer Applications
--------------------------------------	----------------------------

Music

8603 Band Semester	8646 Classic Guitar H Semester	8660 Music History Yearlong**
8600 Band Yearlong**	8647 Classic Guitar Yearlong**	8661 Music History H Yearlong**
8604 Chorus Semester	8648 Classic Guitar H Yearlong**	8602 String Ensemble Yearlong**
8601 Chorus Yearlong**	8663 Music History Semester	8605 String Ensemble Semester
8645 Classic Guitar Semester	8662 Music History H Semester	

Special Education

6S73 9 th Grade Study Skills*	6S69 Study Support (Fall)	6S70 Study Support (Spring)
--	---------------------------	-----------------------------

Technology Education & Computer Science

6950 Robotics	
---------------	--

5438 Cybersecurity	6141 Introduction to Engineering Design (PLTW)** (DC)	6932 Essentials of Video Production
5430 Computer Science I	6140 Introduction to Engineering Design H (PLTW)** (DC)	6936 Animation
5411 Computer Science II H		
5434 Game Design Practice and Theory		
5436 Android Application Development		

2024-25 WHS 10th Grade Course Selection

 Fall SH Spring SH

 Full Year SH

Credits: ____

Team: _____ **#ID:** _____

Name: _____

Below is a description of the course selection process and deadlines for 2023-24.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies posted to website.
January 11	Program of Studies Night
January 12	Teacher recommendations are completed in Infinite Campus
Week of 1/15	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/15-1/26	Students complete course selections electronically
1/22-3/1	School counselors will meet with individual students to discuss their course selections
Week of 3/11	Academic Plan in Infinite Campus will be released again to students and parents for course verification
April 5	All parental waivers and/or changes to course verification due

10th Grade Core Classes

English	Math	Science	Social Studies
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
0400 Lang/ Lit II HG (must be taken with 1154)	6S39 Basic Geometry	3511 Chemistry H	1154 Global Studies II HG (must be taken with 0400)
6S02 English 10	2412 Algebra II	3722 Physics	
	2411 Algebra II H	3721 Physics H	
	2612 Pre-Calculus	3712 AP Physics 1	
	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) (DC)	
		3811 Principles of Biomedical Science H (PLTW) (DC)	

World Languages

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 (DC)	4931 Japanese III H	4731 Spanish II H
4161 French III			4761 Spanish III
4151 French III H (DC)			4751 Spanish III H (DC)

English Language Learners

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)
--	---	---

Health & Physical Education — 1 Course Required

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		9583 Fitness (DC)		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

Courses in bold designate that this course must be taken prior to any other course in the sequence. (DC) means Dual Credit opportunity	*means the course may be taken for a semester or a full year (PLTW) means Project Lead the Way Course	**means the course meets for the full school year
--	--	---

Advanced Placement (AP) Capstone

8110 AP Seminar	
-----------------	--

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*				

Business Education

5556 Accounting 1**	5740 Entrepreneurship	5518 Marketing
5576 Accounting 1H**	5530 International Business	5702 Personal & Business Law
5522 Business Management	5510 Introduction to Business	5526 Personal Finance
5416 Computer Applications		

English

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

Family & Consumer Science

7470 Child Development	7471 Preschool Lab	7328 Baking & Conv. Foods	7210 Nutrition & Food Prep
------------------------	--------------------	---------------------------	---------------------------------------

Math

2858 SAT Math Prep	
--------------------	--

Music

8603 Band Semester	8646 Classic Guitar H Semester	8660 Music History Yearlong**
8600 Band Yearlong**	8647 Classic Guitar Yearlong**	8661 Music History H Yearlong**
8604 Chorus Semester	8648 Classic Guitar H Yearlong**	8651 Music Theory & Tech H**
8601 Chorus Yearlong**	8663 Music History Semester	8602 String Ensemble Yearlong**
8645 Classic Guitar Semester	8662 Music History H Semester	8605 String Ensemble Semester

Science

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

Social Studies

1891 AP European History**	1652 Psychology
----------------------------	-----------------

Special Education

6S74 10 th Grade Study Skills**	6S69 Study Support (Fall)	6S70 Study Support (Spring)
--	---------------------------	-----------------------------

Technology & Computer Science

6950 Robotics	
---------------	--

5438 Cybersecurity	6141 Introduction to Engineering Design (PLTW)** (DC)	6932 Essentials of Video Production
5430 Computer Science I	6140 Introduction to Engineering Design H (PLTW)** (DC)	6936 Animation
5411 Computer Science II H	6143 Civil Engineering and Architecture (PLTW)** (DC)	6937 Broadcast Production
5434 Game Design Practice and Theory	6142 Civil Engineering and Architecture H (PLTW)** (DC)	
5436 Android Application Development	6151 Comp Integrated Manufacturing (PLTW)** (DC)	

North Montgomery Technical Career Center***

9600 Construction Trades	9630 Engineering/Manufacturing	9690 Visual Communications
9610 Cosmetology	9650 Health & Human Services	

***Each NMTCC course can earn a total of 4 credits

2024-25 WHS 11th Grade Course Selection Worksheet

Fall SH Spring SH
 Full Year SH

Credits: _____

Team: _____ **#ID:** _____

Name: _____

Below is a description of the course selection process and deadlines for 2023-24.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies posted to website.
January 11	Program of Studies Night
January 12	Teacher recommendations are completed in Infinite Campus
Week of 1/15	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/15-1/26	Students complete course selections electronically
1/22-3/1	School counselors will meet with individual students to discuss their course selections
Week of 3/11	Academic Plan in Infinite Campus will be released again to students and parents for course verification
April 5	All parental waivers and/or changes to course verification due

11th Grade Core Classes

English	Math	Science	Social Studies
0322 Lang/Lit III	2312 Geometry	3331 AP Biology	1496 US History
0320 Lang/Lit III H	2412 Algebra II	3522 Chemistry	1498 US History H
0690 AP English Language	2411 Algebra II H	3511 Chemistry H	1491 AP American History
6So3 English 11	6S34 Basic Algebra II	3551 AP Chemistry	
	2542 Prob & Stat	3722 Physics	
	2612 Pre-Calculus	3721 Physics H	
	2611 Pre-Calculus H	3712 AP Physics 1	
	2712 Calculus H	3713 AP Physics 2	
	2711 AP Calculus I	3733 Anatomy & Physiology	
	2751 AP Calculus II	3731 Anatomy & Physiology H	
	2791 AP Statistics	3422 Biochemistry	
	2505 Mathematical Applications	3411 Biochemistry H	
		3886 Environmental Science	
		3884 Environmental Science H	
		3888 AP Environmental Science	
		3898 Forensics	
		3896 Forensics H	
		3820 Medical Interventions	
		3821 Medical Interventions H	
		3810 Principles of Biomedical Science (PLTW) (DC)	
		3811 Principles of Biomedical Science H (PLTW) (DC)	

World Languages

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 (DC)	4931 Japanese III H	4731 Spanish II H
4161 French III	4371 German IV H (DC)	4941 Japanese IV H	4761 Spanish III
4151 French III H (DC)			4751 Spanish III H (DC)
4181 French IV			4781 Spanish IV
4171 French IV H (DC)			4771 Spanish IV H (DC)

English Language Learners

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)
--	---	---

Health & Physical Education

9200 Health: All juniors are required to take a semester of Health

11th 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.

Courses in bold designate that this course must be taken prior to any other course in the sequence.	*means the course may be taken for a semester or a full year	**means the course meets for the full school year
(DC) means Dual Credit opportunity	(PLTW) means Project Lead the Way Course	± This requires that the student discuss the course placement with the Art or HPE Department

Advanced Placement (AP) Capstones

8110 AP Seminar	8120 AP Research	
------------------------	------------------	--

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*				
7825 Art Media Mentorship ±				

Business Education

5556 Accounting 1**	5658 Accounting 2H **	5740 Entrepreneurship	5518 Marketing
5576 Accounting 1H**	5522 Business Management	5530 International Business	5702 Personal & Bus. Law
5656 Accounting 2**	5416 Computer Applications	5510 Introduction to Business	5526 Personal Finance

English

0855 Actor's Workshop	0856 British Writers/American Humanities	0854 Yearbook	0858 SAT Verbal Prep	0860 Mass Media and Journalism H (DC)
0857 Art, Literature & Ideas	0835 Creative Writing	0836 Public Speaking	0859 Mass Media and Journalism (DC)	

Family & Consumer Science

7470 Child Development	7471 Preschool Lab	7328 Baking & Conv. Foods	7348 Gourmet & International Foods	7210 Nutrition & Food Prep
------------------------	--------------------	---------------------------	------------------------------------	---------------------------------------

Health & Physical Education

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

Math

2858 SAT Math Prep	
--------------------	--

Music

8603 Band Semester	8645 Classic Guitar Semester	8663 Music History Semester	8651 Music Theory & Tech H**
8600 Band Yearlong**	8647 Classic Guitar H Semester	8662 Music History H Semester	8605 String Ensemble Semester
8604 Chorus Semester	8646 Classic Guitar Yearlong**	8660 Music History Yearlong**	8602 String Ensemble Yearlong**
8601 Chorus Yearlong**	8648 Classic Guitar H Yearlong**	8661 Music History H Yearlong**	8614 Voice Lab H Semester
			8611 Voice Lab H Yearlong**

Science

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

Social Studies

1891 AP European History **	1696 AP Psychology**	1652 Psychology	1340 Sociology	1658 War & Peace in History
-----------------------------	----------------------	-----------------	----------------	-----------------------------

Special Education

6S75 11 th Grade Study Skills**	6S69 Study Support (Fall)	6S70 Study Support (Spring)
--	---------------------------	-----------------------------

Technology and Computer Science

6950 Robotics		
5438 Cybersecurity	6141 Introduction to Engineering Design (PLTW) ** (DC)	6932 Essentials of Video Production
5430 Computer Science I	6140 Introduction to Engineering Design H (PLTW)** (DC)	6936 Animation
5411 Computer Science II H	6143 Civil Engineering and Architecture (PLTW)** (DC)	6937 Broadcast Production
5434 Game Design Practice and Theory	6142 Civil Engineering and Architecture H (PLTW)**(DC)	6938 Production Portfolio I H
5436 Android Application Development	6151 Comp Integrated Manufacturing (PLTW)** (DC)	6939 Production Portfolio II H
5421 AP Computer Science (DC)	6150 Comp Integrated Manufacturing H (PLTW)** (DC)	

North Montgomery Technical Career Center***

9600 Construction Trades	9650 Health & Human Services
9610 Cosmetology	9670 Power & Transportation
9620 Culinary Arts	9690 Visual Communications
9630 Engineering/Manufacturing	9696 Biotechnology H (2 Credit Course)

***Each NMTCC course can earn a total of 4 credits

2024-25 WHS 12th Grade Course Selection

 Fall SH Spring SH

 Full Year SH

Credits: ____

Team: _____ **#ID:** _____

Name: _____

Below is a description of the course selection process and deadlines for 2023-24.

Date	Description of Process
Dec-Jan	Students receive course selection information. Program of Studies posted to website.
January 11	Program of Studies Night
January 12	Teacher recommendations are completed in Infinite Campus
Week of 1/15	Release of Academic Plan in Infinite Campus for students and parents to review teacher recommendations
1/15-1/26	Students complete course selections electronically
1/22-3/1	School counselors will meet with individual students to discuss their course selections
Week of 3/11	Academic Plan in Infinite Campus will be released again to students and parents for course verification
April 5	All parental waivers and/or changes to course verification due

12th Grade Core Classes

English	Math	Science	Social Studies <i>(rank choice of history courses 1-5)</i>
0422 Lang/Lit IV (DC)	2412 Algebra II	3331 AP Biology	1530 African American Stud
0420 Lang/Lit IV H	2411 Algebra II H	3522 Chemistry	1531 African American Stud H
0691 AP English/Lit	2505 Mathematical Applications	3511 Chemistry H	1502 American Political Sci
6So4 English 12	2542 Prob & Stat	3551 AP Chemistry	1503 American Political Sci 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 1	1534 Women's Studies
	2711 AP Calculus I	3713 AP Physics 2	1535 Women's Studies H
	2751 AP Calculus II	3733 Anatomy & Physiology	1536 World Religion
	2791 AP Statistics	3731 Anatomy & Physiology H	1537 World Religion H
		3422 Biochemistry	1691 AP Economics
		3411 Biochemistry H	1694 AP US Gov't and Politics
		3886 Environmental Science	
		3884 Environmental Science H	
		3888 AP Environmental Science	
		3898 Forensics	
		3896 Forensics H	
		3820 Medical Interventions	
		3821 Medical Interventions H	
		3810 Principles of Biomedical Science (PLTW) (DC)	
		3811 Principles of Biomedical Science H (PLTW) (DC)	

World Languages

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 (DC)	4931 Japanese III H	4731 Spanish II H
4161 French III	4371 German IV H (DC)	4941 Japanese IV H	4761 Spanish III
4151 French III H (DC)	4392 AP German	4952 AP Japanese	4751 Spanish III H (DC)
4181 French IV			4781 Spanish IV
4171 French IV H (DC)			4771 Spanish IV H (DC)
4192 AP French			4792 AP Spanish

English Language Learners

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)
--	---	---

Health & Physical Education—1 Course Required

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 (DC)	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

Courses in bold designate that this course must be taken prior to any other course in the sequence.	*means the course may be taken for a semester or a full year	**means the course meets for the full school year
(DC) means Dual Credit opportunity	(PLTW) means Project Lead the Way Course	± This requires that the student discuss the course placement with the Art or HPE Department

Advanced Placement (AP) Capstones

8110 AP Seminar	8120 AP Research
------------------------	------------------

Arts

7731 Art I	7745/7746 Art IV H - Double Y/S*	7749 Ceramics I	7709 Graphic Design I	6218 Photo I	7881 Creative Expression
7732 Art II	7825 Art Media Mentorship ±	7759 Ceramics II H	7719 Graphic Design II H	6228 Photo II H	7712 Web Design
7733/7734 Art III H - Single Y/S*	7820 AP 2D Art & Design	7760 Ceramics III H	7720 Graphic Design III H	6238 Photo III H	
7735/7736 Art III H - Double Y/S*	7821 AP 3D Art & Design				
7743/7744 Art IV H - Single Y/S*	7745/7746 Art IV H - Double Y/S*				

Business Education

5556 Accounting 1**	5658 Accounting 2H **	5740 Entrepreneurship	5518 Marketing
5576 Accounting 1H**	5522 Business Management	5530 International Business	5702 Personal & Bus. Law
5656 Accounting 2**	5416 Computer Applications	5510 Introduction to Business	5526 Personal Finance

English

0855 Actor's Workshop	0854 Yearbook	0858 SAT Verbal Prep	6935 Mass Media and Journalism (DC)
0835 Creative Writing	0836 Public Speaking	9906 Social Lab Internship	6934 Mass Media and Journalism H (DC)

Family & Consumer Science

7470 Child Development	7471 Preschool Lab	7328 Baking & Conv. Foods	7348 Gourmet & International Foods	7210 Nutrition & Food Prep
------------------------	--------------------	---------------------------	------------------------------------	---------------------------------------

Math

2858 SAT Math Prep

Music

8603 Band Semester	8645 Classic Guitar Semester	8663 Music History Semester	8651 Music Theory & Tech H**
8600 Band Yearlong**	8647 Classic Guitar H Semester	8662 Music History H Semester	8605 String Ensemble-Semester
8604 Chorus Semester	8646 Classic Guitar Yearlong**	8660 Music History Yearlong**	8602 String Ensemble Year-long**
8601 Chorus Yearlong**	8648 Classic Guitar H Yearlong**	8661 Music History H Yearlong**	8614 Voice Lab H Semester
			8611 Voice Lab H Yearlong**

Science

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

Social Studies

1891 AP European History **	1696 AP Psychology**	1652 Psychology	1340 Sociology	1658 War & Peace in History
-----------------------------	----------------------	-----------------	----------------	-----------------------------

Special Education

6S76 12 th Grade Study Skills**	6S69 Study Support (Fall)	6S70 Study Support (Spring)
--	---------------------------	-----------------------------

Technology and Computer Science

6950 Robotics

5438 Cybersecurity	6141 Introduction to Engineering Design (PLTW)** (DC)	6932 Essentials of Video Production
5430 Computer Science I	6140 Introduction to Engineering Design H (PLTW)** (DC)	6936 Animation
5411 Computer Science II H	6143 Civil Engineering and Architecture (PLTW)** (DC)	6937 Broadcast Production
5434 Game Design Practice and Theory	6142 Civil Engineering and Architecture H (PLTW)** (DC)	6938 Production Portfolio I H
5436 Android Application Development	6151 Comp Integrated Manufacturing (PLTW)** (DC)	6939 Production Portfolio II H
5421 AP Computer Science (DC)	6150 Comp Integrated Manufacturing H (PLTW)** (DC)	

North Montgomery Technical Career Center***

9600 Construction Trades	9650 Health & Human Services
9610 Cosmetology	9670 Power & Transportation
9620 Culinary Arts	9690 Visual Communications
9630 Engineering/Manufacturing	9696 Biotechnology H (2 Credit Course)
***Each NMTCC course can earn a total of 4 credits	

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

- 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

Sample Parent Programming Topics

- 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 Stacy Anderson, College & Career Counselor, at sanderson@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.

SCHOOL COUNSELING (cont'd)

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. Anderson to discuss post-secondary plans
- Attend the College Admission 101 Parent Program at WHS (March)
- Learn the application process

12th Grade

Fall Semester

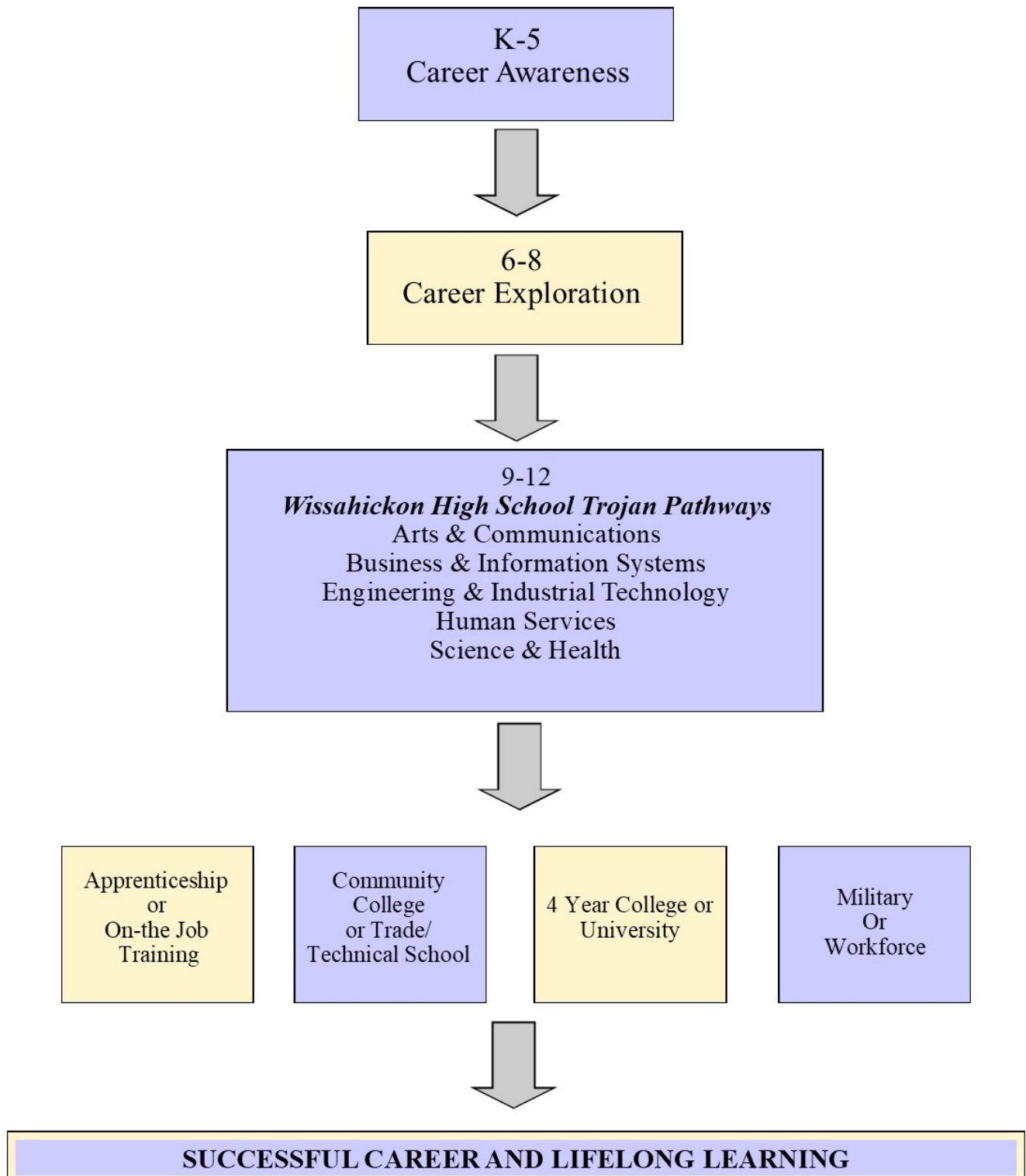
- Complete senior questionnaire for counselor recommendation
- Follow-up with teachers writing recommendations about earliest deadlines
- Take the SAT or ACT for final time
- Complete Common Application, Coalition Application or a School Specific Application
- Update Scoir with college list
- Check transcript for accuracy
- Send your standardized test scores to colleges from College Board or ACT
- Meet with Ms. Anderson 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 of your college application outcomes (a final transcript will automatically be sent to your chosen school)

Trojan Pathways

Wissahickon School District



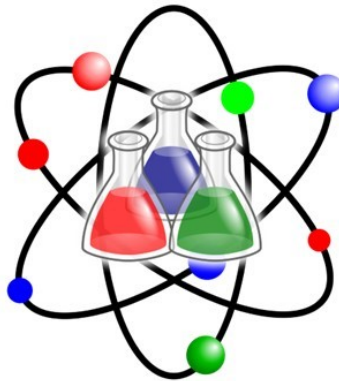


Wissahickon High School Trojan Pathways

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)**



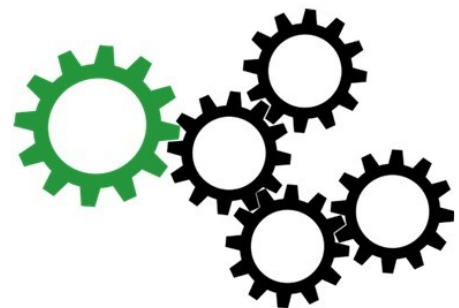
**Science & Health
(SH)**



**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 2023-2024 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.

<i>PATHWAY FOCUS AREAS</i>		
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 (9-12)* Chorus (9-12)* Cinematography and Film Making A/H (9-12) Classic Guitar (9-12) Creative Expression (9-12) Creative Writing (9-12) Digital Media (9-12) Entrepreneurship (10-12) 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 (9-12)* Video Editing A/H (9-12) Voice Lab H (11-12)* Web Design (9-12) <i>General Electives—See Intro Page</i>	AP Studio Art (11-12)* Art I (9-12) Art II (9-12) Art III H (10-12)* Art IV H (12)* Art Media Mentorship (11-12) Ceramics I (9-12) Ceramics II H (9-12) Ceramics III H (10-12) Cinematography and Film Making A/H (9-12) Creative Expression (9-12) Digital Media (9-12) Entrepreneurship (10-12) 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>	Art I (9-12) Art II (9-12) Creative Expression (9-12) Creative Writing (9-12) Digital Media (9-12) Graphic Design I (9-12) Graphic Design II H (9-12) Graphic Design III H (10-12) Intro to Business (9-12) Journalism Today (9-12) Marketing (10-12) Mass Media and Society A/H (9-12) Personal and Business Law (10-12) Photography I (9-12) Photography II H (9-12) Photography III H (10-12) Video Editing A/H(9-12) 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>	Adv Comp Program in Java H (10-12) Android App Development (9-12) AP Computer Science (11-12)* Business Management (10-12) Computer Programming C++ (9-12) Computer Programming Python (9-12) Entrepreneurship (10-12) Game Design Practice (9-12) 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 IA/H (10-12)* Accounting II A/H (11-12)* Adv Computer Program in Java (9-12) AP Psychology (11-12)* Business Management (10-12) Computer Programming Python (9-12) 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 IA/H (10-12)* Accounting I A/H (10-12)* Business Management (10-12) Computer Programming Python (9-12) 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; Wedding & Fabrication <i>General Electives—See Intro Page</i>	Accounting I A/H (10-12)* Adv Comp Program in Java H (10-12) Android App Development (9-12) 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 Programming C++ (9-12) Game Design Practice/Theory (9-12) 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)* Adv Comp Program in Java H (9-12) Business Management (10-12) Ceramics I (9-12) Computer Integrated Manufacturing A/H (10-12)* Computer Programming C++ (9-12) Computer Programming Python (9-12) 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)* Comp Programming Python (9-12) 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) Marketing (10-12) Nutrition & Food Prep (10-12) Personal & Business Law (10-12) Preschool Lab (10-12) Psychology (10-12) Sociology (11-12) Research Methodology H (10-12) 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) Digital Media (9-12) Gourmet & International Foods (10-12) Graphic Design I (9-12) Intro to Business (9-12) Journalism Today (9-12) Marketing (10-12) Music History A/H (9-12)* Nutrition & Food Prep (10-12) 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 (9-12)* Child Development (10-12) Chorus (9-12)* Creative Expression (9-12) Creative Writing (9-12) Music History A/H (9-12)* Music Theory & Tech H (9-12)* Preschool Lab (10-12) Psychology (10-12) Sociology (11-12) String Ensemble (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) Journalism Today (9-12) Personal & Business Law (10-12) Psychology (10-12) Sociology (11-12) Sports Medicine A/H (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) Adv Comp Program in Java H (10-12) AP Computer Science (11-12)* Astronomy A/H (11-12) Child Development (10-12) Computer Integrated Manufacturing A/H (10-12)* Computer Programming C++ (9-12) Computer Programming Python (9-12) 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) Research Methodology H (10-12) Robotics (9-12) NMTCC: Biomedical Technology; Health Sciences; Internet Technology <i>General Electives—See Intro Page</i>	Nutrition & Food Prep (10-12) Baking & Convenience Foods (10-12) Business Management (10-12) Computer Integrated Manufacturing A/H (10-12)* Computer Programming Python (9-12) Gourmet & International Foods (11-12) Intro to Business (9-12) Intro to Engineering Design A/H (9-12)* Journalism Today (9-12) Oceanography A/H (10-12) Research Methodology 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) Child Development II (11-12) Computer Programming Python (9-12) Creative Expression (9-12) Entrepreneurship (10-12) Intro to Business (9-12) Nutrition & Food Prep (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.

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 the another areas 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 with a grade of C or better.*

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

Year 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 with a grade of C or better.*

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

Year or Semester Course (single or double periods)

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:** *Written approval of the course instructor prior to selection of this course.*

#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.

Prerequisite: *Art I with a grade of C or better and teacher/counselor recommendation.*

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

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

Yearlong Course

Advanced Placement 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.

Prerequisite: *Written approval of the course instructor prior to selection of this course.*

#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.

ART (CON'T)

#7759 - CERAMICS II - (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 with a grade of C or better.*

#7760 - CERAMICS III - (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 with a grade of C or better.*

#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 - (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 with a grade of C or better.*

#7720 - GRAPHIC DESIGN III- (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 learn Adobe In Design software in addition to increasing their skill level in Photoshop and Illustrator. Students will develop a portfolio of work that will reflect their graphic design skills. **Prerequisite:** *Graphic Design II with a grade of B or written approval of instructor.*

#6218 - PHOTOGRAPHY I - (GRADES 9-12)

Semester Course

Academic Level

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

Through the use of 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 – (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:** *Digital Photography 1 with a grade of C or better.*

#6238 - PHOTOGRAPHY III – (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:** *Digital Photography 2 with a grade of C or better.*

#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 Photoshop software will allow the student to build upon and improve their web layout skills. Students will have the opportunity to learn how to use HTML and CSS to build original websites. 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 on attending college for Business, Business Administration or Accounting take Accounting I and Accounting II Honors, Finance and a Computer Programming class.

#5576/5556 - ACCOUNTING 1 (GRADES 10–12)

Yearlong Course

Honors/Academic 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 a 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/projects will be required.

#5658/5656 - ACCOUNTING 2 (GRADES 11–12)

Yearlong Course

Honors/Academic 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/projects will be required.

Prerequisite: Successful completion of Accounting 1

#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

This course is designed for students in all areas of study. Students will work in a Windows environment using the Microsoft Office software. This course is solely focused on Word and Excel where students will learn to create, modify and manage common business workbooks and worksheets and will create, edit, and format documents of every size. These applications will be utilized in both careers and college and provides a great addition to resumes for jobs, internships, and careers. Students will have the option of obtaining their Microsoft Office Certification in Word and Excel by taking an exam. In addition, students create presentations using automated tools in PowerPoint where they will be able to deliver diverse presentations to organizations of every size.

Can acquire Microsoft Office Specialist Certification in Word and Excel by taking/passing an exam given by Certipoint after successful completion of the course.

#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

BUSINESS EDUCATION (CON'T)

#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

Accounting I	
Academic	Honors
Use Accounting Level 1 Textbook as a guide through concepts throughout the course	Use Accounting Level 1 Textbook and additional resources as guides through concepts throughout the course
Students are expected to complete application problems pertaining to each chapter	Students are expected to complete application problems and additional <i>challenge problems</i> for each chapter
Students are expected apply concepts through in-class exercises and problems completed in class	Students are expected to apply concepts through completing <i>cases for critical thinking</i> for each chapter
Students will participate in exercises and activities based on business and accounting concepts through daily reflections	Students will show understanding of concepts through daily reflections and <i>projects</i> (one per marking period) based on business and accounting concepts/topics

Accounting II	
Academic	Honors
Use Advanced Accounting Textbook as a guide through concepts throughout the course	Use Advanced Accounting Textbook and additional resources as guides through concepts throughout the course
Students are expected to complete application problems pertaining to each chapter	Students are expected to complete application problems and additional <i>challenge problems</i> for each chapter
Students are expected apply concepts through in-class exercises and problems completed in class	Students are expected to apply concepts through completing <i>cases for critical thinking</i> for each chapter
Students will participate in exercises and activities based on business and accounting concepts through daily reflections	Students will show higher level of understanding through daily reflections and <i>projects</i> (one per semester) based on business and accounting concepts/topics

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- LANGUAGE, LIT & WRITING I GIFTED (GRADE 10)

Yearlong Course Honors Level

This course is an interdisciplinary approach with participating English and Social Studies teachers. The program consists of two parts: content and enrichment. Curriculum content specific to English will be determined biannually and will be relative to the honors curriculum of the given year. A strong emphasis will be placed on the analysis, synthesis, and evaluation of literature as well as various genres of writing. Additionally, public speaking opportunities will be provided. Advanced language skills are highly recommended. Key characteristics differentiating the honors level from the English portion of the Gifted program will include: reading level of supplemental materials, pacing, expectation of workload, and expected work product. The Gifted program will be taught to enrich the needs of gifted students who have proven to be at an advanced level on state and local testing. Class time is split with the enrichment portion of the program and will consist of team-taught, interdisciplinary thematic units. Overall, the Gifted program is accelerated and condensed. **LANGUAGE, LIT & WRITING I - GIFTED (0400) will be offered in school year 2024-2025.**

#0690—AP ENGLISH/LANGUAGE—(GRADE 11)

Yearlong Course Honors Level

AP English Language and 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 (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 for 12th AP Lit: A “B” or better in 11th grade APELC or an “A” in honors level English or with current teacher recommendation.**

ENGLISH (CONT')

#0120/0122- LANGUAGE, LIT & WRITING I (GRADE 9)

Yearlong Course

Honors and Academic Level

These courses provide the foundation for high school reading, writing and grammar skills centered around the Pennsylvania Common Core Standards. 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 convey via orally 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 charac-

9th Grade Academic

9th Grade Honors

Typically, two teachers or one teacher and an assistant will be in the classroom. Co-teaching and parallel teaching (if a co-teacher is present), and/or various other differentiated techniques will be utilized for students in need of additional support in and out of class.

Class will be conducted by one teacher.

Marking period grade breakdown: Assessments: 85% of MP grade
Academic responsibility: 15% of MP grade

Marking period grade breakdown: Assessments: 90% of MP grade
Academic responsibility: 10% of MP grade.

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 begin the year focusing on constructed-responses. 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. Students will write to demonstrate knowledge and understanding. Writing instruction will focus on content and mechanics.

Writing: Students will begin the year focusing on constructed-responses. Students will then write at least one process-driven essay per marking moving forward. 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. Students will write to demonstrate knowledge and understanding. Writing instruction will seek to advance student skills in the areas of content and style.

#0220/0222- LANGUAGE, LIT & WRITING II (GRADE 10)

Yearlong Course

Honors and Academic Level

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. 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.

10th Grade Academic

10th Grade Honors

Typically, two teachers will be in the classroom, co-teaching and parallel teaching, for students in need of additional support in and out of class. Students will take the English Keystone in the spring.

One teacher will conduct the class. Students will take the English Keystone in the spring.

Marking period grade breakdown: Assessments: 85% of MP grade
Academic responsibility: 15% of MP grade

Marking period grade breakdown: Assessments: 90% of MP grade
Academic responsibility: 10% of MP grade. Students will take the English Keystone exam in the.

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 in order to understand how an author achieves his/her 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. Students will write to demonstrate knowledge and understanding. Writing instruction will focus on content and mechanics.

Writing: Students will write at least one process-driven essay per marking. Second semester will have greater emphasis rhetorical devices used in argumentative writing. Students will write to demonstrate knowledge and understanding. Writing instruction will seek to advance student skills in the areas of content and style.

ENGLISH (CONT')

#0320/0322- LANGUAGE, LIT & WRITING III (GRADE 11)

Yearlong Course

Honors and Academic Level

In these courses, students will participate in a multitude of different reading units and engage in discussion around novels from different genres. They will read the following over the course of eleventh 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. Eleventh graders are 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. Students are expected to write essays independently. With frequent classroom support, students will craft process-driven essays in a variety of forms (e.g., narrative essays, critiques, research-based analyses, and college essays).

11th Grade Academic

11th Grade Honors

Typically, two teachers will be in the classroom, one teaching and the other assisting, for students in need of additional support in and out of class.

Marking period grade breakdown: Assessments: 85% of MP grade
Academic responsibility: 15% of MP grade

Reading: Class readings will include a major work each quarter. In some quarters students will read a shared text, while in other quarters students will choose from a menu of options presented.

Writing: Students are expected to write essays independently. With frequent classroom support, students will craft process-driven essays in a variety of forms (e.g., narrative essays, critiques, research-based analyses, and college essays).

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.

Additional components of the course will include public speaking skills, test-taking strategies, group collaboration, vocabulary in practice, twenty-first century skills, and Socratic Seminars.

Marking period grade breakdown: Assessments: 90% of MP grade
Academic responsibility: 10% of MP grade

Reading: Class readings will include a major work each quarter. In some quarters students will read a shared text, while in other quarters students will choose from a menu of options presented.

Writing: Students are expected to write essays independently. With frequent classroom support, students will craft process-driven essays in a variety of forms (e.g., narrative essays, critiques, research-based analyses, and college essays).

Students will be expected to learn and demonstrate reading strategies independently with less frequent classroom support. Honors 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. Students will be expected to perform with a level of independence that is consistent with college preparation. Students can expect additional assessments with greater rigor. There will be an emphasis on independent and group work outside of the classroom.

Additional components of the course will include public speaking skills, test-taking strategies, group collaboration, vocabulary in practice, twenty-first century skills, and Socratic Seminars.

ENGLISH (CONT')

#0420/0422- LANGUAGE, LIT & WRITING IV (GRADE 12)

Yearlong Course

Honors and Academic Level

In these course, students will have the opportunity to participate in a wide range of reading units and engage in discussions surrounding novels from various genres. Throughout the course of the year, they will be assigned the following books: *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, and RAFT (character analysis).

12th Grade Academic

12th Grade Honors

Marking period grade breakdown: Assessments: 85% of MP grade
Academic responsibility: 15% of MP grade

Reading: Class readings will include a major work each quarter. In some quarters students will read a shared text, while in other quarters students will choose from a menu of options presented.

Writing: Students are expected to write essays independently. With scaffolding, students will craft process-driven essays in a variety of forms (e.g., literary analysis, argumentative essay, research-based analyses, and character analysis essays).

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.

Additional components of the course will include public speaking skills, test-taking strategies, group collaboration, vocabulary in practice, twenty-first-century skills, and Socratic Seminars.

Typically, two teachers will be in the classroom, one teaching and the other assisting, for students in need of additional support in and out of class.

Marking period grade breakdown: Assessments: 90% of MP grade
Academic responsibility: 10% of MP grade

Reading: Class readings will include a major work each quarter. In some quarters students will read a shared text, while in other quarters students will choose from a menu of options presented. Students are expected to have the motivation and stamina to read 40-50 pages outside of class, in one sitting.

Writing: Students are expected to write essays independently. With frequent classroom support, students will craft process-driven essays in a variety of forms (e.g., narrative essays, critiques, research-based analyses, and college essays).

Students will be required to develop and display their own reading techniques with less frequent assistance in the classroom. Honors 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. Students will be expected to demonstrate a level of self-sufficiency that aligns with college preparation. Additionally, students can anticipate more challenging assessments. There will be a strong emphasis on independent and collaborative work outside of the traditional classroom environment.

Additional components of the course will include public speaking skills, test-taking strategies, group collaboration, vocabulary in practice, twenty-first-century skills, and Socratic Seminars.

ENGLISH (CON'T)

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.

#0853 - MASS MEDIA AND JOURNALISM (DC) (GRADES 9-12)

Semester Course Academic Level

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 recommend 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 F03.

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 foods and family life education. Students are encouraged to explore both areas of Family and Consumer Science.

#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 use of convenience foods and portable appliances as well as meal preparation and consumer education.

Prerequisite: Successful Completion of Nutrition and Food Preparation.

#7470 - CHILD DEVELOPMENT (GRADES 10-12)

**Semester Course
Academic Level**

This class explores the real world of children and the realities of being a caregiver. Students learn about key physical, intellectual, emotional, social, and moral development stages of 1-6 year old children. Students will explore and discover topics relating to the family and caregivers, such as the different types of families and household decision making. *Formal observation of children and active participation with the 3-5 year old children in W.E.L.L. program (Wissahickon Early Learning Lab) are important requirements.*

#7471 - PRESCHOOL LAB (GRADES 10-12)

**Semester Course
Academic Level**

Students take the lead in planning, preparing, instructing, and reflecting on lessons and activities within the Wissahickon Early Learning Lab program (W.E.L.L.). The W.E.L.L. program enrolls 3-5 year old children from Wissahickon School District. These children join the W.E.L.L. classroom on days 1-4. Lessons are prepared to teach the children about assigned themes. Students investigate care options for children. Students learn about prenatal development as well as key physical, intellectual, emotional, social and moral development stages of infants. This class also explores careers related to early childhood development.

#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 use of cooking techniques as they are using in preparing gourmet and international foods.

Prerequisite: Successful Completion of Nutrition and Food Preparation.

#7210 - NUTRITION AND 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 lecture, 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.

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 swim suit, 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, health 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 includes 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. This course meets 4 days in a 6 day cycle for one semester.

PHYSICAL EDUCATION ELECTIVES 10th & 12th GR. MANDATORY 11th GR. ELECTIVE

#9570 - ADVENTURE EDUCATION

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

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 cardio respiratory 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.

HEALTH AND PHYSICAL EDUCATION (CON'T)

#9572 - DANCE FUSION

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

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 on learning and refining skills and an increased level of competitiveness. Students will be expected to be highly motivated to compete on 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 (DC)

Semester Course

Academic Level

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. Student's 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

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 certificate.

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.

**Students will be responsible for bringing their own 1-piece swim suit, towel, bathing cap (optional), and combination lock. Short sleeve t-shirts may be worn over bathing suits.

#9576 - LIFETIME ACTIVITIES

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.

HEALTH AND PHYSICAL EDUCATION (CON'T)

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

Semester / Yearlong Course

Academic Level

PE PALS is a semester course that combines students across the high school including autistic support, functional learners and regular ed students. PE PALS meets 4 times in the 6 day cycle. Students receive their physical education credit - but most importantly students are making connections, working together, and are learning 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 warm ups 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, child care or who have a love for helping others.

#9574 - RACQUET SPORTS

Semester Course

Academic Level

The course is designed for the student who wants to engage in a life-time 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, double and singles matches, and a tournament when applicable.

#9584 — RECREATIONAL SWIMMING

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 snorkels.

***Students will be responsible for their bringing their own swim suit, towel, bathing cap (optional) and combination lock. Short sleeve t-shirts may be worn in addition to bathing suits if desired.*

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 - GEOMETRY - (GRADES 9-11)

Yearlong Course

Academic Level

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.

#2311 - GEOMETRY - (GRADES 9-10)

Yearlong Course

Honors Level

This course is designed for students in the honors mathematics program. Topics in this course will include an in-depth study of direct proof, coordinate proof, and exposure to indirect proof. Students are expected to write conjectures and construct valid arguments to support their reasoning throughout the course. Key topics will include transformations, coordinate geometry, solid geometry, trigonometry, and probability. Scientific or graphing calculators are required.

#2412 - ALGEBRA II - (GRADES 9-12)

Yearlong Course

Academic Level

This course is designed as a sequel to Algebra I and Geometry at the Academic level and will provide students with a comprehensive review and 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.

#2411 - ALGEBRA II - (GRADES 9-12)

Yearlong Course

Honors Level

This course is designed for students in the honors mathematics program. This course will cover all topics in regular Algebra II plus an in-depth survey of polynomial functions, sequences, series, exponential functions, and logarithms. The Texas Instruments TI-84 graphing calculator is required for this course.

Prerequisite: Grade of B or better in Algebra I and Honors Geometry.

#2612 - PRE-CALCULUS - (GRADES 10-12)

Yearlong Course

Academic Level

Students will explore working with functions using a graphical approach, a numerical approach, a verbal approach or a strictly analytic approach. More importantly, they should understand the relationship between all of them. 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. This course is required for any students planning on taking Calculus Honors. Students considering this course should be strong in math. **Prerequisite: Student must have successfully completed Algebra II.**

#2611 - PRE-CALCULUS - (GRADES 9-12)

Yearlong Course

Honors Level

This course prepares students to take Advanced Placement Calculus. The course uses a graphic approach and students must have a graphing calculator. The Texas Instrument TI-84 graphing calculator is required and will be used by the instructor. Topics included are mathematical modeling, analysis of polynomial and rational functions, trigonometry, polar coordinates. Students will learn traditional approaches to problems as well as graphing methods which will allow a greater range of real-life problem situations.

Prerequisite: A grade of B or better in Algebra II Honors.

#2712 - CALCULUS - (GRADES 11-12)

Yearlong Course

Honors Level

The course content is similar to 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: A grade of B or better in Pre-Calculus

MATHEMATICS (CON'T)

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.

#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: B or better in Pre-Calculus H or completion of H Calculus.**

#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 the 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 1

#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 similar to this is usually required of students majoring in a 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.

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. Students will receive 0.5 credit. This is an elective course and cannot be taken as Mathematics credit for graduation.

MATHEMATICS (CON'T)

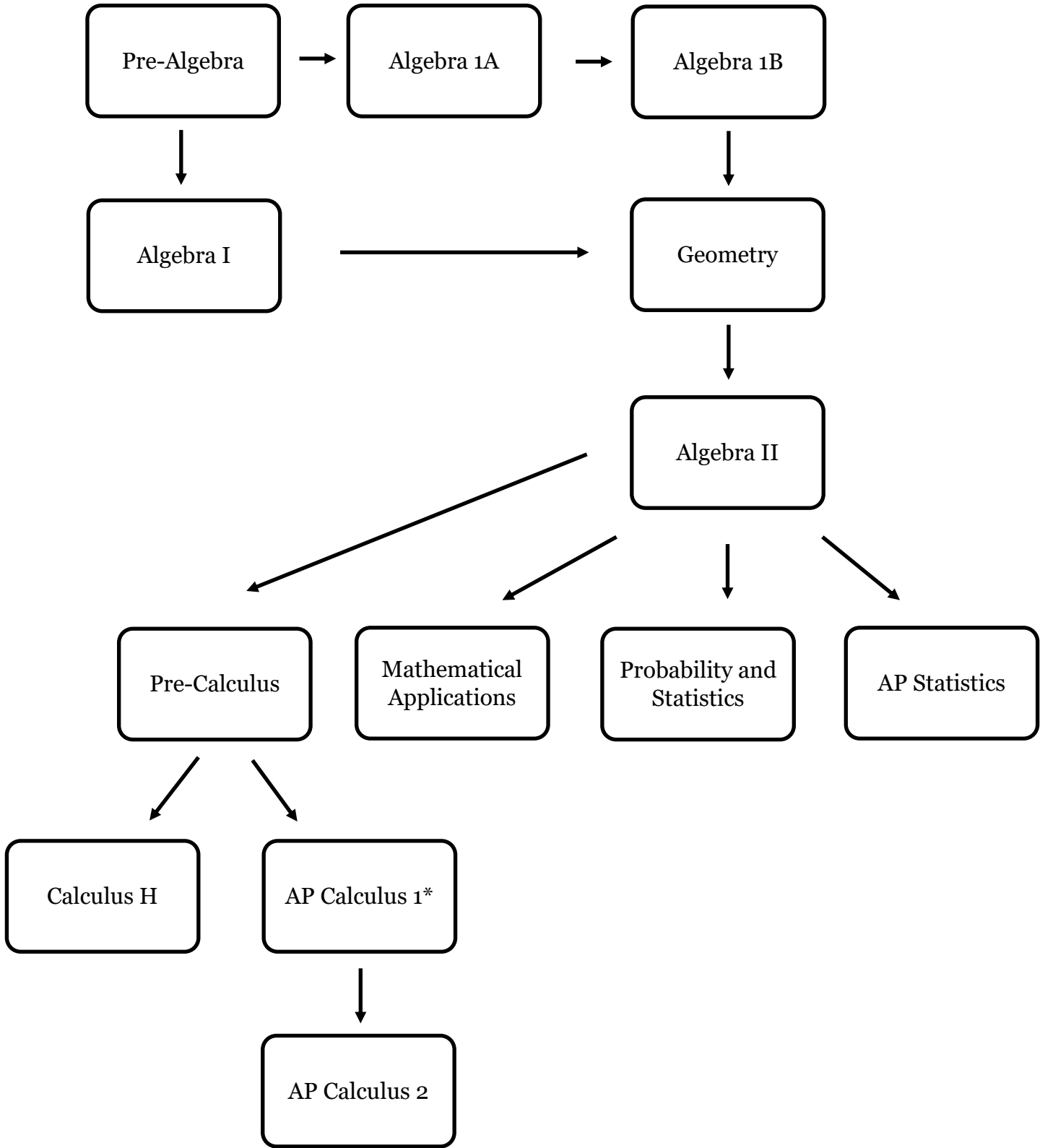
Geometry	
Academic	Honors
Problem solving is completed independently or part of a group with classroom support provided on a consistent basis.	Problem solving independently and/or part of a group. Students will be independently writing formal proofs.
More review of algebraic or geometric concepts.	Greater depth of Geometry topics explored within a given unit. Additional topics include the Law of Sines and Cosines, and work on probability in depth.
Emphasis will be on solving basic equations with some higher order equations and applications.	Emphasis will be on solving higher order equations and applications.

Algebra 2	
Academic	Honors
More review of algebraic or geometric concepts.	Less emphasis on review of concepts. Students will be exploring extensions of the parent functions, natural log and graphing quadratic inequalities.
Emphasis will be on solving basic equations with some higher order equations and applications.	Emphasis will be on solving higher order equations and applications.
Technology will be used periodically throughout the course to enhance the learning.	Technology is an integral part of the learning experience.

MATHEMATICS (CON'T)

Pre-Calculus	
Academic	Honors
More review of algebraic or geometric concepts.	Less emphasis on review of algebraic topics. Students will investigate vectors, limits, polar, and parametric equations.
Emphasis will be on solving basic equations with some higher order equations and applications.	Emphasis will be on solving higher order equations and applications.
Technology will be used periodically throughout the course to enhance the learning.	Technology is an integral part of the learning experience.

Wissahickon School District Flow Chart of Math Courses



*Pre-Calculus Honors must be taken as a pre-requisite for this class

MUSIC

Band, Chorus and String Ensemble may be taken as Honors courses in grades 10, 11 and 12. Students who meet the following criteria may participate in performing groups on an honors basis with the approval of the director. The student must:

- a. Pursue extensive independent study beyond the regular music program.
- b. Demonstrate advanced performing ability including preparation and audition for interscholastic music events.
- c. Demonstrate leadership qualities in school performing groups.
- d. Complete required forms by the end of the first marking period.

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.

#8600/8603 - BAND - (GRADES 9-12)

Yearlong/Semester Course

Academic/Honors Levels

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.**

#8601/8604 - CHORUS - (GRADES 9-12)

Yearlong/Semester Courses

Academic/Honors Levels

Singing opportunities are offered to students of all ability levels – novice through experienced. Whether you've sung your whole life, or you haven't 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. 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.

#8645/8646/8647/8648 - CLASSIC GUITAR

(GRADES 9-12)

Yearlong/Semester Course

Academic/Honors Level

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.

#8660/8661/8662/8663 - MUSIC HISTORY

(GRADES 9-12)

Yearlong/Semester Course

Academic/Honors Level

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.

#8602/8605 - STRING ENSEMBLE - (GRADES 9-12)

Yearlong/Semester Course

Academic/Honors Level

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.**

MUSIC (CON'T)

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

Yearlong/Semester Courses

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.

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). This course is a fun and rigorous path to becoming a stronger singer!

SCIENCE (BIOLOGY)

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."

#3322 - BIOLOGY - (GRADE 9)

Yearlong Course Academic 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.

#3311 - BIOLOGY - (GRADE 9)

Yearlong Course Honors Level

A molecular approach to the understanding of the life sciences prevails as the underlying theme of this course. The challenging academic content is designed to prepare the student for intensive study or employment in the life sciences. As the most demanding of the first-year biology courses, the student should have a high interest in the life sciences. The student 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. This is a preparatory course for success in AP Biology. All students will take the Biology Keystone in the spring.

Prerequisite: 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: A previous or concurrent course of Chemistry and a grade of A or B in Biology along with a teacher recommendation.

Biology	
Academic	Honors
Assistance with organizational, note taking strategies, graphic organizers, and study skills.	Self-guided note taking.
Vocabulary words are supported with in class review exercises.	Intensive vocabulary study with emphasis on Greek/Latin roots with minimal repetition in class.
Homework parallels concepts presented in class.	Homework requires additional reading and independent research outside of class.
Foundational biological concepts are supported with building connections between concepts in class.	Foundational biological concepts include analysis of hypothetical scenarios, and integration of concepts to real world.
Laboratory investigations focus on specific laboratory techniques and with guidance on analysis calculations.	Laboratory investigations require strong scientific reasoning skills. They involve measurement and graphical analysis, and analysis uses underlying concepts to form an explanation of data. Analysis questions involve application and synthesis of biological concepts.
Formal assessments are content-driven.	Formal assessments apply content through mathematical and critical reading skills and application to real world and hypothetical scenarios.

SCIENCE (CHEMISTRY)

#3522 - CHEMISTRY - (GRADES 10-12)

Yearlong Course Academic Level

The fundamental principles and concepts of chemistry are emphasized in this course. These include atomic structure and bonding, the periodic law, chemical formulas and equations, phases of matter, solutions, equilibrium concepts and acid-based chemistry. The concepts presented require abstract thinking as well as the mastery of certain facts and terminology. Laboratory work requires mature behavior, self-discipline and an ability to solve problems.

Prerequisite: A previous or concurrent course in Algebra II.

#3511 - CHEMISTRY - (GRADES 10-12)

Yearlong Course Honors Level

Designed for the student planning to pursue further study in the physical or life sciences, this course presents an in-depth study of various chemical principles including atomic structure, nuclear chemistry, periodicity, bonding, composition, chemical equations, states of matter, gas laws, solutions, chemical equilibria, kinetics, and acid-based chemistry. Chemistry topics are covered rapidly, it is essential that the student possess good note taking skills and study habits. Laboratory work requires the mature student to collect data and solve problems independently in a laboratory setting. The course prepares students to meet course expectations for advanced-level courses such as AP Biology, AP Chemistry, or AP Physics. Students planning to pursue careers in medicine, engineering, or other science fields should consider taking this course.

Prerequisite: A grade of B or better in Biology and a teacher recommendation. A strong mathematical background and a previous or concurrent course in Algebra II are 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 a 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. The student must have completed one year of Honors Chemistry.

Prerequisite: A grade of B or better in Chemistry and a teacher recommendation.



Chemistry	
Academic	Honors
Foundational concepts in chemistry are less calculation based.	Foundational concepts include mathematical and analytical problem solving.
Chemistry concepts are supported with guided practice and in class repetition.	Chemistry concepts are supported with analytical problems, and application of content which require critical thinking.
Assistance with organizational, note taking strategies, and study skills.	Self-guided note taking.
Chemistry problems are solved using algebra II with a step by step level support of in class.	Chemistry problems are cumulative which involve information studied in previous chapters. They are multi-stepped problems, and minimal assistance with algebra II. (ex: once shown the set-up to a problem, students are expected to be able to reach the answer without all steps being shown)
Laboratory investigations focus on specific laboratory techniques and with guidance on analysis calculations.	Laboratory investigations involve quantitative analysis, significant figures, and questions that involve application and synthesis of concepts.
Summative assessments are more content-driven.	Summative assessments involve mathematical and analytical skills, and application of content.

SCIENCE (PHYSICS)

#3722 - PHYSICS - (GRADES 10-12)

Yearlong Course

Academic 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 the mathematical approach in selected areas, prospective students should be enrolled in, or have completed Pre-Calculus. Classroom instruction will emphasize demonstrations, problem-solving, and hands-on learning. Students will have the opportunity to apply mathematical techniques to analyze real-world situations. Students will use the scientific method during laboratory experimentation and apply physics equations to analyze real world scenarios. It is recommended that all college-bound students participate in a physics course.

Prerequisite: Completion of or concurrent course in Pre-Calculus.

#3721 - PHYSICS - (GRADES 10-12)

Yearlong Course

Honors Level

This course will concentrate on the principles of physics and their applications. 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. Students are expected to perform experiments and have strong problem-solving skills to be successful in this course. Students apply the scientific method in the laboratory to verify physics fundamental physics concepts. Honors physics is strongly recommended for students considering a career in medicine, engineering, or another scientific field.

Prerequisite: Completion of or concurrent course in Pre-Calculus.

#3712 - ADV. PLACEMENT PHYSICS 1—(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 Newtonian mechanics (including rational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. AP Science courses emphasize inquiry-based laboratory investigations.

Prerequisite: Completion of or concurrent course in Pre-Calculus.

#3713 - ADV. PLACEMENT PHYSICS 2—(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 waves; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. AP Science courses emphasize inquiry-based laboratory investigations.

Prerequisite: Completion of AP Physics 1 and Pre-Calculus or a teacher recommendation.

Physics	
Academic	Honors
Foundational concepts in physics provide formulas and equations.	Foundational concepts may include deriving appropriate equations, and analysis and application of concepts.
Physics concepts and problems are supported with guided practice and in class repetition.	Physics concepts are multi-stepped analytical problems, and which require application in different scenarios with critical thinking.
Assistance with organizational, note taking strategies, and study skills.	Self-guided note taking.
Physics problems are solved using algebra, geometry, and trigonometry with a step by step level support of in class.	Physics problems are cumulative which involve information studied in previous chapters. They are multi-stepped problems, and minimal assistance with deriving equations.
Laboratory investigations focus on specific laboratory techniques and with guidance on analysis calculations.	Laboratory investigations involve qualitative and quantitative analysis that involves application and synthesis of concepts.
Teacher provides much more help with organization.	Self-guided learning activities, independent assessment of skills is required.
More guided instruction with calculations and mathematical relationships with students.	Much greater facility with mathematical relationships and varied calculations is expected on the part of the students.
Assessment questions are on individual concepts.	Assessment questions include varied applications of concepts learned with emphasis on analysis and evaluating.

SCIENCE (CON'T)

#3733 - ANATOMY AND PHYSIOLOGY - (GRADES 10-12)

Yearlong Course

Academic Level

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.

Prerequisite: Completion of Biology.

#3731 - ANATOMY AND PHYSIOLOGY - (GRADES 10-12)

Yearlong Course

Honors Level

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. An in-depth look at chemistry and its role in the physiological processes and interactions of body systems will be explored. Prospective 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: Completion of Biology and completion of, or concurrent enrollment in, Chemistry.

#3411/3422 BIOCHEMISTRY - (GRADES 11-12)

Yearlong Course

Honors /Academic Level

Biochemistry is designed as an advanced high school chemistry course with an in-depth investigation of more specialized areas of chemistry and biology. Areas of study include organic, biochemistry, and nuclear. It is a college preparation course to help students understand the basic principles of organic chemistry and biochemistry.

Prerequisite: Completion of Biology and Chemistry and a teacher recommendation for Honors Biochemistry.

Completion of Biology and Chemistry or a teacher recommendation for Academic Biochemistry.

#3884/3886 ENVIRONMENTAL SCIENCE

(GRADES 10-12)

Yearlong

Honors/Academic Level

This course is a study of the basic principles of ecology with recognition 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. The student will increase his/her awareness of environmental problems and their causes and effects 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 enable them to make sound decisions based on fact.

Prerequisite: Completion of 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: Completion of Biology, Algebra I, and Chemistry.

#3898 - FORENSICS - (GRADES 10-12)

Yearlong Course

Academic Level

Forensic Science is the application of a variety of sciences to legal matters, especially crime scene investigation. If you've seen TV shows like "CSI" you've 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.

Prerequisite: Completed Biology with a C and concurrent with Chemistry or a teacher recommendation.

#3896 - FORENSICS - (GRADES 10-12)

Yearlong Course

Honors Level

Forensic Science is the application of a variety of sciences to legal matters, especially crime scene investigation. If you've seen TV shows like "CSI" you've 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. The honors course will cover the same topics but include additional concepts and extension projects. All students will learn about and reflect upon relevant and timely issues in forensic science, and its relation to technology and society.

Prerequisite: Completed Biology with a C and concurrent with Chemistry or a teacher recommendation.

#3820/3821 – MEDICAL INTERVENTIONS

(GRADES 11-12)

Yearlong Course (Project Lead the Way)

Academic Level (Honors Option)

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.

Honors level: Students will be asked to go further in depth on the various topics and work on some additional labs.

Prerequisite: Completed Principles of Biomedical Science.

SCIENCE (CON'T)

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

Yearlong Course (Project Lead the Way)

Academic Level (Honors Option)

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. Honors level: Students will be asked to go further in depth on the various topics and work on some additional labs.

Prerequisite: Completed Biology

ELECTIVES

#9697 - ALLIED HEALTH - (Grade 12)

Yearlong Course

Honors Level

Allied Health is offered through North Montco Technical Career Center and is designed for college preparatory students who are interested in pursuing a medical or health sciences career after high school. This program is based at Abington Lansdale Hospital. See full course description in the North Montco Technical Career Center section. This is elective credit only.

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

Semester Course

Academic Level (Honors Option)

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: Completed courses in both Algebra II and Chemistry. This is elective credit only.

#9696 – BIOMEDICAL TECHNOLOGY - (GRADES 11 - 12)

Yearlong Course

Honors Level

Biomedical Technology is offered through North Montco Technical Career Center. In partnership with Montgomery County Community College, students can earn up to six (6) college credits for an introductory survey course in Biomedical Technology and a laboratory course emphasizing technical skills and instrumentation. See full course description in the North Montco Technical Career Center section. This is elective credit only.

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

Semester Course

Academic Level (Honors Option)

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 - estuarine environments, wave formation, and climate change for example. Prospective students should have successfully completed Academic Biology. This course can be taken after successful completion of chemistry or concurrently.

Prerequisite: Completion of Biology and concurrent with Chemistry. This is elective credit only.

#3852 - SPORTS MEDICINE (GRADES 10-12)

Semester Course

Academic Level

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. Interested students should have successfully taken Biology.

Prerequisite: Completion of Biology. This is elective credit only.

#3854– SPORTS MEDICINE (GRADES 10-12)

Semester Course

Honors Level

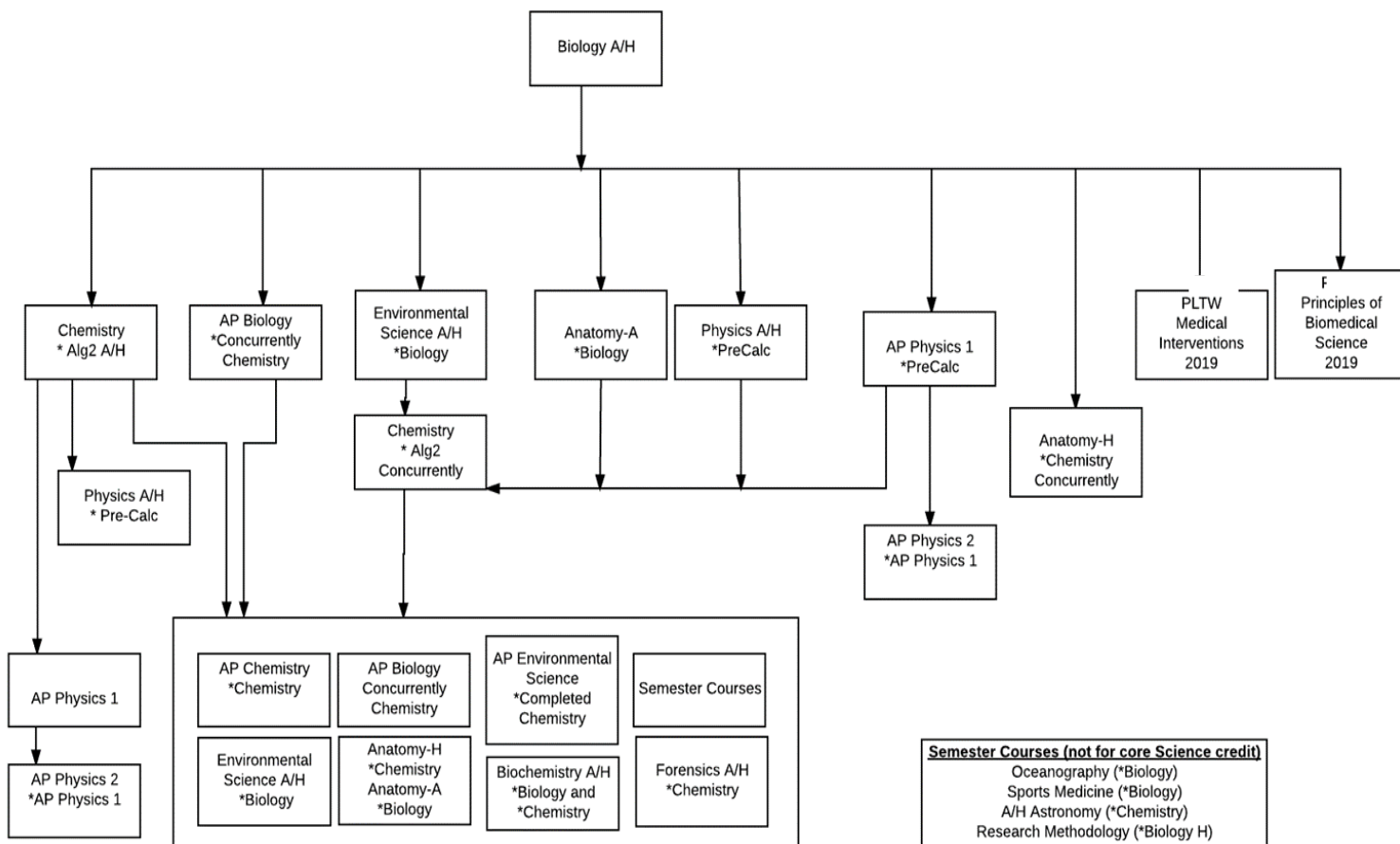
Students will arrange with Mr. Rooney to serve as a student Intern for a minimum of 20 hrs. during the semester that they are taking the class. Responsibilities are as follows, but not limited to: shadow training room staff, assist with taping of the athletes, observe and document any emergency procedures, which are performed by the training room staff.

Prerequisite: Completion of Biology. This is elective credit only.

SCIENCE (CON'T)

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.

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

Yearlong Course

Honors/Academic 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.

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

Yearlong Course

Honors/Academic 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 up to them.

The honors level course will differ in its focus on analytical writing and outside reading.

#1154- GLOBAL HISTORY I—GIFTED (GRADES 10)

Yearlong Course

Honors Level

It is recognized that the advanced abilities of gifted/talented students require provision in those areas that contribute to the development of their particular gifts and talents. Criteria for program and student placement will be in accordance with the standards of the Pennsylvania Department of Education.

The Grade 10 class is inter-disciplinary, with participating teachers from English and Social Studies.

Class activities include independent study, small-group instruction, seminars, creative problem solving and accelerated programs based on individual development. Class time will be shared between curricula in the subject area chosen for credit and the interdisciplinary theme under investigation. Typical themes have included: Bioethics, Brain Research and Learning Theory; Geopolitics; Race, Gender and Ethnicity; Agent of Chaos - Tragedies and Disasters; The Politics of Energy; Sight, Sounds and Impulses; and Futurism.

GLOBAL HISTORY I GIFTED (1154) will be offered during school year 2024-2025.

#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.

#1498/1496 - UNITED STATES HISTORY—(GRADE 11)

Yearlong Course

Honors/Academic 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 time 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.

SOCIAL STUDIES (CON'T)

#1531/1530 - AFRICAN-AMERICAN STUDIES- (GRADE 12)

Semester Course

Honors/Academic Level

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.

#1503/1504 - AMERICAN GOVERNMENT- (GRADE 12)

Semester Course

Honors/Academic Level

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.

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

Semester Course

Honors/Academic Level

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.

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

Semester Course

Honors/Academic Level

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.

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

Semester Course

Honors/Academic Level

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 and Mathematics courses, recommendation of prior Social Studies teacher and successful completion of a preliminary assignment.*

#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, recommendation of prior Social Studies teacher.*

SOCIAL STUDIES (CON'T)

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: *A's in previous honors-level Social Studies courses, 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, 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.

SOCIAL STUDIES (Global & World History)

Academic Global History 1	Honors Global History 1
Text Book: World History <i>Patterns of Interaction</i> Additional materials will be used to supplement the historical content outlined in the curriculum.	Text Book: World History <i>Patterns of Interaction</i> Additional materials will be used to supplement the historical content outlined in the curriculum.
Graphic organizers and guided readings utilized both in class and at home to assist with comprehension of assigned reading from text.	Graphic organizers and guided readings utilized both in class and at home to assist with comprehension of assigned reading from text. The honors course places more emphasis on completing notes, organizers, readings outside of class to allow for more in-depth analysis/applications of the curriculum.
Individual and group project assessments utilized to assess comprehension of historical content, thematic concepts, and various historical thinking skills are supported with teacher-directed methods and completed primarily at school.	Individual and group project assessments utilized to assess comprehension of historical content, thematic concepts, and various historical thinking skills are student driven and completed primarily at home.
History Research paper completed with scaffolding and step by step assistance from the teacher. Students will work primarily at school.	Historical Research Paper completed with clear guidelines from the teacher. Students will work independently at home and in school.

Academic Global History II	Honors Global History II	AP World History: Modern
Text Book: World History <i>Patterns of Interaction</i> Additional materials will be used to supplement the historical content outlined in the curriculum. The course explores world history from the late 1700s to present day.	Text Book: World History <i>Patterns of Interaction</i> Additional materials will be used to supplement the historical content outlined in the curriculum. The course explores world history from the late 1700s to present day,	Text Book: At the time of publication, the text book is TBD.
Graphic organizers and guided readings utilized both in class and at home to assist with comprehension of assigned reading from text.	Graphic organizers and guided readings utilized both in class and at home to assist with comprehension of assigned reading from text. Honors students will be given higher level readings and questions to answer. This will also hold true on exam readings and questions.	As a college level seminar course, the class work will be both teacher and student directed and involve a variety of approaches including lecture, discussion, cooperative learning activities, and various group and individual “project” assignments.
Individual and group project assessments utilized to assess comprehension of historical content, thematic concepts, and various historical thinking skills are supported with teacher-directed methods and completed primarily at school.	Individual and group project assessments utilized to assess comprehension of historical content, thematic concepts, and various historical thinking skills are student driven and worked on both in class and home.	Students will develop and utilize historical interpretation skills and basic research techniques as they begin to think as historians and enjoy success on the AP World History: Modern examination. Students will be asked to complete a summer assignment, including an outside reading assignment and college-level textbook readings.
History Research paper completed with scaffolding and step by step assistance from the teacher. Students will work primarily at school.	Historical Research Paper completed with clear guidelines from the teacher, including check-ins. Students will work independently at home and in school.	Students will demonstrate competency in the course curriculum objectives through a combination of assessment tools, including AP level unit examinations, essays, position papers, classroom discussions, debates, presentations and extensive quarterly projects. Students should expect 45-60 minutes of homework nightly.

SOCIAL STUDIES (US History)

Academic US History	Honors US History	AP US History
<p>Textbook includes: <u>United States History</u>: McGraw-Hill</p>	<p>Full year course Textbook includes: <u>United States History</u>: McGraw-Hill</p>	<p>Textbooks include: <u>The American Pageant</u> <u>United States History: Preparing For The Advanced Placement Exam</u> <u>A People's History of the United States</u></p>
<p>Content: The United States History course is designed to provide students with a culminating survey of our national heritage and understanding of our nation from 1950-present day. Students have many opportunities to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic society. Students will also hone their skills of collaboration, communication, and study habits utilizing a 21st century learning environment.</p>	<p>Content: The United States History course is designed to provide students with a culminating survey of our national heritage and understanding of our nation from 1950-present day. Students have many opportunities to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic society. Students will also hone their skills of collaboration, communication, and research utilizing a 21st century learning environment.</p>	<p>Content: Students will develop and utilize historical interpretation skills and basic research techniques as they begin to think as "historians", and enjoy success on the A.P. US History examination. Students will be asked to complete a summer assignment, including an outside reading assignment and college-level textbook readings.</p> <p>Students will develop a fundamental knowledge of the creation, growth and history of the United States of America (1491-2000), including a familiarity with the major personalities and events that shaped the nation. Students will also acquire an understanding of the important global role of the United States, evolving from its historical past to the present time.</p>
<p>Assessments: Students will be assigned 1-2 homework assignments per cycle. Homework will consist of both short and long-term assignments.</p> <p>Formal assessments will include: projects, quizzes, essays, and end of unit exams. There will be approximately eight units. Each unit will be one chapter in length from the textbook and accompanying classwork. All students will also take the state-required civics assessment as part of this course.</p> <p>Students will receive ample support through classroom instruction, unit study guides, and chunked assignments.</p>	<p>Assessments: Students will be assigned 3-4 homework assignments per cycle. Homework will consist of both short and long-term assignments.</p> <p>Formal assessments will include: projects, quizzes, essays, and end of unit exams. There will be approximately eight units. Each unit will be one chapter in length from the textbook and accompanying classwork. All students will also take the state-required civics assessment as part of this course.</p>	<p>Assessments: As a college level <u>seminar</u> course, the class work will be both teacher and student directed and involve a variety of approaches including lecture, discussion, cooperative learning activities, and various group and individual "project" assignments. Students will demonstrate competency in the course curriculum objectives through a combination of assessment tools, including 12 Unit (AP level) examinations, essays, position papers, classroom discussions, debates, presentations and extensive quarterly projects. All students will also take the state-required civics assessment as part of this course. Students should expect 45 – 60 minutes of homework nightly.</p>

SOCIAL STUDIES (Current Issues)

Academic	Honors
<p>Half year course For 12th grade students</p> <p>This is a course designed to teach students how to navigate current events. The course focuses on current issues, both domestic and international that dominate our headlines and impact our lives. The goal of this course is to encourage students to be more aware of the world around them and how it interacts with their own lives. The course covers the following</p> <ul style="list-style-type: none"> • The impact of the media on reporting current events; media literacy. • U.S. politics and domestic policies in the news. • Basic macro-economics and economic events of the recent past and current day. • Foreign affairs: Events occurring around the world today. • Global social, environmental and social issues impacting the world today. • Crime and justice issues in the United States today, including a look at both recent and historical Supreme Court cases that continue to resonate and change American society today. <p>There is no assigned textbook. Instead, the course requires students to read and follow the events in the news on a <u>daily</u> basis.</p> <p>Students should expect 1-2 homework assignments per cycle. Students will engage in <u>multiple</u> research projects and debates on the events listed above as well as complete guided reading questions concerning comprehension and analysis of assigned reading. Written assignments will primarily consist of short term assignments, some of which will focus on developing those skills necessary to create a persuasive argument.</p> <p>Formal assessments will include: projects, quizzes, essays, and end of unit exams. Students will collaborate on specific topics.</p>	<p>Half year course For 12th grade students</p> <p>This is a course for students who demonstrate an ability to operate independently and keep up with a steady workload. The course focuses on current issues, both domestic and international that dominate our headlines and impact our lives. The goal of this course is to encourage students to be more aware of the world around them and how it interacts with their own lives.</p> <p>The course covers the following</p> <ul style="list-style-type: none"> • The impact of the media on reporting current events; media literacy. • U.S. politics and domestic policies in the news. • Basic macro-economics and economic events of the recent past and current day. • Foreign affairs: Events occurring around the world today. • Global social, environmental and social issues impacting the world today. • Crime and justice issues in the United States today, including a look at both recent and historical Supreme Court cases that continue to resonate and change American society today. <p>There is no assigned textbook. Instead, the course requires students to read and follow the events in the news on a <u>daily</u> basis.</p> <p>Students should expect 3-4 homework assignments per cycle. Students will write <u>multiple</u> analytical papers on the events listed above as well as guided reading questions concerning comprehension and analysis of assigned reading completed primarily at home with extension activities done in school. Written assignments will consist of both long and short term assignments.</p> <p>Formal assessments will include: projects, quizzes, essays, and end of unit exams. Students will take part in multiple presentations and projects involving research and collaboration on specific topics.</p>

SOCIAL STUDIES (CON'T)

Women's Studies

Academic	Honors
Majority of course content is from text <i>Born for Liberty</i> with the anthology of <i>Women's Voices, Feminist Visions</i> utilized periodically for analysis with assistance in a class setting.	Born for Liberty is the foundation of course content with the anthology of <i>Women's Voices, Feminist Visions</i> utilized on a consistent basis for analysis.
Graphic organizers utilized both in class and at home to assist with comprehension of assigned reading from text.	Guided reading questions of comprehension and analysis utilized for assigned reading completed primarily at home.
Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time of in-class support.	Written assessments focusing on analysis of a specific topic completed primarily outside of class.
Group work utilized to address historical content being studied with teacher-directed methods to assist with research of related current events.	Group work utilized to research and evaluate the historical content being studied through a comparative study of events occurring now.

Psychology

Academic	AP
1/2 Year Elective Open to sophomores, juniors, and seniors Book: We currently use "Psychology and You" by McMahon and Romano, 1996.	Full year elective Open to juniors and seniors Book: We use "Myers' Psychology for AP" by David Myers, 2014.
Content: This course focuses on the major components of the field Psychology, but does not cover all psychological topics. Our major units cover Psychology's History and Approaches, Research Methods, the Biological Bases of Behavior, Sensation and Perception, Learning, Personality Theory, and Development. We also study other aspects of psychology, but in less depth as we move through the semester. Other topics include, Gender, Sleep and Dreaming, Abnormal Psychology, and Social Psychology.	Content: This course is directly aligned to the AP Psychology Exam. The AP Exam draws from the APA standards for studying psychology. We cover 14 units from the first day of class to the day before the AP Exam. These include the topics covered in the 1/2 year elective as well as States of Consciousness, Cognition, Motivation, Emotion, and Stress, Testing and Intelligence, Treatment of Disorders, and Social Psychology.
Expectations and Requirements: Students are required to read their textbooks. Their textbooks are the main source of our information. Most chapters are less than 30 pages long and we spend anywhere from 2-4 cycles on each major unit. During each unit, the reading will likely be broken up into 2-4 chunks over those cycles. As the students read, they will often, but not always be asked to complete assignments such as a few guided reading questions or definitions. Once in a while, the assignments will go beyond the textbook and ask the students to read psychological literature or craft a small project.	Expectations and Requirements: Students will read roughly every night. Each Unit in our textbook is composed of Modules. The shortest Unit is 3 Modules and the longest is 10 Modules. Most units last between 2-3 cycles. Every time the students are asked to read a Module, they are expected to complete guiding reading questions to help highlight key information from the text. Their Module Packets are due on test days. Outside of the textbook, the students will often be asked to read and respond to AP style written questions. Other times they will be required to read in-depth outside scholarly articles.
In-class Expectations: Often times the students will work as teams to achieve class goals. Other times individuals will be directly responsible for class outcomes. To be best prepared, the student will need to have read their textbooks and completed any relevant homework.	In-class Expectations: It is the instructor's expectation that every student will come to class prepared by having read the nightly material and having responded to their guided reading questions. We use Schoology often to post group and individual responses to questions. These responses are often graded and can be used for future reference and studying purposes.

SOCIAL STUDIES (CON'T)

African American Studies

Academic	Honors
<p>Content: The African American Studies course is designed to provide a chronological survey of the history of African Americans from their African origins to the roots of 21st century issues. Students will examine the history of slavery, disenfranchisement, racism, and white supremacy and recognize the achievements and contributions of African Americans in American society while focusing on the effects of Black-led movements in the fight for social, political and economic equity and equality.</p> <p>Much of the course content is from the college-level text: <i>African American Odyssey, the Combined Volume</i>. Additional materials will support and supplement the historical content outlined in the curriculum.</p>	<p>Content: The African American Studies course is designed to provide a chronological survey of the history of African Americans from their African origins to the roots of 21st century issues. Students will examine the history of slavery, disenfranchisement, racism, and white supremacy and recognize the achievements and contributions of African Americans in American society while focusing on the effects of Black-led movements in the fight for social, political and economic equity and equality.</p> <p>The course content is primarily from the college-level text: <i>African American Odyssey, the Combined Volume</i> and the analysis of primary source materials. Additional materials will supplement the historical content outlined in the curriculum.</p>
<p>Graphic organizers and guided-reading questions of comprehension will be utilized for assigned reading completed primarily in class.</p>	<p>Reading questions of comprehension and analysis will be utilized for assigned independent reading and research completed primarily at home with extension activities done in school.</p>
<p>Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time of in-class support.</p>	<p>Written assessments focusing on analysis of a specific topic completed primarily outside of class.</p>
<p>Group work utilized to address historical content being studied with teacher-directed methods to assist with research of related events. Projects utilized to understand sequence of events, cause and effect relationships and historical outcomes.</p>	<p>Student-driven individual and group projects utilized to explore, analyze and evaluate historical content, including events, policy and legislation. Students will demonstrate their understanding through formal written and creative expression.</p>

American Government

Academic	Honors
<p>Majority of course content is from the text <i>We the People</i> with additional resources to supplement current issues within the three branches of government.</p>	<p>The course content is a mixture from the text <i>We the People</i> and the founding documents of democracy. There is an emphasis of current events within the three branches of government and the constitutionality of the events.</p>
<p>Guided reading questions of comprehension and analysis utilized for assigned reading completed primarily at school.</p>	<p>Guided reading questions of comprehension and analysis utilized for assigned reading completed primarily at home with extension activities done in school.</p>
<p>Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time of in-class support.</p>	<p>Written assessments focusing on analysis of a specific topic completed primarily outside of class.</p>
<p>Individual and Group project assessments utilized to address the three branches of government and historical Supreme Court cases are supported with teacher-directed methods and completed primarily at school.</p>	<p>Individual and group project assessments utilized to address the three branches of government and historical Supreme Court cases are student driven and completed primarily at home.</p>

SOCIAL STUDIES (CON'T)

AP Government

Full year elective
AP level rigor
12 grade only

Textbook: We use "American Government and Politics, AP Edition" by Ford, Bardes, Schmidt and Shelly, 2015.
Supplemental readings are also taken from "The Lanahan Reaings in the American Polity, 6th Edition" by Serrow and Ladd.

AP Government is a one-year, college-level course, designed to prepare students for the AP examination, in US Government. Because this class reflects a college curriculum, it is significantly more demanding than regular government classes, requiring outside preparation and independent learning. Students are required to maintain daily readings and assignments, work independently, read analytically, *participate* in all activities, and put forth their best effort on a daily basis, both in class and in reading and listening to the news outside of class.

Content:

The primary focus of this course is to help students gain and display an understanding of the American political system, in its entirety by taking an analytical approach to government and politics in the United States.

During the fall semester and throughout this course, students will examine and analyze the Constitution of the United States, federalism, political parties and the behavior of citizens, interest groups and the mass media, gaining a familiarity with the institutions, processes, beliefs, and policies and the linkages among them.

The spring semester will cover economics, including fiscal and monetary policy and the U.S. budget as well as the three branches of the U.S. government, the executive bureaucracy and informal structures. The spring semester will wrap up with a study of the judicial system, major Supreme Court cases, their impact and issues in civil rights and civil liberties.

We will continually examine the many distinguishing characteristics of our government, take note of today's political actors, and the processes for policy implementation. We will discuss political ideology, the development of political systems, the institutions that run them, and the connections between the current political landscape and the history of politics in the United States. In addition, students will be able to apply an understanding of our political system to contemporary events.

Note: Classroom discussions are an essential quality of this course. Our classroom will be a "marketplace of ideas" where all opinions are given equal opportunity to be discussed, and, together, we will create an atmosphere where everyone can feel comfortable about expressing their ideas and beliefs.

Summative Assessments: Nearly each unit will end with a formal summative assessment. These assessments will mirror AP testing the conditions. Each test will draw from the entire unit that we studied.

The structure and pace will mirror that of the AP Exam.

To prepare for each assessment, the students are expected to utilize their textbooks, their teacher generated PowerPoint, their Unit Guided Reading Questions, in class notes, and all the study materials provided. Other assessments will include essays, position papers, classroom discussions, debates, presentations and extensive quarterly projects.

End of the Course Expectations: This course will have a Mid-term Exam that will cover everything up to the exam date. We will take a Mock Exam at the end of April that mirrors the actual AP Exam.

SOCIAL STUDIES (CONT'D)

Academic World Religions	Honors World Religions
12 th Grade Book: <i>Religions of the World</i> by Hopfe, Woodward, and Hendrickson	12 th Grade Book: <i>Religions of the World</i> by Hopfe, Woodward, and Hendrickson
Guided reading questions for comprehension and analysis completed primarily at school.	Guided reading questions for comprehension and analysis completed primarily at home. Extension activities completed in class.
Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time for in-class support.	Written assessments focusing on analysis of a specific topic completed primarily outside of class.
Students will often work in teams to achieve course goals. Students are expected to be team players and support group achievement through their individual efforts.	Students are expected to come to class having completed all prerequisite coursework. Extension activities will be individually completed in class based on previous work completed.

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. Learning Support, Emotional Support, Autistic Support, Life Skills Support, or Gifted Support Program are determined depending on the student's individual needs.

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 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. Students participate in the general education curriculum with modifications that meet the needs of the individual student.

#6S73 - STUDY SKILLS - 9TH GRADE

#6S74 - STUDY SKILLS - 10TH GRADE

#6S75 - STUDY SKILLS - 11TH GRADE

#6S76 - STUDY SKILLS - 12TH GRADE

Yearlong Course

Study Skills is a class highly recommended for all students in special education. Students in the Study Skills classes will learn study and organizational skills such as test-taking, note-taking and managing time. An emphasis will be placed on skills required for Keystone preparation in mathematics, reading, and writing. For students in grade 12, the focus will be on transition skills such as preparation for continuing education, resume-writing, and job-related skills. Students in Study Skills will earn a grade and credit towards graduation.

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

Semester Course

Study Support is available to students with an IEP. Instead of two (2) study halls per cycle, a student or teacher may request two (2) or four (4) periods of Study Support per cycle. All fully main-streamed students will receive monitoring from a resource teacher. Students in Study Support do not earn a grade or a credit towards graduation.

LEARNING SUPPORT

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.).

#6S79 RESOURCE SKILLS

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. Students in Resource Skills will earn a grade and credit towards graduation. This course will include the formal lessons taught, as well as the counseling and check-in components. This course is appropriate for students who require the direct teaching of coping skills, social skills, etc.

#6S78 RESOURCE SUPPORT

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 will not include formal lessons but will have academic support, counseling and check-ins. It too will be graded and credited based on participation and utilization. This is appropriate for students requiring more of a check-in level of support that is above and beyond the academic supports offered through Study Skills or Study Support.

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 also 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 Gifted Support 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.

#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: Completed Algebra I

#5411 Computer Science II

**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 game 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 is successful completion of the discontinued Python or C++ courses, or the Computer Science I course.

#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 development 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 is successful completion of the discontinued Python or C++ courses, or Computer Science I.

#5438 Cybersecurity (Grades 9-12)

Semester Course

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 (DC) (GRADES 11-12)

Yearlong Course

Honors Level

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 of the required knowledge for the exam. This course is available with Dual Credit with Montgomery County Community College.

Prerequisite is successful completion of the discontinued Advanced Computer Programming in JAVA or Computer Science II. AP Computer Science is a course that is available for Dual Credit through Montgomery County Community College.

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.

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

Yearlong Course

Honors/Academic Level

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, please speak with your instructor.

Prerequisite is successful completion of Algebra 1.

TECHNOLOGY & COMPUTER SCIENCE (CON'T)

#6142/6143 - CIVIL ENGINEERING AND ARCHITECTURE (PLTW) - (GRADES 10-12)

Yearlong Course

Honors/Academic Level

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

This course may be available for college credit. If interested, please speak with your instructor.

Prerequisite: Completion of Introduction to Engineering Design course. Students must also have completed or be enrolled in Geometry.

#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 (GRADES 11-12)

Yearlong/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 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 (GRADES 11-12)

Yearlong/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 be concentrating on client projects and will create content based on client needs. The course will also provide students 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

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.

#4090 - ENGLISH AS A SECOND LANGUAGE - BEGINNER 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 in the course. English credit is awarded for this course.

#4091 - ENGLISH AS A SECOND LANGUAGE - INTERMEDIATE

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 one time.

#4094 - ENGLISH AS A SECOND LANGUAGE - ADVANCED 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.

#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 - FRENCH II - (GRADES 9-12)

Yearlong Course Academic Level

This course is for students who have been successful in French I and have received their teacher's recommendation. French will be used 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: A grade of C or better in French I and/or a teacher's recommendation to continue in French II Academic.

#4131 - FRENCH II - (GRADES 9-12)

Yearlong Course Honors Level

This course is for students who have been successful in French I and have received their teacher's recommendation to continue at the honors level. The French 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 French as a communicative tool in a variety of ways to meet the needs of all learners.

Prerequisite: A grade of A or B in French I and/or a teacher's recommendation to continue in French II Honors.

#4161 - FRENCH III - (GRADES 10-12)

Yearlong Course Academic Level

This course is for students who have been successful in French II and have received their teacher's recommendation. 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.

Prerequisite: A grade of C or better in French II and/or teacher's recommendation.

#4151 - FRENCH III - (GRADES 10-12)

Yearlong Course Honors Level (DC)

This course is for students who have been successful in French II and have received their teacher's recommendation to continue at the honors level. 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 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 French-speaking countries will continue and expand. The French language will be used extensively in all activities.

Prerequisite: A grade of A or B in French II Honors and/or a teacher's recommendation to continue in French III Honors.

WORLD LANGUAGES (CON'T)

#4181 - FRENCH IV—(GRADES 11-12)

Yearlong Course

Academic Level

This course is for students who have successfully completed French III and have received a teacher's recommendation. 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 class will be conducted predominantly in French.

Prerequisite: A grade of 'C' or better in French III and a teacher's recommendation.

#4171 - FRENCH IV - (GRADES 11-12)

Yearlong Course

Honors Level (DC)

This course is for students who have successfully completed French III and have received a teacher's recommendation to continue at the honors level. 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 class will be conducted almost exclusively in French.

Prerequisite: A grade of A or B in French III Honors and/or a teacher's recommendation to continue in French IV Honors.

#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: A grade of A or B in French IV Honors and/or a teacher's recommendation to continue in AP French Language and Culture.

WORLD LANGUAGES (CON'T)

#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 - (GRADES 9-12)

Yearlong Course Honors Level

This course is for students who have been successful in German I and have received their teacher's recommendation to continue at the 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: A grade of A or B in German I and/or a teacher's recommendation to continue in German II.

#4351 - GERMAN III - (GRADES 10-12)

Yearlong Course Honors Level (DC)

This is an honors course for students who have been successful in German II and have received their teacher's recommendation. 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: A grade of A or B in German II Honors and/or a teacher's recommendation to continue in German III.

#4371 - GERMAN IV - (GRADES 11-12)

Yearlong Course Honors Level (DC)

This is an honors course for students who have been successful in German III and have received their teacher's recommendation. 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: A grade of A or B in German III and/or a teacher's recommendation to continue in German IV.

#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: A grade of A or B in German IV and/or a teacher's recommendation to continue in AP German Language and Culture.

WORLD LANGUAGES (CON'T)

#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 - (GRADES 9-12)

Yearlong Course Honors Level

This course is for students who have done excellent work in eighth grade Japanese or Japanese I and have received their teacher's recommendation to continue at the 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: A grade of A or B in Japanese I and/or a teacher's recommendation to continue in Japanese II.

#4931 - JAPANESE III - (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: A grade of A or B in Japanese II and/or a teacher's recommendation to continue in Japanese III.

#4941 - JAPANESE IV - (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: A grade of A or B in Japanese III and/or a teacher's recommendation to continue in Japanese IV.

#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: A grade of A or B in Japanese IV or a teacher's recommendation to continue in AP Japanese Language and Culture.

WORLD LANGUAGES (CON'T)

#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 - SPANISH II - (GRADES 9-12)

Yearlong Course Academic Level

This course is for students who have successfully completed Spanish I. Continued development of the ability to understand, speak, read, and write Spanish is emphasized. Recorded dialogues, classroom conversation, readings, vocabulary development and other oral and written activities are used to accomplish course objectives. The students will also continue to study about various aspects of Spanish and Latin American cultures.

Prerequisite: A grade of C or better in Spanish I and a teacher's recommendation to continue in Spanish II Academic.

#4731 - SPANISH II - (GRADES 9-12)

Yearlong Course Honors Level

This course is for students who have done excellent work in Spanish I and have received their teacher's recommendation to continue at the honors level. The Spanish language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations, and original speeches and in the use of authentic listening and viewing resources.

Prerequisite: A grade of A or B in Spanish I and/or a teacher's recommendation to continue in Spanish II Honors.

#4761 - SPANISH III - (GRADES 10-12)

Yearlong Course Academic Level

This course is for students who have successfully completed Spanish II. 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.

Prerequisite: A grade of C or better in Spanish II and/or teacher's recommendation to continue in Spanish III Academic.

#4751 - SPANISH III - (GRADES 10-12)

Yearlong Course Honors Level (DC)

This is an honors course for students who have done excellent work in Spanish II and have received their teacher's recommendation. The development of listening and speaking skills is continued through a variety of classroom situations, dialogues, speeches and the use of multimedia material and authentic resources. Vocabulary, grammar, and cultural themes are introduced and reinforced through both in-class and out-of-class assignments and activities. 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 cultures of the Spanish-speaking world will continue to be studied and expanded. The Spanish language will be used almost exclusively in all activities.

Prerequisite: A grade of A or B in Spanish II Honors and/or a teacher's recommendation to continue in Spanish III Honors.

#4781 - SPANISH IV - (GRADES 11- 12)

Yearlong Course Academic Level

This course is for students who have successfully completed Spanish III and who have their teacher's recommendation to continue into Spanish IV. 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.

Prerequisite: A grade of 'C' or better in Spanish III and teacher's recommendation.

#4771 - SPANISH IV - (GRADES 11-12)

Yearlong Course Honors Level (DC)

This is an honors course for students who have successfully completed Spanish III Honors and have received their teacher's recommendation. 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. Literary selections will be read and discussed. The students will have the opportunity to use skills developed in previous courses in a variety of practical activities and situations. The class will be conducted exclusively in Spanish and will familiarize students to the rigor expected in future Spanish study.

Prerequisite: A grade of A or B in Spanish III Honors and/or a teacher's recommendation to continue in Spanish IV Honors.

#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: A grade of A or B in Spanish IV Honors and a teacher's recommendation to continue in AP Spanish Language and Culture.

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 22 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

#9600 A.M./9602 P.M.

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. Don't be afraid to try the Construction Carpentry program even if you've 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 A.M./9612 P.M.

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. 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.

NMTCC (CON'T)

#9620 A.M./9622 P.M.

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 use, 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 A.M./9632 P.M.

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 with 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 in 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 A.M./9652 P.M.

HEALTH & HUMAN SERVICES CLUSTER

#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 introductory 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.

NMTCC (CON'T)

#9650 A.M./9652 P.M.—HEALTH SCIENCES

The Health Sciences curriculum focuses on the delivery of quality health care to clients in various settings. It includes hands-on experience at local health care facilities (when available) and provides the technical training needed to pursue a health care career. In partnership with Montgomery County Community College, students can earn up to six (6) dual credits.

Students will be required to purchase items for this program at an approximate cost of \$200.

#9660 A.M./9662 P.M. - PROTECTIVE SERVICES

Protective Services program will provide students with an 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.

#9674 A.M./9676 P.M.— 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 A.M./9672 P.M.

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 tech-

nology. 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 A.M./9692 P.M.

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 the 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 in on a daily basis.

NMTCC (CON'T)

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
- Cooperative Education (Co-Op)

COOPERATIVE EDUCATION (CO-OP)

Students who wish to begin building their resume before they graduate should consider the Cooperative Education program. This paid work experience is designed for seniors enrolled in a NMTCC program who have demonstrated competence in their field and have secured the necessary recommendations. Students who qualify for this program have the opportunity to obtain real work experience and practice the specific skills they have learned.

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.

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 student 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.



WHS has many 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-wiswatch> for sponsors. Time expectations for club 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 - 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 to Black students so they feel a greater sense of belongingness as an integral part of the high school community.

Brain Psychology - The purpose of this club is to garner interest in the fascinating world of psychology and to expand understanding and knowledge of psychology and the brain.

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 don't 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.

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.

Culinary Exploration Club - Culinary Exploration Club allows members to share and explore foods of different cultures. Members share cultural dishes with the club and various dishes are prepared during our meetings to be enjoyed by all members.

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 about 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.

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.

Latine/Hispanic Heritage Club - The purpose of this club is to educate, promote and celebrate Hispanic Heritage during the whole school year.

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 decades 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 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.

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 a balance for all of 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 come up with 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 – Open to any student who is interested in being part of a team that designs and builds a remote-controlled robot to enter scholastic arena-style competition against other high schools.

SADD – Students Against Destructive Decisions – Open to any student who agrees to work on campaigns or activities focusing on keeping peers from making bad decisions that could have severe consequences.

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 in order 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 – Sophomore Class Committee provides opportunities for students in the sophomore class to get involved in an organization that benefits their class and promotes engagement with their peers through social events.

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.

Threads by Wiss - Threads by Wiss will use fiber arts as a medium to promote sustainability and provide an accessible alternative to minimize textile waste within in the Wissahickon community. Activities may include: used clothing drive, crocheting/knitting hats, gloves, etc for shelters, teaching sustainable fashion at Ambler EarthFest.

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 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.

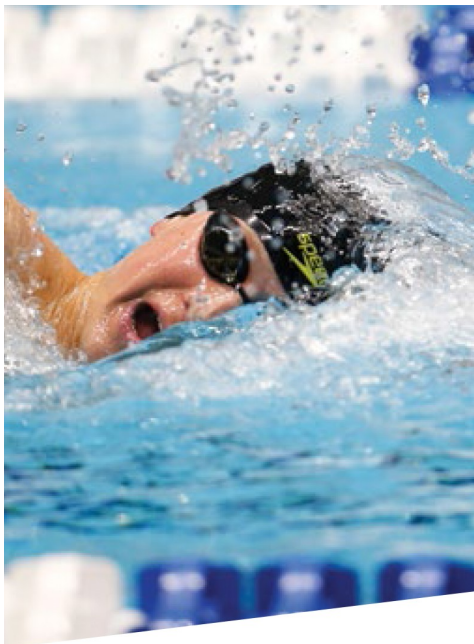
WISS PALS - WISS Pals is a club that brings students of varying abilities and talents together to form relationships. Through our club, we strive to build compassion, understanding, and tolerance.

WTV Club – A broadcast television and filmmaking club for students who have an interest or 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.

Wissahickon Youth Activists Club - The WHS Youth Activists Club provides young adults with information and resources that will help them make well-informed decisions in the real world. The organization aims to inspire its members to speak out and take action against social injustice and to educate themselves about current events in order to further promote equality for all. **This club meets during IE.**

Yoga - The purpose of this club is to teach and follow yoga flows. Yoga is known to ease stress and to be a good workout. Many students seeking a peaceful and relaxing stress/workout can join. It combines both a physical and mental workout that provides a time where students can fully distress and disconnect from the everyday stress a high-school student endures.



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

Follow us on Twitter:

[@NCAAEC](https://twitter.com/NCAAEC)

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.

ENGLISH	NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered)	MATH (Algebra I or higher)	SOCIAL SCIENCE	ADDITIONAL (English, math or natural/physical science)	ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy)
4 years	2 years	3 years	2 years	1 year	4 years

DIVISION II

ENGLISH	NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered)	MATH (Algebra I or higher)	SOCIAL SCIENCE	ADDITIONAL (English, math or natural/physical science)	ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy)
3 years	2 years	2 years	2 years	3 years	4 years

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.