

Plymouth Whitemarsh High School

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Course Catalog 2012-2013 School Year

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GENERAL INFORMATION

This *Course Catalog* is designed to provide you with a description of every course that is offered at Plymouth Whitemarsh High School. We have a strong interest in providing each student with the courses that he or she selects on a first-choice basis. However, circumstances such as insufficient enrollment or limited facilities occasionally require that we cancel or postpone courses or sections of courses. If this situation develops, we first refer to the alternative courses listed on the student's course selection sheet. When placement is limited, priority is given in the following order: seniors, juniors, sophomores and freshmen. Students are required to schedule 8.0 credits per year.

COURSE SELECTION AND SCHEDULE CHANGES

Students select their courses each January for the following academic year by completing a course selection form that is signed by the parent and submitted to the counselor. Students may change their course selections through the end of the school year, space permitting, by obtaining parent permission and submitting the request to the counselor.

Following receipt of a tentative schedule in mid-summer, students may request a schedule change if the student has not passed a prerequisite for a scheduled course or if the schedule is (1) incomplete, (2) unbalanced across semesters, or (3) incorrect in terms of student course requests or course sequence. Students may also request a different course in the schedule for valid reasons, pending seat availability. For any of these schedule change requests, students must make an appointment with their counselor on one of the few dates their counselor is available during the summer months. Requests for specific teachers or blocks will not be honored. Absolutely no schedule changes will be made once the school year has begun with the exception of teacher initiated course level changes. **Students do not have the option to withdraw from a course.**

Should a student fail a required course, every attempt will be made to reschedule the course for the following semester or school year. In cases where this is not possible, summer credit recovery may be an option.

GRADUATION AND DIPLOMA POLICIES

To receive a diploma from Plymouth Whitemarsh High School and participate in the commencement ceremony, a student must satisfactorily complete the program and graduation requirements stipulated by the Commonwealth of Pennsylvania State Board of Education Academic Standards and Assessments and the Colonial Board of Education as set forth below. Special circumstances are addressed in CSD Board Policy 217 and CSD Board Policy 217.1. In addition to meeting the credit requirements, students must demonstrate proficient or higher performance in reading, writing and mathematics on either the State assessment administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments.

In no case is a diploma awarded before the student's class graduates.

GRADUATION REQUIREMENTS

Credits	Courses*
5	Language Arts (non-elective)
4	Social Studies (non-elective)
5	Mathematics-Students must complete through: Algebra 2
4	Integrated Math 4
3	H Integrated Math 4
3	Science (non-elective)
2	Health/Physical Education
2	Arts and Humanities Electives
9-11	General Electives
Pass	Successful completion of the graduation project in English 11
30	Total Credits

*Ninth grade students who manifest below-proficient reading skills on multiple assessments will be required to enroll in reading intervention programs commensurate with their reading level. Continued participation in reading instruction will be required through grades 9 and 10 until proficiency in reading is demonstrated. Additionally, students entering 11th grade who are at risk of not reaching the proficiency level on state assessments may be required to take specially-designed courses in math and/or English.

ARTS AND HUMANITIES

All students must earn two (2) credits in the Arts and Humanities in order to meet graduation requirements.

The following courses fulfill the Arts and Humanities requirement:

ART – ALL COURSES

BUSINESS & INFORMATION TECHNOLOGY - ALL

COURSES EXCEPT:

Accounting 1 and 2, Personal Finance,
H Personal Finance, Business Computer Applications

LANGUAGE ARTS

AP English (1.0 credit)
Creative Writing 1 and 2
Journalism
H Philosophy & Ethics
Publication 1 and 2
Public Speaking
Reading Courses
SAT 1 Test Preparation
Shakespeare
Speech & Debate
Television Production 1
Television Production 2
Television Production 3

MUSIC – ALL COURSES

SOCIAL STUDIES

AP European History (1.0 credit)
AP Psychology (1.0 credit)
AP US Government & Politics (1.0 credit)
AP US History (1.0 credit)
Conflicts and Connections
Economics/H Economics
Genocide Studies
Interactive Pennsylvania History
Psychology
H Social Studies Seminar
Sociology

TECHNOLOGY – ALL COURSES

WORLD LANGUAGES – ALL COURSES

CENTRAL MONTCO TECHNICAL HIGH SCHOOL - ALL

COURSES EXCEPT:

Networking Technology, Health Occupations,
H Biomedical Technology, H Allied Health, Public Safety

AWARDING CREDIT

Credit for a course will be granted only after the student has satisfactorily completed all of its requirements including attendance. Consult the *Student/Parent Handbook* for conditions under which credit may be denied.

COURSE CREDIT EARNED OUTSIDE OF PLYMOUTH WHITEMARSH HIGH SCHOOL

- * Except in the case of remediation after failure, students must take all required courses at Plymouth Whitemarsh High School.
- * Courses taken at accredited colleges through the dual enrollment program will earn 1.0 weighted Honors credit and will be included in the students' grade point averages. (See page 7 for description of dual enrollment)
- * In the event of credit deficiency, students may enroll in correspondence courses, dual enrollment college courses, or VHS courses through their school counselors. However, no more than two (2) credits can be earned through correspondence courses. No student can register for a correspondence course prior to the second semester of his/her junior year, and the student must pass the final exam to receive credit.

COURSE LEVELS

Students are scheduled for courses in accordance with their academic achievement, their demonstrated work ethic, their personal and career interests, and the input of their teachers and parents. In general, students are scheduled in levels of courses according to the recommendation of the professional staff, with due consideration to the student's individual needs.

Academic level courses are demanding college preparatory courses that require average to above-average analytical reading skills. Students can expect regular homework which reinforces concepts developed in class and some material which is challenging at high cognitive levels.

Honors courses are rigorous courses which demand a high level of analytical reading ability and often lead to Advanced Placement studies. Students are required to spend a significant amount of time outside of class on course work and may have summer assignments.

Typically an honors student is one who:

- Learns well through verbal and abstract methods of instruction.
- Reads thoughtfully and insightfully.
- Works well both independently and in groups.
- Understands and follows directions with little or no difficulty.
- Demonstrates a sound grasp of the writing process and can express himself/herself well in writing.
- Demonstrates perseverance and motivation.
- Has a genuine commitment to academics and is committed to doing the necessary academic study.
- Demonstrates understanding and insight.
- Submits in a timely fashion high quality assignments that reflect thought, care and consistent effort.
- Questions thoughtfully and carefully.

Advanced Placement courses are first year college level courses that follow the College Entrance Examination Board syllabus and prepare students for the AP examinations given in early May. All students who enroll in advanced placement courses must take the AP examination. The Colonial School District assumes the cost for all examinations. If, for some unforeseen reason, a student declines to take the advanced placement examination in a given course, his/her transcript will be modified to remove the advanced placement designation and his/her grade point average will be recalculated without the weighted factor. Some colleges will grant credit for high scores on AP tests.

Note: Full year AP courses in English and Social Studies are worth 2.0 credits. One credit is applied toward graduation requirements for the subject area and the other one (1) credit becomes an elective credit.

Typically an Advanced Placement student is one who:

- Meets and often exceeds the expectations of an honors student.
- Demonstrates the ability to perform independent research and study.
- Performs well at a rapid pace.
- Has achieved at a high level in any prerequisite course or courses.
- Understands that the course is intended to cover college level material.
- Is willing to take the Advanced Placement exam.

COURSE SCREENING

Honors and AP courses are screened and require teacher recommendations. In recommending students for honors and AP courses, teachers consider numerous factors in determining if the course level is in the student's best interest. In the event that a teacher recommends against the placement, parents should contact the teacher and counselor to discuss the situation. If parents choose to override a faculty recommendation, they must submit a completed Parent Override Form to their child's counselor. This form may be obtained in the School Counseling Center. Parent Override Forms will be honored only if class size permits additional placement of students. No override forms will be honored after the start of the semester.

ASSIGNMENT TO SPECIFIC TEACHERS

Student or parent requests for assignment to specific teachers can not be honored.

PARTICIPATING IN COMMENCEMENT

Only those seniors who have completed all graduation requirements shall participate in the commencement ceremony.

WHAT COLLEGES EXPECT: A Summary of Preparing for College

The Association of American Universities in partnership with Pew Charitable Trusts has published *Understanding University Success*. This 80-page booklet is a comprehensive and thoroughly grounded set of standards for college success. It identifies what students need to know and be able to do in order to succeed in entry-level university courses. Copies of the booklet can be downloaded from the Standards for Success website:
http://www.ous.edu/state_board/meeting/files/ddoc050408-ssppt.pdf

REQUIREMENTS TO PLAY DIVISION I OR II ATHLETICS IN COLLEGE

Colleges also set additional standards for athletes. The NCAA is an association of colleges that makes certain rules governing athletic eligibility, recruiting, and financial aid. Failure to follow these rules may affect students' eligibility for intercollegiate sports. The most recent *NCAA Guide for the College-Bound Student Athlete* is available in the Counseling Center to help students and families understand these rules (see Appendix B for guidelines).

If student-athletes have any questions about NCAA requirements, they should consult with their counselors prior to selecting courses.

The NCAA list of approved courses is also available online at <https://web1.ncaa.org/eligibilitycenter/common/>

The NCAA can be reached by calling: 1-877-262-1492.

The Plymouth Whitmarsh High School Code is: 394-040.

Students should file with the Clearinghouse at the end of the junior year.

SPECIAL PROGRAMS

AVID

AVID (Advancement Via Individual Determination) is a rigorous college preparatory program geared towards students who traditionally fall in the “academic middle.” Students willing to accept the challenge are accelerated into Honors and AP courses while simultaneously receiving support pertaining to what AVID deems the “hidden curriculum.” The AVID course emphasizes Cornell note-taking, binder organization, study strategies, time-management, 21st century skills, and college awareness that will facilitate their academic success in a post-secondary institution. In addition to the dedication to academic excellence, the program encourages students to become active members within both the school and local community in order to prepare them to assume leadership roles within the university and global communities. Students gain admission into the program through a rigorous recommendation and screening process to ensure only those individuals truly dedicated to their personal growth and success take part with the understanding they must maintain a minimum GPA requirement.

READING WORKSHOP

Grade 9

Students in grade 9 with moderate to severe reading deficits will be enrolled in this year long course on a rotating day schedule which provides enrichment opportunities for the skills in the current ninth grade curriculum. Students will participate in intensive reading instruction. Through balanced use of whole and small group instruction and individual practice enhanced through technology, students will also gain skills in word study, reading comprehension strategies, content area reading, note-taking and other study skills. Students enrolled in this course will earn one elective credit. Placement in an additional reading course may be recommended or required based on the student’s progress.

Credit: 1

READING, ROCK N’ ROLL

Grade 9

This course is an overview of the history and development of rock and roll music with a reading emphasis. Students will learn essential reading strategies and skills, the basic elements of music, key artists that contributed to the development of rock and roll, and historical and political events that influenced the artists and their music. Ninth grade students who have mild to moderate reading deficits identified by way of teacher-designed assessments and standardized tests, including the reading portion of the Pennsylvania System of School Assessment, will be required to enroll in this course.

Credit: 1

UNDERSTANDING POP CULTURE THROUGH READING

Grades 10 and 11

This reading course is designed to enhance a student’s comprehension skills through the use of high interest topics like sports, crime, media, music, fashion, and current events, among others. These topics will be addressed through thematic units of study. This course is designed primarily for students in 10th or 11th grade who have mild to moderate reading difficulties identified by way of teacher-designed assessments and standardized tests or by teacher recommendation. Key reading strategies will be explicitly modeled and practiced in the course.

Credit: 1

ENGLISH AS A SECOND LANGUAGE

Grades 9-12

This course is designed for students who need instruction in oral and written English. Students will engage in oral and written discourse in ways best suited to increasing their facility with English.

Credit: 1 per semester

LITERACY 21 (PSSA PREP)

Grade 11 **(Pass/Fail)**

Students will become familiar with specific study skills including time management, organization, and note taking which is the foundation of highly successful students in all content areas. Reading skills will be addressed so that students will be able to strategically approach fiction and nonfiction selections in classes with greater ease and understanding. Writing instruction will focus on the organization and development of ideas within an essay or open-ended response item. In addition, students will learn how to tackle informational, persuasive, narrative, and literary analyses by using structured approaches to writing. Finally, students will learn test taking skills to not only help them perform better in test taking

situations but to help them feel better prepared, to apply strategies during testing, and to alleviate anxiety. **Achievement in previous courses, 8th grade PSSA, 9th and 10th grade 4Sight tests, and teacher recommendation will help determine membership.**

Credit: .5

PSSA MATH

Grade 11 (**Pass/Fail**)

This is a required course for students who are at risk of not reaching the proficiency level on the state test. Strategies for multiple choice and open ended questions will be studied. Careful problem solving and writing mathematical answers will be a focus of this course. All lessons will be aligned to the Pennsylvania state standards using PSSA Coach as a resource and Coach Jumpstart for practice assessments. **Achievement in previous courses, 8th grade PSSA, 9th and 10th grade 4Sight tests and teacher recommendation will help determine membership.**

Credit: .5

INTERNSHIP

Grade 12

The Internship courses are career exploratory learning opportunities for students who wish to have hands-on experience in an occupational field of interest. It is an excellent way to determine if a career pathway is the best option to pursue before beginning post-secondary education. Senior interns are active participants in the internship acquisition process. They are mentored by a teacher throughout the semester and by a community-mentor at the internship site. All student interns meet weekly to share experiences and to participate in topical discussions relevant to the internship experiences. See the Career Pathways section on pages 14-15 for specific details.

Credit: 1 per semester

VHS (Virtual High School)

Students have the opportunity to select over 150 elective courses available on-line through the Virtual High School. The student takes the course during a scheduled block and reports to a designated classroom or library on a daily basis. The instructor of the course is a teacher at a participating VHS school and facilitates the course through an on-line format. Daily access to the internet is required for this program. Students must possess maturity, time management skills, and workload management. There are full year and semester courses available. The course catalog is available at www.govhs.org.

Approval by coordinator and counselor required.

Dual Enrollment

Earning College Credit while in High School

Dual enrollment is defined as the participation by high school students in college-level courses and through these, the earning of college credit that is applied to the high school graduation requirements. This is also sometimes referred to as "dual credit" or "concurrent enrollment". Plymouth Whitmarsh students currently have two options for earning college credit while enrolled in high school. In the first, qualified students make arrangements at local colleges to take one or more on-campus courses approved by their counselors and with the permission of the building principal. The student earns one high school credit for each semester college course passed. Students' transcripts will reflect the grade earned in the college course. Pass/Fail is not an option. The student earns honors level credit for grades of at least C-. Students are responsible for tuition, books, and transportation. The student's schedule is arranged to best accommodate his/her enrollment in a college course(s).

The second option offers students the opportunity to enroll in any of the following ten Plymouth Whitmarsh High School courses and earn college credit from Montgomery County Community College (MCCC). The PWHS instructors for these courses have been approved as MCCC adjunct instructors and the curricula has been reviewed and determined to be comparable to the courses currently being taught at the college. Credit earned from these courses can be applied to the Associates Degree from MCCC or transferred to other colleges and universities, commensurate with their policies regarding transfer credits. The tuition for these courses for 2011-2012 is \$40.00 per credit (price subject to change) and students will be guided through the registration process at the start of the semester. Students' transcripts do not reflect the college credit, and the student earns academic level credit at PW. The student is responsible for the tuition; PW generally provides the textbook. Transcripts from the college will be issued upon successful completion of the course. Students with financial hardship can apply for a fee reduction/fee waiver through the counseling department. See your counselor for an application.

Dual Enrollment courses offered at PWHS include: **AP Computer Science, Accounting 2, CADD 1, CADD 2, Client Side Web Development, Entrepreneurship, H Data Structures, H Server Side Web Development, Internship-Education, Intro to Computer Science**

SUBJECT TESTS OF THE COLLEGE BOARD

SAT Subject Tests are one-hour multiple-choice tests that measure knowledge in a particular academic subject. Approximately 45 colleges require Subject Tests for admission. Students who plan to apply to one of these colleges should attempt to coordinate taking the test after completing the highest level course prior to their senior year. For example, the Subject Test in United States History should be taken shortly after completing the AP United States History course which is offered as early as sophomore year. The College Board offers subject tests throughout the school year. It is important to consider the timing of these tests relative to the SAT Reasoning Test. Students are permitted to take a maximum of three Subject Tests in one day, but they will not be able to take the SAT and a Subject Test on the same day.

The Subject Tests of the College Board:

Languages-Reading

French
German
Italian
Latin
Modern Hebrew
Spanish

English

Literature

Mathematics

Mathematics Level 1
Mathematics Level 2

Languages-Listening

(Available only in November)

Chinese
French
German
Japanese
Korean
Spanish

History

United States History
World History

Science

Biology EM
Chemistry
Physics

Please visit the College Board website, www.collegeboard.com, for more detailed information about the SAT Reasoning & SAT Subject Tests.

ART

ADVANCED PLACEMENT ART HISTORY (Grades 11-12)

This course prepares students to earn college credit by taking the Educational Testing Service Advanced Placement Exam. The course covers the history of art from Pre-Historic to Contemporary Art, with an emphasis on European Art. Using reproductions of significant artwork, students will compare and analyze works of art that appropriately represent each period. Classes will be conducted seminar style. A research paper will be required. This course is open to juniors and seniors with teacher recommendation. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE.**

H ART HISTORY (Grades 10-12)

This course investigates the most important achievements in art, sculpture and architecture from pre-historic art to present. Classes are presented seminar style with a variety of assessments including essays, reports, multiple choice/essay tests and a research paper. Trips to the Philadelphia Museum of Art and the New York Metropolitan Museum of Art will promote student learning. It is recommended that students planning to take Art Major take AP Art History or H Art History.

CERAMICS 1 (Grades 9-12)

This course is designed for the student who wishes to work with clay. The course covers hand building methods including coils, slab construction, pinching and sculpture. Students will also be introduced to working with the potter's wheel. Projects will include both functional pottery and decorative ceramics. Students will learn two dimensional and three dimensional design concepts, and the place of ceramics in other cultures throughout history. Students will also research and share contemporary ceramic artists.

CERAMICS 2 (Grades 9-12)

This course provides an opportunity for students to further improve their skills and knowledge in various areas of ceramics. There will be an emphasis on wheel throwing and sculpture, architecture and designing from nature. Students will be involved in more individualized decision making. **Prerequisite: Ceramics 1 with a minimum grade of "C"**

THREE-DIMENSIONAL DESIGN (Grades 10-12)

Students will continue to refine clay production skills, both overall and in their personally chosen area of emphasis. Their work will be held to a high standard of technical skill. All Three-Dimensional Design students will complete several hand built and wheel thrown assignments and will then choose an area of personal emphasis. **Prerequisite: Ceramics 2 and teacher recommendation**

ADVANCED PLACEMENT STUDIO ART: Three-Dimensional Design Portfolio (Grades 11-12)

The Advanced Placement 3-D Design Portfolio is one of three AP Studio Art classes. There is no written AP test for these courses. The score received is based solely on student created artwork.

The actual portfolio submitted to the College Board for assessment consists of slides of between 16 to 25 pieces of the student's three-dimensional artwork. Students are asked to demonstrate mastery through any three-dimensional approach including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Prerequisite: Ceramics 2 or advanced Visual Art classes and teacher recommendation**

PHOTOGRAPHY

PHOTOGRAPHY 1 (Grades 10-12)*

In Photography 1 students will learn how to take fine art photographs; they will enhance digital photographs using Adobe Photoshop CS3. Students will learn how to use the modes and settings on their digital cameras. They will learn about the importance of composition, and the difference between a fine art photograph and a snap shot. Photoshop will be taught to enhance creative digital images in the photography computer lab. Famous photographers will be used as inspiration for projects and students will learn how to critique photographs. Having access to a camera is encouraged, but not required. The school has a limited number of cameras available to borrow in class. In addition to photography projects, students will create collage and use Adobe Photoshop CS3, Adobe Illustrator, Windows Movie Maker, Power Point and Microsoft Publisher. **Interested 9th grade students may sign up for Photography 1 only with an ART teacher's recommendation*

PHOTOGRAPHY 2 (Grades 10-12)

Students will continue to study photography and how it applies to the careers in photography and art. They will learn that photography relates to careers such as graphic design, visual communications commercial art and advertising. Students will have an opportunity to develop black and white film and learn how to develop photos in the darkroom. They will also work with digital photos and learn more technical processes with Adobe Photoshop and Illustrator in the digital computer lab. A final project that focuses on the careers in photography will be shot with digital images, and students will create a portfolio, a visual resume, a handmade book and a digital portfolio will be created for a final presentation with Windows Movie Maker. **Prerequisite: Photography 1**

AP 2D STUDIO (Grades 11-12)

Advanced Placement 2D Studio (AP Photography) is taught in the Fall Semester. It is a rigorous class which is appropriate for the serious photography student seeking to earn college credit. Students will develop a portfolio including 12 Concentration images, 12 Breadth images and 5 Quality images. Portfolios may consist of fine art photography, black and white photography, digital imaging, collage, alternative processes, graphic design and illustration. Students must meet the standards of the evaluation as described in the College Board Advanced Placement Program. The actual portfolio submitted to the College Board for assessment consists of 24 images of the student's artwork. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. AP 2D students must take Photo Major in the spring. Prerequisite: Photography 2 or teacher recommendation**

PHOTO MAJOR: Advanced Photography and Digital Imaging (Grades 11-12)

Photo Major is offered in the Spring Semester. It follows the AP 2D Studio course and is for serious photography students. Students will study digital photography in-depth with Photoshop to build a college entrance photography portfolio. Students will learn alternative processes such as using the scanner as a camera, special effects, and alternative printing techniques. Subjects such as self portraiture, multiples and collectives, surrealism, social commentary and developing a visual photo resume will be taught. Students will study contemporary photographers to better understand the field of photography and where it is going today. Digital storytelling will be taught for creating visual installations with Windows Movie Maker for a final digital resume project. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. If taking AP 2D Studio in the fall, students must take Photo Major in the spring. Prerequisite: Photo 2 or teacher recommendation**

GRAPHIC DESIGN: Visual Literacy in the 21st Century (.5 credit) (Grades 9-12)

This course will provide an introduction to graphic design with an emphasis on applying design principles to the creation of graphics for websites. Basic graphic design principles and color theory will be taught. Students will create hands on projects including logo designs, advertisements, and product designs. The web portion of the course will continue to develop design skills to create attractive graphics for websites. These will include banners, buttons, logos, typography, digital images and a full web page. Creativity, communication and problem solving method skills will be taught. In addition to art materials, students will use Photoshop, Illustrator and Dreamweaver.

MEDIA AND ADVERTISING: Creating Digital Excitement (.5 credit) (Grades 9-12)

This course will introduce students to the fields of advertising and commercial art through traditional approaches of marketing and use of digital tools. Concepts for projects developed with a focus on effective marketing will be brought to a digital presentation level through use of the computer and appropriate software. Example projects to be completed in this class are logo design, magazine and newspaper ads, billboard and bus stop ads, commercials, a public service campaign, and a full advertising/marketing campaign that includes all elements learned throughout the course. This course will serve as an introduction to careers in advertising from both the business/marketing perspective as well as the fields associated with commercial art and graphic design. **This course is taught in conjunction with the Business & Information Technology Department.**

CREATIVE ARTS (.5 credit) (Grades 9-12)

In this course, students will create and design high end arts and crafts in the following areas: glass, jewelry making, fabric design, tile designs, ceramics and sculpture. Some computer techniques will be introduced such as scanning artwork into the computer and enhancing designs in Photoshop. Historical, cultural and contemporary craft movements will be examined. The basic design principles will be taught, with an emphasis on the elements of composition and color theory. At the end of the course, students will create a digital portfolio of their work with Windows Movie Maker. **Students may need to purchase some supplies.**

VISUAL ARTS 1 (.5 credit) (Grades 9-12)

This course is a foundation and an exploratory course for students considering careers in the fine arts, architecture, interior design, graphic design, digital arts, ceramics, photography, animation and other fields related to art. The course focuses on developing observational drawing skills, the elements and principles of design, aesthetic awareness, and creative problem solving. This will be done while acquiring technical skills in drawing, painting, and graphic design and sculpture. Research and reflective analysis of their own work and works created by historically significant artists will enhance students' awareness of their relationship to the history of art. Completion of this course is required by the end of sophomore year for students who plan to enroll in the Art Major program.

VISUAL ARTS 2 (Grades 10-12)

This is an essential course in the fine arts sequence leading to Art Major and preparation of a college entrance portfolio. Developing skills in the areas of drawing, design, color theory and three dimensional design are the goals of this course. Traditional subjects such as landscape, still life and the figure are studied with references to relevant styles and periods of art history. Homework assignments will require a sketchbook and about 90 minutes a week. **Prerequisite: Visual Arts 1 or teacher approval**

VISUAL ARTS 3 (Grades 10-12)

This course provides in-depth instruction in painting, sculpture and printmaking with an emphasis on representational drawing skills. Students will continue to be exposed to significant historical artwork to sharpen their critical skills. It is expected that work produced in this class will be appropriate for college entrance art portfolios. Sketchbooks will be required for homework. **Prerequisite: Visual Arts 2 and teacher recommendation**

ART MAJOR (Grade 12)

Art Major is a portfolio class in which students are expected to prepare a body of work for admission to art colleges. A minimum of eight hours of drawing homework weekly will be necessary to complete assignments. Drawing and painting from observation are stressed, although other media such as printmaking, sculpture and computer graphics are utilized to add depth to the portfolio as well as to increase understanding of two dimensional and three dimensional design. **Prerequisite: Visual Arts 3 and teacher recommendation. Statement of purpose outlining a theme for the summer project must be presented to the art major teacher by May 1. Students meet with the teacher at least once during the summer to discuss progress of their work.**

ADVANCED PLACEMENT STUDIO ART: Drawing (Grades 11-12)

Students can prepare for the AP Portfolio review to attain advanced placement credit by developing a three part fine arts portfolio that meets the CEEB guidelines. A summer project is required. Students must show their portfolio in the spring of their junior year to be admitted to program. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Prerequisite: Visual Arts 3 and teacher recommendation. Statement of purpose outlining a theme for the summer project must be presented to the art major teacher by May 1. Students meet with the teacher at least once during the summer to discuss progress of their work.**

BUSINESS & INFORMATION TECHNOLOGY

ACCOUNTING 1 (Grades 9-12)

Accounting 1 will provide students with a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying business in college. The software, *QuickBooks Pro*, is integrated into the course activities.

ACCOUNTING 2 (Grades 10-12) DUAL ENROLLMENT (ACC 111)

The Accounting 2 course builds on the foundation of Accounting 1. The course includes principles and practices, accounting systems for recording business transactions, an overview of the accounting cycle for service and merchandising enterprises, inventory systems, basic financial statements and cash control, receivables, and long-lived assets. **Prerequisite: Accounting 1**

BUSINESS COMPUTER APPLICATIONS (.5 credit) (Grades 9-12)

This course is designed as an introduction to the use of computer applications and technology throughout high school, college, and future careers. A practical, project-based approach is used to provide students with a fundamental overview of the major Microsoft Office 2007 applications (Word, Excel, and PowerPoint), as well as various desktop publishing and multimedia presentation tools. Students will gain valuable job skills as they learn how to effectively use each program, as well as how to apply it in a professional setting.

ENTREPRENEURSHIP (Grades 10-12) DUAL ENROLLMENT (MGT 121)

This course enables students to develop a business plan for a small business. This course explores small business management and related accounting, financing, human resource, management and marketing concepts. At the completion of this course each student will have produced a written business plan and delivered a presentation of that plan. Students will have the opportunity to represent our school in DECA (an Association of Marketing Students) and FBLA (Future Business Leaders of America) competitions.

INTERNATIONAL BUSINESS (.5 credit) (Grades 9-12)

Globalization affects everyone. American consumers purchase products and services from countries around the world and should have an understanding of how globalization is changing the way companies do business. American companies are making a tremendous effort to globalize and to compete in the world economy. This course gives students an opportunity to gain an understanding of the extremely complex issues in international business.

INTRODUCTION TO LEGAL SYSTEMS (Grades 9-12)

This course is designed as a general introduction to various areas of law. Foundations of the law will be discussed, criminal and civil cases will be reviewed, and business law (specifically contract law) will be emphasized. A field trip to the Montgomery County Courthouse and the Montgomery County Correctional Facility is planned to enhance the learning of the course material. Additionally, attorneys, police officers, and other members of the legal discipline will share their experiences as guest speakers.

MARKETING (Grades 9-12)

This course introduces students to the fundamentals of marketing and takes an integrated approach to learning key marketing concepts. Marketing functions are not presented as independent activities, but rather as a set of skills and knowledge that is combined with economics, finance, and career planning. Students will be exposed to marketing strategy and will develop their own marketing plan as part of an ongoing project throughout the semester. Communication and critical thinking skills are fostered through class discussion, presentations, group collaboration, and application of theories to real-life scenarios and case studies. Students will have the opportunity to represent our school in DECA (an Association of Marketing Students) and FBLA (Future Business Leaders of America) competitions.

MEDIA AND ADVERTISING: Creating Digital Excitement (.5 credit) (Grades 9-12)

This course will introduce students to the fields of advertising and commercial art through traditional approaches of marketing and use of digital tools. Concepts for projects developed with a focus on effective marketing will be brought to a digital presentation level through use of the computer and appropriate software. Example projects to be completed in this class are logo design, magazine and newspaper ads, billboard and bus stop ads, commercials, a public service campaign, and a full advertising/marketing campaign that includes all elements learned throughout the course. This course will serve as an introduction to careers in advertising from both the business/marketing perspective as well as the fields associated with commercial art and graphic design. **This course is taught in conjunction with the Art Department.**

PERSONAL FINANCE (Grades 9-12)

This course is designed to assist students in the exploration of financial management. Students will discover new ways to maximize their earnings potential, develop strategies for managing resources, explore skills for the wise use of credit, and gain insight into the different ways of investing money. Personal Finance will focus on hands-on activities centered on real-life financial decisions and problems. Topics to be covered include personal budgeting, banking and investing, tax preparation, and investment strategies.

H PERSONAL FINANCE (Grades 9-12)

The honors level class mirrors the Personal Finance curriculum and extends the students' awareness of investments in the stock market, retirement plans, social security benefits, insurance policies, and income tax management. **Prerequisite: Successfully completed an Honors Math course**

REAL ESTATE PRINCIPLES (.5 credit) (Grades 9-12)

This course provides students with knowledge and skills needed to make an informed decision when purchasing a home. The course will cover the financial aspects of real estate investment and the practical aspects of home ownership. Activities will include exploration of potential investments on the Internet, visits to model homes, and study of the fundamentals of housing construction and maintenance. We will also explore the requirements and potential for a real estate career. **The course is taught in conjunction with the Technology Education Department.**

SPORTS AND ENTERTAINMENT MANAGEMENT (Grades 10-12)

In this course students will discover that management is the process of accomplishing the goals of an organization through the effective use of people and appropriate resources. The curriculum is designed to offer a comprehensive view of the management procedures and operations in the Sports and Entertainment Industry. Students will utilize skills and processes that the 21st Century manager needs to become successful. The class will engage in case studies and problem solving activities that will simulate decision making opportunities typically found by managers. **Prerequisite: Personal Finance or Economics**

CAREER PATHWAYS

CAREER PATHWAYS (.5 credit) (Grades 10-12)

This course will concentrate on the area of career and post-secondary readiness. Students will learn about career acquisition, retention, and advancement along with the exploration of continuing education options for their career choices. Students will complete personality and interest inventories and a working portfolio that will include recommendations, a resume, and cover letter. Students will also learn about networking, interviewing, and the application process for both careers and academics. Professionals from various career paths will speak with students. Students will also spend at least one day job shadowing someone in their chosen career area. **This course serves as a prerequisite to participate in any of the senior year Internship experiences or the School-to-Work Cooperative Education course.**

INTERNSHIP – EDUCATION (Grade 12) DUAL ENROLLMENT (EDU 100)

This course examines educational thoughts and practice with an emphasis on present-day problems and issues. This program allows 12th grade students to be placed in an elementary school (or at the high school) in the Colonial School District to work with a cooperating teacher for a semester. Each intern travels to his/her host school three days a week and acts as an assistant to the regular classroom teacher, learning the ins and outs of the education field. Two days a week the interns explore the many facets of the teaching profession at PW. Transportation is not provided by the school district. **Prerequisite: Career Pathways**

INTERNSHIP – PATHWAYS (Grade 12)

The Internship – Pathways course combines classroom study with a planned, supervised, practical work experience designed to develop the essential skills related to a career pathway. Students choosing to enroll in the internship program will be placed in unpaid, professional locations in order to explore or expand upon a field of interest. Interns are released from class four days per week to learn about the industry and the post-secondary training necessary to be successful. Interns will remain in class one day per week to reinforce personal growth, communication skills, and address any problems and/or potential conflicts. Students will receive assistance finding placements or they can find one on their own. This course is designed to meet the needs of students who will be seeking careers in professional or skilled areas requiring a 2 or 4 year college degree. Transportation is not provided by the school district. Students who can provide their own transportation to and from their internship will have the ability to explore a wider range of internship opportunities. **Prerequisite: Career Pathways**

INTERNSHIP – HUMAN SERVICES (Grade 12)

This program places 12th grade students in organizations designed to assist others with special needs. Students would choose to intern in assisted living centers, senior centers, or special needs classes. Interns will meet with the internship instructor once a week to reflect, develop an understanding of the needs, and reinforce relationships. **Prerequisite: Career Pathways**

SCHOOL-TO-WORK CO-OP (Grade 12)

This course enables seniors to combine classroom instruction with occupational instruction through learning on the job. Students who choose to participate in the Co-Op course will be placed in community businesses to learn employability skills through paid work experience 4 days per week. Co-Op students will remain in class one day per week to reinforce personal growth, communication skills, worker's rights and benefits, and any problems and/or potential conflicts on the job. This course is designed for students who will be seeking OJT (on the job training) or training in the area of skilled labor at a trade or career program. Job placement assistance will be available but in order to earn the required number of hours, it may be helpful for students to have a placement prior to enrollment. Transportation for co-op students is not provided by the school district. **Prerequisite: Career Pathways**

HEALTH AND PHYSICAL EDUCATION

REQUIRED COURSES

HEALTH/SWIMMING (Grade 9)

This required course provides students in ninth grade with classroom instruction dealing with a variety of current health related issues. Topics will include physical fitness, body systems, wellness, HIV/AIDS, drugs/alcohol and tobacco, and American Red Cross Adult CPR and first aid training. The swimming section of the course includes dry land fitness activities, aquatic games, basic water and emergency safety, stroke advancement, and biathlon training. There are three options (beginner, intermediate, and advanced levels). A beginner is categorized as someone who cannot complete the minimum standards listed below, intermediate can complete the standards, and an advanced student completes them with ease.

Minimum standards for ninth grade students are the following:

1. One length of the pool on back
2. One length of the pool on stomach
3. Treading water, 2 minutes
4. Survival Float, 2 minutes
5. Rhythmic Breathing
6. Diving and swimming under the surface of the water, 15 feet
7. Jumping off the diving board or equivalent height

HEALTH AND PHYSICAL EDUCATION (Grade 10 or 11)

This required course provides students with classroom instruction on current and diverse topics such as fitness and nutrition, wellness and mental health, drugs and narcotics, health careers, disease control, consumer health, family relationships and human sexuality. The physical education portion of this course emphasizes skill development and the participation in a variety of individual and team sports.

A strong emphasis is placed on each student receiving a positive fitness experience, displaying good sportsmanship and cooperating with others in a large-group setting. The physical education curriculum includes the following individual and team activities that are taught in 2 week units each semester:

Fitness Testing/Conditioning	Softball	Games
Soccer	Lacrosse	Floor Hockey
Basketball	Badminton	Track & Field
Flag Football	Circuit Training	Volleyball

ELECTIVES

ADAPTIVE PHYSICAL EDUCATION (Grades 9-12)

This course provides physical education to those students who, because of physical, psychological or other important reasons, are unable to participate in the regular physical education program. Each student will participate in an individualized program modified according to the recommendation of the student's physician. Necessary accommodations will be made within the framework of the regular physical education curriculum.

BODY WORKS (.5 credit) (Grades 10-12)

This elective course is designed primarily for female students who want to enhance their strength, flexibility, endurance and overall fitness levels. The course will emphasize the five fitness components (flexibility, aerobic

fitness, muscular strength, muscular endurance, and body composition). Activities may include, but are not limited to: yoga, dance, tae-bo, self-defense, pilates, aerobics, strength training, spinning, water aerobics and cardio-kickboxing.

EXERCISE PHYSIOLOGY (Grades 10-12)

The focus of this elective course is to increase student knowledge and understanding of the human anatomy and the physiology of how the body responds to physical activity. Students will gain practical experience in development, administration and assessment of safe and effective strength training/conditioning programs. Classes will include classroom instruction, use of the weight room, track, and gym. Students may take course-related field trips.

LIFEGUARD (Grades 10-12)

This elective course is a prerequisite for any student wishing to select the W.E.T. program as a junior or senior. This course offers students the opportunity to earn American Red Cross certification in First Aid, Professional Rescuer CPR/AED, and Lifeguarding. The course will provide the student with the knowledge of instructional techniques for teaching aquatic lessons. The course will cover aquatic fitness, personal fitness, water sports, water games, and activities outside of the pool. Each student will be required to purchase a textbook for approximately \$37. When a student has successfully completed the course requirements, the student has the opportunity to purchase American Red Cross Certification cards for Lifeguard/First Aid and Professional Rescuers CPR/AED for approximately \$20.

NET GAMES (.5 credit) (Grades 10-12)

The focus of this elective course is to allow students with an interest in various net games to participate, increase individual skills, and learn strategies and rules associated with each game. The course will accomplish these goals through a variety of games including volleyball, table tennis, tennis, pickle ball, and badminton. Instructors will emphasize learning opportunities for valuable life skills, such as cooperation, leadership and sportsmanship.

PE PLUS (Grades 10-12)

This elective course consists of complex and specialized activities which will expand the mastery of personal development of individual skill, teamwork, and competitive game strategies. This high energy course will challenge students through team sports from the United States and around the world, individual fitness programs/assessment, and weight training. Instructors will utilize a variety of team games to develop teamwork, competition, fair play and individual student goals.

PERSONAL FITNESS AND NUTRITION (.5 credit) (GRADES 9-12)

This course is designed to give students an analytical perspective on their physical fitness, nutritional diet, along with healthy food preparation concepts. The course involves physical fitness pre and post testing, nutritional diet analysis, individualized nutrition and fitness planning, healthy food preparation and planning, as well as additional aspects of nutrition and fitness. The major units of the course include physical fitness, nutrition and food preparation, and goal setting.

PRINCIPLES OF COACHING (Grades 10-12)

This elective course provides interested students with the proper education and training to prepare for the responsibilities associated with being a coach. The course will explore the roles the coach and officials play in developing youth athletes. Major topics will include game rules, practice planning, practice implementation, game strategy, skill assessment, player discipline, and game management.

SAFETY/DRIVER EDUCATION (.5 credit) (Grades 10-12)

This elective course provides instruction in driving efficiency and safety. This course meets the 30 hours of classroom instruction required for the insurance discount. It does not, however, include the 6 required hours of outside driving that is needed for the discount. Course content includes the study of traffic laws, driving conditions, on the road courtesies, and personal safety which will be taught through adventure-based activities stressing physical and emotional safety. The adventure-based activities will take place in the gym or in the rock wall facility.

SPORTS MEDICINE (Grades 10-12)

This elective course explores the domains of athletic training, exercise physiology, and strength and conditioning. The content of the course will include anatomy, biomechanics, injury assessment, treatment and rehabilitation, plyometric training, speed and power development, and fitness assessments. This course is an excellent introduction for any student interested in pre-medicine, physical therapy, athletic training, or coaching.

W.E.T. (WATER EDUCATION TRAINING) (Grades 11-12)

This elective course permits skilled 11th and 12th grade students who are lifeguard certified to assist with water skills instruction for the W.E.T. program. A student taking this course will work with 4th grade students from the Colonial School District and assist in teaching them basic water safety, water games, and the Red Cross stroke advancement skills from the Pre-beginner level through the Advanced level. Students electing this course will be re-certified as a lifeguard, in first aid, and professional rescuers CPR.

LANGUAGE ARTS

Honors Requirement: All students currently enrolled in an Honors class must maintain a minimum of a B average (85% or higher) to be recommended for Honors the following year. For students in Academic courses who are interested in moving into Honors, they are required to have an A average (at least 90%) and teacher recommendation.

ENGLISH 1, 1H

This required course offered in the fall of students' freshman year provides a foundation for all incoming freshmen to meet the challenges within the Language Arts curriculum as well as the other disciplines. The principal focus of the literature will be on reading and writing as they relate to the different literary genres of novels and short stories. Literature coursework will center on analysis of techniques and ideas highlighted in the various genres. The principal focus of composition will center on analytical writing. Students will address writing skills as they relate to the non-fiction texts they will encounter throughout their high school experience and beyond.

The Honors level course will follow the general structure of the 9th grade course; however, additional pieces of challenging literature and writing will be included. Selections and evaluation will reflect a higher degree of difficulty and sophistication.

ENGLISH 2, 2H

This required course offered in the spring of students' freshman year provides exploration of skills involved with non-fiction, fiction, poetry and drama. The principal focus of the literature will be on reading and writing as they relate to the different literary genres. Literature coursework will center on techniques of research, rhetoric and analysis. The principal focus of composition will center on analytical and speech writing. Students will address writing skills as they relate to the different genres they will encounter throughout their high school experience and beyond. **Prerequisite: English 1, 1H**

The Honors level course will follow the general structure of the 9th grade course; however, additional pieces of challenging literature and writing will be included. Selections and evaluation will reflect a higher degree of difficulty and sophistication.

ENGLISH 3, 3H

This course includes literature, writing, speech, and listening development. Literature includes the reading, understanding, and analysis of novels, short stories, nonfiction, plays, and poetry. The writing program, which emphasizes a process approach, includes a wide variety of expository, persuasive, narrative, and descriptive writing. Oral presentations and essays are also an important part of the language experience. Vocabulary study is a course-long activity.

The Honors level classes follow the 10th grade course but work is done in greater depth and breadth. As a result, the students need to have the time, motivation, and ability to deal with the extra work. They also need a strong background in reading, writing, and classroom discussion.

ENGLISH 4, 4H

The eleventh grade English course entails a study of world literature through an exploration of personal identity. The course uses a thematic approach to teach students about the study of literature while helping them understand the impact of internal and external conflicts, cultural identity, personal relationships, and the exploration of self. The course components include a unit on the media's influence on society, *Beowulf*, *A Streetcar Named Desire*, and *The Alchemist* or *The Catcher in the Rye*. Students will also be engaged in a variety of speaking, listening and writing assignments. The formal writing assignments will include MLA based article reviews, a research-based paper, as well as informational and creative pieces. The required research paper will be evaluated as the student's graduation project.

The Honors level classes follow the 11th grade course but skills and concepts are explored in greater depth and breadth. Students will also study a dramatic work by Shakespeare. As a result, the students are expected to have the time, motivation, and ability to manage the extra work. They also need a strong background in reading, writing, and classroom discussion.

ENGLISH 5

This course integrates the study of reading, writing, listening and speaking. The literature in the twelfth grade program focuses on the important voices in American Literature from the Colonial Period through the 20th Century. Readings also include contemporary essays that evaluate the ironies and paradoxes in American society. The writing component, which includes a variety of personal writing, also presents a series of formal composition assignments: prose analyses, poetry analyses, a research project, the expository essay, and creative pieces. A primary focus of grade 12 English is to reinforce those skills considered most important for success with college-level work.

H ENGLISH 5: American Literature

This is an Honors level course that follows the English 12 curriculum but work is done in greater depth and breadth. As a result, the students need to have the time, motivation, and ability to deal with the extra work. They also need a strong background in reading, writing, and classroom discussion.

H ENGLISH 5: Contemporary Literature

This is an Honors level course that will critically evaluate primarily contemporary American literature with the purpose of exploring universal truths through authorial voice. Students will self-select a variety of highly readable works of fiction, non-fiction, plays, and short stories. Additionally, material will be supplemented with works of classic authors as well as popular periodicals, essays, film, cartoons, photographs, paintings, and other relevant mediums. This English reading and writing skills-based course assigns multiple research-based and literary analysis writings based on student-selected topics and individual interests. Similarly, students will be required to create engaging, well-researched, technology-based presentations.

This is an Honors level course. Students need to have the time, motivation, and ability to manage the depth and quantity of required work. It is expected that students come to this course prepared with a strong background in reading, writing, motivation, and classroom discussion.

H WRITING FELLOWS (Grade 12)

The Writing Fellows Program is designed for 12th grade students interested in writing and communication. This course prepares students to be leaders and effective peer tutors. A Writing Fellow serves as a sympathetic reader and consultant for all writers, recognizing the importance of communication, expression, and style associated with writing and other forms of communication in specific fields of interest. Students will learn effective teaching strategies while managing and operating the PW Writing Center. In advance of Course Selection, students must have already submitted an application, which includes: a writing sample, a letter of recommendation, and interview with Writing Center Faculty.

ADVANCED PLACEMENT ENGLISH (2 credits-Full year course which takes the place of English 11)

This course follows guidelines set for AP English by the Educational Testing Service. Recommendations of students to this course are made by teachers on the basis of grades, classroom performance, and quality of work. The course is designed for the student who wishes to gain skill in reading literature and writing about it analytically on the college level. Literature, drawn mainly from the classics, is approached through seminar-style study. Included in the course are representative British and World literature works, outside readings, analytical essays often incorporating a research component, and exercises in preparation for the national AP Examination in English Literature and Composition. The required research paper will be evaluated as the student's graduation project. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Prerequisite: Honors English and teacher recommendation**

H SENIOR SEMINAR

Those students who enjoyed the AP experience in 11th grade may elect to continue the whole-book approach to American literature in H Senior Seminar. While following the American lit survey typical of 12th grade, H Senior Seminar includes additional full-length works and an intensity of instruction and discussion typical of a freshman college literature course. **Prerequisite: AP English**

ENGLISH AS A SECOND LANGUAGE (Grades 9-12)

This course is designed for students who need instruction in oral and written English. Students will engage in oral and written discourse in ways best suited to increasing their facility with English.

ELECTIVES

CREATIVE WRITING 1 (.5 credit) (Grades 10-12)

Are you interested in exploring your imagination? Are you a creative person who wants to develop your ability to express thoughts as words? Creative Writing 1 provides a general exploration of the various creative writing mediums, including short stories, poetry, and drama, and is suitable for students of all writing abilities. It is tailored for students who are curious about expressing themselves freely through the written word and who would like to discover more about it. Daily lessons and activities aim to teach you about various forms of expression at your disposal and to develop interest in them. Be prepared to read and to write frequently.

CREATIVE WRITING 2 (.5 credit) (Grades 10-12)

Are you a comfortable writer who is looking for more freedom to express yourself? If so, Creative Writing 2 wants you. This course satisfies intermediate and advanced writers who want to go beyond exploration and who would benefit from a professional workshop setting. The class will largely be conducted in a seminar format; students serious about writing will bring various compositions to the discussion table. We will engage in immersive workshopping and revision, and spend time discussing advanced stylistic techniques as well as the publishing process. Be prepared to write frequent, lengthy compositions and to study the compositions of others, both published and unpublished. Note: This course is reading and writing intensive. **Prerequisite: Creative Writing 1**

JOURNALISM (Grades 9-12)

This course examines the ways we receive information about our local communities, our nation and our world. Units will focus on the nature of news, coverage of features, sports and opinions in both the print and electronic media. An in-depth analysis of current issues in journalism will take a cross-media look at how we are served by newspapers, magazines, radio, television and the Internet. Students will not only examine types of stories, but will write them as well – expanding their writing repertoire with varied news formats.

H PHILOSOPHY AND ETHICS (Grades 10-12)

What is a good life? How do we know what we know? What makes something right or wrong? What is the basis of how we think? The honors elective "Philosophy and Ethics" is a lot more about questions than answers. The class will follow a chronological path through the history of philosophy while examining the ethical issues behind many modern situations, including those related to contemporary science, government, psychology, and more. Outside reading will include both classic and modern selections.

PUBLICATION 1 – SPRING SEMESTER (Grades 11-12)

This is an introductory course to Publication Design 2. Students will learn the basic concepts and skills behind the design and production of a publication. Students will work as a team to cover events by taking photographs, interviewing individuals, and writing stories. Finally, they will learn the computer applications necessary to document these events in print form. Students will learn Adobe PhotoShop and InDesign.

PUBLICATION 2 – FALL SEMESTER (Grades 11-12)

This Publication Design class will teach students about the creation, publication, and distribution of the school yearbook. Students will learn to write for the publication, capture and edit digital images, while designing layouts using Adobe InDesign. In addition, students will advertise, sell, and distribute the finished publication. Most importantly, the students will learn to work as a part of a team, as well as to work within the timelines and strict parameters of a real industry.

PUBLIC SPEAKING (.5 credit) (Grades 10-12)

This course provides an opportunity for students to develop and refine speaking, writing and listening skills. In this textbook-based course, students read to learn and then apply their knowledge. Students gather materials and organize, develop, deliver and evaluate speeches. Several formal and informal speech types are required, including oral interpretation of literature and organized debate. Students will apply what they have learned to their own speeches as they work through the text, and improve their speeches as they listen to and evaluate the speeches of others. The principles and techniques put into practice are directly related to composition.

SHAKESPEARE: The Taming of the Text (.5 credit) (Grades 10-12)

William Shakespeare is an icon in literature, and as a result, a very important aspect of our cultural literacy. One popular work of criticism heralds Shakespeare as "our contemporary," which illustrates that his work transcends time and still relates to students today. In this course, students will research, read, interpret and perform works of Shakespeare to determine the universal themes that still inspire people today. Students will become fluent in iambic pentameter, sonnets and Elizabethan language, as well as the tragedies, histories and comedies during their investigation of Shakespeare.

SPEECH AND DEBATE (Grades 10-12)

This class is for the student who wishes to learn more about critical thinking, argumentation and debate. The course examines the use of logic and rhetoric in the construction of speeches, different methods of analysis, critical evaluation of reasoning and evidence, refutation skills, and debate as a practical application of argumentation. Basic principles are applied in written essays and a variety of formal and informal debate situations. Other skills include public speaking skills, awareness of audience, establishing rapport and credibility, and methods of cross-examination.

SAT 1 TEST PREPARATION (.5 credit) (Grades 10-12) (Pass/Fail)

This is a nine week intensive review of both Math and Verbal concepts covered on the SAT 1 General Reasoning Test. The primary objective is to help familiarize students with the overall content and format of question types on the SAT and to discuss strategies and test-taking techniques that will help increase scores. The text SAT Solutions will be used as a primary resource, and "The Official SAT Study Guide" will be used for practice testing purposes. Online resources will also be incorporated into the course to give students exposure to various tools used for test preparation. Individual student needs will be determined through pre-testing. Progress and skills will be monitored and evaluated throughout the semester. Students should be aware of the challenging nature of the SAT content and have solid problem-solving and reading comprehension skills prior to entering the class. **This course is also listed in the Mathematics section.**

TELEVISION PRODUCTION ELECTIVES

TELEVISION PRODUCTION 1 (.5 credit) (Grades 9-12)

This course will serve as an introduction to the many facets of Television Production. These elements include single camera remote production, remote TV sports production, multi-camera studio production and non-linear editing. TV1 will look at elements of film-making and storytelling as well as writing news (information), writing for television (entertainment) and writing for commercials (persuasion). Interview skills for one camera and multi-camera will also be explored.

TELEVISION PRODUCTION 2 (Grades 10-12)

This course will take a more in-depth look at the elements introduced in Television Production 1. In addition to the these facets, students will be introduced to broadcast level responsibilities as they perform the tasks associated with every crew position involved in broadcasting the Plymouth Whitemarsh High School morning announcements. Also, students will be required to perform a predetermined number of after school sporting events with CITV’s remote broadcasting truck. The times and dates for these events will be worked out with students ahead of time to allow for after school obligations outside of CITV. **Prerequisite: Successful completion of Television Production 1 and recommendation of teacher**

TELEVISION PRODUCTION 3 (Grades 11-12)

In this advanced level course students begin to take on tasks on a more professional level. After school productions with the goal of producing actual programs for CITV are the focus. A leadership role in after school sporting events will be required. Producing content for the Colonial School District by working with members of the district’s administrative team is the capstone of this high level class. **Prerequisite: Successful completion of Television Production 2 and recommendation of teacher**

SCOPE AND SEQUENCE FOR LANGUAGE ARTS

Grade 9		Grade 10	Grade 11	Grade 12
English 1	English 2	English 3	English 4	English 5
H English 1	H English 2	H English 3	H English 4	H English 5 or H Writing Fellows
H English 1	H English 2	H English 3	H English 4	AP English or H Writing Fellows
H English 1	H English 2	H English 3	AP English	H Senior Seminar or H Writing Fellows

MATHEMATICS AND COMPUTER SCIENCE

Calculator Policy: The mathematics curriculum at PWHs relies on the theme of mathematics as “sense making”. Each year the curriculum features the four strands of mathematics: algebra, geometry, statistics, and discrete. To enhance these strands, the department supports the use of graphing calculators and other forms of technology to facilitate student learning. Therefore, a TI-84 or TI-84+ graphing calculator is required. Once a student reaches the AP Calculus level, a TI-89 graphing calculator will be required. It is expected that students will independently purchase the appropriate calculator for their use in most mathematics courses. If you qualify for free and reduced lunch pricing and are unable to afford a graphing calculator, please contact the department head and one will be made available for use throughout the semester. Courses where calculators are used are clearly delineated in the individual course descriptions.

INTEGRATED MATH 1

This is the first course in the college preparatory program. It focuses on the building of skills connected with the core concepts of algebra, geometry, statistics, and discrete mathematics. It begins the integrated math sequence of the high school curriculum as it continues to build upon the middle school experience. Emphasis is placed on the development of real number skills, data analysis, linear and exponential rates of change, properties of plane and space shapes, edge length, surface area and volume, the Pythagorean Theorem, algebraic representations, simulation models, and recursive thinking. The TI graphing calculator is used to enrich problem solving skills and to develop graphing techniques. **A graphing calculator is required. Prerequisite: Math 8 (CMS)**

INTEGRATED MATH 2

This course is the second course in the college preparatory program. This course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. The following topics are studied in this second course: matrix models, systems, coordinate geometry, patterns of association, power, inverse, quadratic, and radical models, quadratic functions, and patterns in chance. The TI graphing calculator is used to facilitate the students’ investigations and learning. **A graphing calculator is required. Prerequisite: Math 8H (CMS) or Integrated Math 1.**

H INTEGRATED MATH 2

This course is an honors level course intended for those students who completed Math 8H in 8th grade. It continues the math sequence of the high school curriculum from the middle school experience in Math 8H. Students will cover course content in greater depth and scope than is covered in Integrated 2. The following topics are studied in this second course: matrix models, linear systems, transformations, patterns of association, power models, quadratic functions, and patterns in chance. The TI graphing calculator is used to facilitate the students’ investigations and learning. **A graphing calculator is required. Prerequisite: Math 8H (CMS) or Integrated Math 1 with recommendation of the teacher**

INTEGRATED MATH 3

This course is the third course in the college preparatory program. This course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. The following topics are studied in this third course: properties of circles, right triangle trigonometry, the unit circle, periodic models of change, multiple variable models, linear programming, and algebraic and geometric proof. The TI graphing calculator is used to facilitate the students’ investigations and learning. **A graphing calculator is required. Prerequisite: Integrated Math 2**

H INTEGRATED MATH 3

This course is the second course in the honors level program. This course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. Students will cover course content in greater depth and scope than is covered in Integrated 3. The following topics are studied in this course: properties of circles, right triangle trigonometry, the unit circle, periodic models of change, multiple variable models, linear programming, algebraic and geometric proof, standard deviation, normal curve, and families of functions. The TI graphing calculator is used to facilitate the students' investigations and learning. H Integrated 3 teachers will meet with students on an individual basis to determine which AP course(s) will best meet their needs. **A graphing calculator is required. Prerequisite: H Integrated Math 2**

INTEGRATED MATH 4

This course is the fourth course in the college preparatory program. This course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. The following topics are studied in this fourth course: standard deviation, normal curve, families of functions, arithmetic and geometric sequences and series, combinatorics, and polynomial and rational functions. This course will place emphasis on mathematical problem solving in preparation for the PSSA. The TI graphing calculator is used to facilitate the students' investigations and learning. **A graphing calculator is required. Prerequisite: Integrated Math 3**

H INTEGRATED MATH 4

This course is the third course in the honors level program. This course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. Students will cover course content in greater depth and scope than is covered in Integrated 4 and 5. The following topics are studied in this course: the derivative and integral, polynomial, rational, logarithmic, and trigonometric functions and equations, the complex number set, arithmetic and geometric sequences and series, combinatorics, trigonometric identities, and conic sections. The TI graphing calculator is used to facilitate the students' investigations and learning. Upon completion, students will be prepared for H Calculus, H Calculus BC, or AP Calculus AB. **A graphing calculator is required. Prerequisite: H Integrated Math 3**

ALGEBRA 1A

This course is the first of five courses in a technology-enhanced sequence of high school mathematics that utilizes the Carnegie Learning Cognitive Tutor. This program is a balance of collaborative classroom exercises with interactive software for students in personalized computer sessions. The Cognitive Tutor software responds to a student's individual problem solving strategies. It also assesses student progress and diagnostically assigns problems based on each student's strengths, weaknesses, and individual problem solving approach. Topics include organizing single variable data, simplifying linear expressions, mathematical modeling of linear expressions and equations, and analyzing data to make predictions. To facilitate understanding a graphing calculator will be used. **Students are provided with a graphing calculator for use throughout the semester.**

ALGEBRA 1B

This is the second course in the technology-enhanced program utilizing the Carnegie Learning Cognitive Tutor. Topics include finding linear equations from graphs, solving linear equations and inequalities, mathematical modeling of linear expressions and equations, solving and graphing equations involving absolute values, and problem solving using proportional reasoning. Along with the interactive software, the curriculum emphasizes collaborative student activities and projects. To facilitate understanding a graphing calculator will be used. **Students are provided with a graphing calculator for use throughout the semester. Prerequisite: Algebra 1A**

GEOMETRY

This is the third course in the technology-enhanced program utilizing the Carnegie Learning Cognitive Tutor. Geometry develops organizational and logical thinking skills. Topics include plane, solid, and coordinate geometry with heavy emphasis on perimeter, area, surface area, volume, similarity and proportion, transformations, and circle relationships. To facilitate understanding a graphing calculator will be used. **Students are provided with a graphing calculator for use throughout the semester. Prerequisite: Algebra 1B**

APPLICATIONS OF TRIGONOMETRY

This is the fourth course in the technology-enhanced program utilizing the Carnegie Learning Cognitive Tutor. Cognitive Tutor engages students by presenting geometric and trigonometric principles through authentic application in real world contexts. Topics include the Pythagorean Theorem, the sine, cosine and tangent functions, special right triangles and a right triangle view of trigonometry, parallel and perpendicular lines and special angle properties, and quadrilaterals on the coordinate plane. This course also reinforces skills, concepts and mathematical problem-solving in preparation for the PSSA. To facilitate understanding a graphing calculator will be used. **Students are provided with a graphing calculator for use throughout the semester. Prerequisite: Geometry**

ALGEBRA 2

This course is the fifth required course in the technology-enhanced program. Topics include linear functions, systems and inequalities using modeling and multiple representations, matrices, quadratic functions, higher order polynomials and rational functions, exponentials, sequences and series, complex numbers, functional notation, and probability and statistics. Cognitive Tutor promotes the understanding of both linear and non-linear functional forms, as well as the relationship between text, equations, graphs, and tables through the mathematical modeling of real world situations. This course will place emphasis on mathematical problem solving in preparation for the PSSA. To facilitate understanding a graphing calculator will be used. **Students are provided with a graphing calculator for use throughout the semester. Prerequisite: Applications of Trigonometry**

PRE-CALCULUS

This is a 12th grade elective course providing advanced algebra and trigonometric concepts. College bound Algebra 2 and Integrated 4 students are candidates for this course. Topics include linear, quadratic, and polynomial functions, inequalities, composite and inverse functions, exponential, logarithmic, and trigonometric functions, conic sections, trigonometric identities, angle/radian measure and solutions of triangles. **Prerequisite: Algebra 2 with a minimum of a "B" and recommendation of the teacher, or Integrated Math 4**

H PRE-CALCULUS

This course is the fifth course in the college preparatory program. This elective course will continue to explore the mathematical strands of algebra, geometry, statistics, and discrete mathematics using the collaborative, investigative approach. The following topics are studied in this fifth course: logarithmic and exponential functions, the complex number set, trigonometric identities, and conic sections. The TI graphing calculator is used to facilitate the students' investigations and learning. Upon completion with an A or B+, students will be prepared for H Calculus. **A graphing calculator is required. Prerequisite: Integrated Math 4 with a minimum of a "B+" and recommendation of the teacher**

H CALCULUS

This course is an honors level calculus course. Topics include functions and their graphs, limits and continuity, techniques of differentiation, derivatives of various function families, applications of the derivative, graphs of the derivative, and techniques and applications of integration. To facilitate understanding of the topics, learning will be enhanced with the use of the graphing calculator and MathXL. MathXL is an online study plan directly linked to the H Calculus curriculum that provides practice, testing, and diagnosis of individual student progress. **A graphing calculator is required. Prerequisite: H Pre-Calculus with recommendation of the teacher or H Integrated Math 4**

H CALCULUS BC

This is the first semester of the AP Calculus (BC) curriculum. Topics include review of linear, polynomial, trigonometric, exponential, logarithmic, and rational functions, limits, continuity, techniques of differentiation, and applications of the derivative. To facilitate understanding of the topics, much of the learning will be aided by the use of the graphing calculator. **A TI-89 graphing calculator is required. Prerequisite: H Integrated Math 4 with recommendation of the teacher**

ADVANCED PLACEMENT CALCULUS AB (2 credits – Full year course)

This is an AP level course by which students may earn college credit by successfully completing the AP Calculus AB examination authored by the Educational Testing Service. Topics studied include coordinates and functions, the derivative, techniques of differentiation, applications of the derivative, the integral, techniques and applications of integration, and the definite integral and its applications. The graphing calculator is an integral part of this course. **A TI-89 graphing calculator is required.** Students enrolled in this course agree to take the AP Calculus AB examination. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENT MAY BE REQUIRED. Prerequisite: H Integrated Math 4 with recommendation of the teacher**

ADVANCED PLACEMENT CALCULUS BC (2 credits – Full year course)

This is an AP level course by which students may earn college credit by successfully completing the AP Calculus BC examination authored by the Educational Testing Service. Differential and Integral Calculus are studied using a highly rigorous approach. Topics studied include differentiation and integration of polynomial and rational functions, logarithmic and exponential functions, trigonometric and inverse functions, parametric, polar, and vector functions, infinite sequences and series, power, Taylor, and Maclaurin series. The graphing calculator is an integral part of this course. **A TI-89 graphing calculator is required.** Students enrolled in this course agree to take the AP Calculus BC examination. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENT MAY BE REQUIRED. Prerequisite: H Calculus BC with recommendation of the teacher**

COMPUTER SCIENCE ELECTIVES

INTRODUCTION TO COMPUTER SCIENCE (Grades 9-12) DUAL ENROLLMENT (CIS 111)

This is the first course in the Computer Science program. This survey course is designed for any student with an interest in computers. Students will learn the fundamental concepts of programming and problem solving in computer science including web development, robotics, game development, mobile app development and simple procedural programming. Students will also spend time learning algorithm development, the history of computers and ethical and social issues of the electronic age. Students will be introduced to programming in both text based and graphical interfaces. This course is a prerequisite for many of the courses in the Computer Science curriculum.

ADVANCED PLACEMENT COMPUTER SCIENCE (Grades 10-12) DUAL ENROLLMENT (CIS 111B)

This is an AP level course that follows the Advanced Placement course of study. The programming language Java is utilized. Topics studied include program design and definition, input/output, data types, algorithm development, modularization, methods, arrays, sorting and searching. A main focus of the curriculum is object oriented design and development. Students enrolled in this course agree to take the AP Computer Science examination. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Prerequisite: Completion of Introduction to Computer Science with a minimum grade of "B" or recommendation of Computer Science Teacher**

GAME & APP DEVELOPMENT PROGRAMMING (Grades 10-12)

In this third course of study, students expand on their previous knowledge of programming by developing games and applications. The focus will be on the interaction of user and computer through the development of games and GUI based interactive programs. Students can expect to develop games and apps for a variety of platforms, including gaming systems, mobile systems and touch based interactions. **Prerequisite: Completion of AP Computer Science with a minimum grade of "B" or recommendation of Computer Science Teacher**

CLIENT SIDE WEB DEVELOPMENT (Grades 9-12) DUAL ENROLLMENT (CIS 114, CIS 116)

This hands-on course is designed to teach students the necessary skills to create quality web sites. Students will create web sites from the ground up using technologies such as HTML, CSS and JavaScript. Students will learn the tools and skills necessary to build, organize and maintain Web sites. JavaScript will be used to add interactivity to web pages. The basics of programming in JavaScript (syntax, controls, functions and objects) will be discussed as well as using JavaScript to create dynamic, event driven pages. Students will also be introduced to basic DOM functionality and AJAX. Throughout the course, students will create web pages using assigned programming techniques. **Prerequisite: Completion of Introduction to Computer Science with a minimum grade of "B" or recommendation of Computer Science Teacher**

H SERVER SIDE WEB DEVELOPMENT (Grades 10-12) DUAL ENROLLMENT (CIS 241)

This third level course is designed to follow Client Side Web Development. Students in this course will learn how to develop dynamic, data driven web sites using server-side technologies. Server side scripting languages (such as PHP, ASP, and JSP) will be discussed to help students develop pages that can interact with server side data. A server side database language (such as MySQL) will also be discussed to help store and organize that data. Students will learn the basics of XML for the purposes of transferring and manipulating data. The course will have many development projects in which students will create web sites under certain guidelines. **Prerequisite: Client Side Web Development with a minimum grade of "B" or recommendation of Computer Science Teacher**

H COMPUTER SCIENCE CAPSTONE (Grades 10-12)

This project based, culminating course of the Computer Science curriculum will bring students together from both tracks to build data driven, robust applications for a variety of platforms. Students will work in teams to identify a real world problem. Students will work together, using their varied knowledge, to create a solution. A significant amount of time will be spent on the development process including team roles, documentation, and iterative development. The final will be an oral presentation of their problem, solution, process and product. **Prerequisite: H Server Side Web Development or Game & App Development Programming with a minimum grade of "B" or recommendation of Computer Science Teacher**

H DATA STRUCTURES (.5 credit) (Grades 10-12) DUAL ENROLLMENT (CIS 112)

This elective course is designed for the student who is seriously considering a major of Computer Science. The typical equivalent of a third course in a college Computer Science sequence, H Data Structures covers the design, implementation and use of a variety of data structures. Topics include linked lists, stacks, queues, trees, maps, and the sorting and searching of these structures. Emphasis will be placed on the purpose and efficacy of each structure as well as the best/worst case scenarios for use. **Prerequisite: Completion of AP Computer Science with a minimum grade of "B" or recommendation of Computer Science Teacher**

MODERN PROGRAMMING LANGUAGES (Grades 9-12)

This elective course is designed for students who are interested in learning additional programming languages, or who desire more time with procedural programming concepts before moving on to the second level of the

Computer Science curriculum. Students in this course will focus on syntax, data types, sequential control, modular design, structured programming, and input/output. Students will be introduced to programming in both text based and graphical interfaces through a variety of modern programming languages. **Prerequisite: Completion of Introduction to Computer Science with a minimum grade of "C" or recommendation of Computer Science Teacher**

GAME DESIGN (.5 credit) (Grades 9-12)

Students in this course will learn, hands-on, what makes a good game. Students will learn the foundations of game creation and game play through experimentation, lecture and practice. This course will use a playcentric approach to game creation in which students will play, analyze, edit and create games in a variety of genres including card, dice, board, addicting and electronic. There will be several projects through this course culminating in the development of an electronic game that uses a simple game creation engine or visual tool. Programming knowledge is NOT required for this class.

SCOPE AND SEQUENCE FOR COMPUTER SCIENCE

Grade 9	Grade 10	Grade 11	Grade 12
Intro. to CS	AP Comp. Sci.	Game & App Dev.	H CS Capstone
Intro. to CS	Client Side Web Dev.	H Server Side Web Dev.	H CS Capstone

MATHEMATICS ELECTIVES

PROBABILITY AND STATISTICS (.5 credit) (Grades 10-12)

This is an introductory course for students who plan to study in the fields of mathematics, physical science, engineering, economics, business, education, psychology, or sociology. Topics include the definition of statistics, probability theory, organization and display of sample data, measures of central tendency, scatter theory, Z-scores, histograms, probability distributions, chance variation, estimates and interferences, and regression analysis. To facilitate understanding of these topics, much of the learning will be accomplished with the aid of the graphing calculator. **A graphing calculator is required. Prerequisite: Algebra 2 or Integrated Math 2**

ADVANCED PLACEMENT STATISTICS (1.5 credits) (Grades 10-12)

This is an AP level course where students may earn college credit by successfully completing the AP Statistics examination authorized by the Educational Testing Service. Topics include exploring data, planning a study, anticipating patterns and statistical inference. Students enrolled in this course agree to take the AP Statistics examination. **A graphing calculator is required. PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Prerequisite: Completion of H Integrated Math 2 with a minimum of a "B" and recommendation of the teacher**

PROBLEM SOLVING STRATEGIES (.5 credit) (Grades 9-12)

This course focuses on problem solving strategies which do not fit neatly into existing mathematics courses such as making systematic lists, eliminating possibilities, matrix logic, and looking for patterns. Students will use these strategies and others to solve problems which will apply in other courses as well as in real life. Through their participation in collaborative group work and presentations, students will enhance their mathematical as well as their interpersonal skills. This course also has a large focus on writing so that students both improve their writing skills and see the value in the process of problem solving. At the conclusion of the course, students will take a Afinal examination which focuses on a variety of strategies learned throughout the course. **Prerequisite: Integrated Math 1**

SAT 1 TEST PREPARATION (.5 credit) (Grades 10-12) (Pass/Fail)

This is a nine week intensive review of both Math and Verbal concepts covered on the SAT 1 General Reasoning Test. The primary objective is to help familiarize students with the overall content and format of question types on the SAT and to discuss strategies and test-taking techniques that will help increase scores. "The Official SAT Study Guide" will be used for practice testing purposes. Online resources will also be incorporated into the course to give students exposure to various tools used for test preparation. Individual student needs will be determined by pre-testing. Progress and skills will be monitored and evaluated throughout the semester. Students should be aware of the challenging nature of the SAT content and have solid problem-solving and reading comprehension skills prior to entering the class. **A graphing calculator is required. This course is also listed in the Language Arts section.**

SCOPE AND SEQUENCE FOR MATHEMATICS

Required courses are in **bold**

COURSE 1	COURSE 2	COURSE 3	COURSE 4	COURSE 5
H Integrated Math 2⁺	H Integrated Math 3^{**+}	H Integrated Math 4⁺	H Calculus BC (1 semester)	AP Calculus BC (2 semesters)
H Integrated Math 2⁺	H Integrated Math 3^{**+}	H Integrated Math 4⁺	AP Calculus AB (2 semesters)	
H Integrated Math 2⁺	H Integrated Math 3^{**+}	H Integrated Math 4⁺	H Calculus	
Integrated Math 1⁺	Integrated Math 2⁺	Integrated Math 3⁺	Integrated Math 4⁺	H Pre-Calculus/ H Calculus
Integrated Math 1⁺	Integrated Math 2⁺	Integrated Math 3⁺	Integrated Math 4⁺	Pre-Calculus
Algebra 1A⁺	Algebra 1B⁺	Geometry⁺	Applications of Trigonometry⁺	Algebra 2⁺ /Pre-Calculus

**H Integrated 3 teachers will meet with students on an individual basis to determine which AP course(s) will best meet their needs.

*In order to transition from one course to the next, students must receive a grade of C- or better. Students receiving a grade below C- will be required to re-take the course.

MUSIC

CHORUS (Grades 9-12)

This course investigates music from other cultures and historical time periods and explores different languages as well as popular American music. Students improve their music reading skills and vocal techniques by exploring solo/duet literature during sectional lessons. Sectional lessons are given on a rotating schedule during the school day. Evening performances are required.

H CHORUS (Grades 9-12)

This course accelerates the musical performance skills of gifted and talented students. The honors sections will exist within the performance ensembles and will receive weighted credit towards graduation.

The student must meet at least three of the following criteria (see instructor for more detailed list): practice at least five days per week for 45 minutes per day; perform appropriate solo repertoire; participate in music festivals such as Districts; take weekly private lessons; participate in an extracurricular or community music organization.

Prerequisite: Audition with at least two members of the high school music faculty, recommendation of a music instructor and participation in Mixed Chorus or Women's Ensemble

CONCERT BAND (Grades 9-12)

This course provides students with the opportunity to improve basic musicianship skills and to perform concert band literature of different time periods and styles on standard concert band instruments. Folk, classical, pop, march and contemporary music is prepared for the winter, pops and spring concerts. Evening performances are required. Sectional lessons are given on a rotating schedule during the school day.

H CONCERT BAND (Grades 9-12)

This course accelerates the musical performance skills of gifted and talented students. The honors sections will exist within the performance ensembles and will receive weighted credit toward graduation.

The student must meet a least three of the following criteria (see instructor for more detailed list): practice at least five days per week for 45 minutes per day; perform appropriate solo repertoire; participate in music festivals such as Montco or Districts; take weekly private lessons; participate in an extracurricular or community music organization. **Prerequisite: Audition with at least two members of the high school music faculty, recommendation of a music instructor and participation in Concert Band**

ORCHESTRA (Grades 9-12)

This course provides instrumental students with the opportunity to perform orchestra music from early classics to contemporary music. Performances include winter, pops and spring concerts, school and community events. Sectional lessons are given on a rotating schedule during the school day. Evening performances are required.

H ORCHESTRA (Grades 9-12)

This course accelerates the musical performance skills of gifted and talented students. The honors sections will exist within the performance ensembles and will receive weighted credit towards graduation. Some after school practice is required.

The student must meet at least three of the following criteria (see instructor for more detailed list): Practice at least five days per week for 45 minutes per day; perform appropriate solo repertoire; participate in music festivals such as Districts; take weekly private lessons; participate in an extracurricular or community music organization.

Prerequisite: Audition with at least two members of the high school music faculty, recommendation of a music instructor and participation in Orchestra

ADVANCED PLACEMENT MUSIC THEORY THROUGH COMPOSITION AND TECHNOLOGY
(offered in even school years e.g. 13/14, 15/16, etc.) (Grades 10-12)

This course uses music composition computer technology as a vehicle to teach advanced concepts in music theory. Students will demonstrate an understanding of the elements of music through a variety of assignments, sight-singing, keyboard, computer applications, and listening activities. Exercises will focus on analysis and study of various historical and contemporary styles. Students will take the Advanced Placement Music Examination published by the Educational Testing Service. **Prerequisite: Music Theory 1 and Music Theory 2. PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE.**

EXPLORING MUSICAL STYLES (.5 credit) (Grades 9-12)

This course studies the composers, trends, styles and techniques in music. Students will experience a chronological approach to music, music history and the basic elements of music. The program will stress techniques of listening and evaluation, and allow exploration with technology in musical composition.

THE HISTORY OF ROCK AND ROLL (Grades 9-12)

This course provides an overview of the history and development of rock and roll music. Students discuss and learn the elements of music that contribute to the rock style as well as the important historical and political events that influenced artists and their music. The course begins with the emergence of rock and roll and chronologically addresses rock music through the present. Styles of rock music that are studied include Fifties, Sixties, British Invasion, Folk, Soul, Motown, San Francisco, Art, Jazz, Seventies, Eighties and current trends.

HOW TO READ MUSIC (.5 credit) (Grades 9-12)

Many students develop a love of music from playing in a band, teaching themselves piano or playing Guitar Hero, but they cannot read music. This course teaches students to read music. It will focus on rhythm reading and pitch reading in treble and bass clefs. Students will be exposed to specific music software. This course also prepares students for Music Theory 1.

JAZZ IMPROVISATION 1 (.5 credit) (Grades 10-12)

This course teaches students the basic skills necessary to improvise in the jazz style. Students must already know how to read music and play the 12 major scales on an instrument. Vocalists must have basic piano proficiency. Students should demonstrate creativity and have a willingness to perform individually. Students will be exposed to Smart Music software and critically listen to jazz music. This course will teach students to read lead sheets and improvise over the chord changes. **Prerequisite: Recommendation of a music instructor or successful participation in Concert Band, Mixed Ensemble, Women's Ensemble, Orchestra and/or Music Theory 1**

JAZZ IMPROVISATION 2 (.5 credit) (Grades 10-12)

This course teaches students intermediate skills necessary to improvise in the jazz style. Students must already know how to read lead sheets, analyze and improvise over basic chord progressions and play dorian, mixolydian, natural minor, blues, diminished and whole tone scales. Students will learn iii-VI-ii-V-I progressions and rhythm changes. Students will critically listen to and analyze jazz music and write solo transcriptions. **Prerequisite: Successful completion of Jazz Improvisation 1**

MUSIC THEORY 1 (Grades 9-12)

This course provides a study of music theory, rhythmic and melodic dictation, transposition, arranging and music listening techniques. Students will be exposed to specific music software. This course is designed for students with a thorough background in musical performance who can already read music.

MUSIC THEORY 2 (Grades 9-12)

This course is designed for serious music students who have successfully completed the *Music Theory 1* course. In-depth review of the *Music Theory 1* course, harmonic dictation and four-part writing will be studied. Advanced arranging and composition activities will focus on the use of computer technology. **Prerequisite: Music Theory 1**

WOMEN'S ENSEMBLE (1 credit-alternate blocks per year) (Grades 9-12)

This course is open to all female students enrolled in Mixed Chorus, Orchestra or Concert Band. Students perform music from different styles and historical periods at student and community functions. Students investigate music from other cultures and explore different languages as well as popular American music. Students improve their music reading skills and vocal techniques and explore solo/duet literature during voice classes. Sectional lessons are given on a rotating schedule during the school day.

SCIENCE

PHYSICAL SCIENCE

The foundation of this course is designed to emphasize the process skills of science and build science literacy skills through content area reading and laboratory activities. The skills developed in this course are necessary building blocks for Chemistry and Physics. Methods for the measurement, collection, analysis and interpretation of data are an important focus of this course. Literacy and writing are supported through the development of scientific explanations and conclusions.

APPLIED BIOLOGY

This course is designed to assist students in developing an understanding of the life processes of living things and the scientific method. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. Skills that will be reinforced include experimental procedure, laboratory safety, data collection, and problem solving. Topics that will be addressed include the scientific method, cell biology, genetics, ecology, and evolution. Students are expected to actively participate in class discussions, activities, and to develop lab reports.

BIOLOGY

This course places an emphasis on the life processes of living things through a study of the biochemical and physiological processes involved and the systems which carry them out. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. The content is adjusted to the learning aptitudes and achievement levels of the students. This is a college preparatory class, however, the activities are more teacher-directed than in H Biology. Students may need more academic support than the H Biology student.

H BIOLOGY

This course places an emphasis on the life processes of living things through a study of the biochemical and physiological processes involved and the systems which carry them out. Laboratory investigations are used to help make the basic concepts more understandable and to apply biological models to problem situations. The content is adjusted to the learning aptitudes and achievement levels of the students. This course requires a recommendation from the 8th grade science teacher. It requires higher level thinking skills and the ability to understand abstract concepts. There will be higher expectations for students as they work in cooperative learning groups. This course will require high level writing and critical reading skills and a high degree of self-motivation.
Recommendation of teacher required.

CHEMISTRY IN THE COMMUNITY

Chemistry in the Community is a course designed for students considering a variety of post-secondary options. Topics include experimental design, properties of matter, chemical bonding, chemical reactions and energy, with an emphasis on practical applications. Abstract concepts will be minimal and the necessary mathematical skills will be developed in class. This course is NOT recommended for students planning to be a science major in college.

Science Prerequisite: Completion of Biology
Math Prerequisite: Completion of Algebra 2 with a minimum grade of a "B-" or Completion of Integrated Math 2

CHEMISTRY

Chemistry is a course designed for college-bound students. Topics include properties of matter, atomic theory, chemical periodicity, chemical reactions, stoichiometry and gas laws. The course is supplemented with laboratory experiences.

Science Prerequisite: Completion of Biology with a minimum grade of a "B-"
Math Prerequisite: Completion of Integrated Math 2 with a minimum grade of a "B"

H CHEMISTRY

This course is a rigorous course designed for students exploring a potential career in science. Topics include properties of matter, atomic theory, chemical periodicity, chemical reactions, stoichiometry, gas laws, thermodynamics, kinetics and equilibrium. The course is supplemented with laboratory experiences. These topics are covered in greater depth and with a more mathematical approach than in Chemistry. **Recommendation of teacher required.**

Science Prerequisite: Completion of H Biology with a minimum grade of a "B" or
Completion of Biology with a minimum grade of an "A"
Math Prerequisite: Completion of H Integrated Math 2 with a minimum grade of a "B"

PHYSICS

The study of physics includes developing a detailed knowledge and understanding of the basic laws and principles which govern our universe. This course will focus specifically on Newtonian mechanics, or how and why things move. Skills such as problem solving, scientific reasoning, and technical writing will be emphasized in this course. This course will use computer interface equipment to collect and analyze data to illustrate principles learned in the course. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology.

Science Prerequisite: Completion of Biology
Math Prerequisite: Completion of Integrated Math 3 with a minimum grade of a "B-"

H PHYSICS

The study of physics includes developing a detailed knowledge and understanding of the basic laws and principles which govern our universe. This course will focus specifically on Newtonian mechanics, or how and why things move. Skills such as problem solving, scientific reasoning, and technical writing will be emphasized in this course. This course will use computer interface equipment to collect and analyze data to illustrate principles learned in the course. Students will cover course content in greater depth and scope than is covered in physics classes. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology. This course is recommended for students planning to pursue professional careers in science, engineering, and/or medicine. **Recommendation of teacher required.**

Science Prerequisite: Completion of Chemistry with a minimum grade of an "A" or
Completion of H Chemistry
Math Prerequisites: Completion of H Integrated Math 3 and
H Integrated Math 4 concurrently or completed

ELECTIVES

ADVANCED PLACEMENT PHYSICS C (2 credits – Full year course) (Grades 11-12)

The AP Physics C course focuses on the topics of Newtonian mechanics and electricity and magnetism. These topics are explored in great depth and at a very technical level. The use of calculus in problem solving and in derivations is expected to increase as the course progresses. This course is recommended for students interested in pursuing careers in science and engineering. Advanced Placement Physics C is an excellent complement to an

AP Calculus course. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Recommendation of teacher required.**

Science Prerequisite: Completion of AP Chemistry **or**
Completion of H Physics with a minimum grade of a "B"
Math Prerequisite: H Calculus or AP Calculus concurrently

ADVANCED PLACEMENT BIOLOGY (2 credits – Full year course) (Grades 11-12)

This course is equivalent to a college introductory biology course taken by biology majors during their first year. The labs done by AP students are equivalent to those done by college students. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills. The course emphasizes developing a detailed understanding of biological concepts. The topics covered fall into three general areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Summer assignment is required and students will be tested on this material in the fall. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Recommendation of teacher required.**

Science Prerequisites: Completion of H Biology with a minimum grade of a "B" and
Completion of H Chemistry with a minimum grade of a "B"

ADVANCED PLACEMENT CHEMISTRY (2 credits – Full year course) (Grades 11-12)

The AP Chemistry course focuses on topics in inorganic chemistry including stoichiometry, states of matter, aqueous and non-aqueous solutions, kinetics, thermodynamics, equilibrium and electrochemistry. The AP Chemistry curriculum also includes intensive laboratory experiences. Summer assignments are required and students will be tested in the fall. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. Recommendation of teacher required.**

Science Prerequisite: Completion of H Chemistry with a minimum grade of a "B"
Math Prerequisite: Completion of H Integrated Math 3 with a minimum grade of "B"

ANATOMY & PHYSIOLOGY (Grades 11-12)

This course is designed to provide students with an in-depth study of human anatomy (structure) and physiology (function). It is strongly recommended for students who have an interest in medicine, nursing, or other health careers. Emphasis is placed on the systems of the body, tissue types, blood, pregnancy, growth, development, and genetics. Students will describe the systems and compare patterns found in anatomy. Laboratory work will include various dissections and microscopic studies of tissues. Students will use appropriate methods for communicating in writing and orally the processes and results of anatomical investigations. Students will be encouraged to work cooperatively in laboratory situations and take an active role in their learning.
Recommendation of teacher required.

Science Prerequisites: Completion of Biology with a minimum grade of a "C" and
Completion of Chemistry

ASTRONOMY (Grades 9-12)

This course examines how we investigate the universe, what the energy sources are that drive the stars, and how matter is organized into planets, stars and galaxies. It is recommended that the student have a strong interest in science. **Prerequisite for 9th grade students is Math 8H (CMS)**

ENVIRONMENTAL SCIENCE (Grades 11-12)

This course addresses the physical factors which affect the quality of life for plants and animals (particularly for man) as they interact in a shared environment. The participants in the course will examine the effect of their own

attitudes and those of others as the course deals with how each organism (particularly man) attempts to meet its needs and how those attempts have an impact on other organisms.

Science Prerequisite: Completion of Biology or Applied Biology

H ENVIRONMENTAL SCIENCE (Grades 11-12)

This course provides the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems to evaluate risks associated with these problems and examine the possible solutions for solving them.

Science Prerequisites: Completion of H Biology with a minimum grade of a "B" or
Completion of Biology with a minimum grade of an "A"

Completion of H Chemistry with a minimum grade of a "C" or
Completion of Chemistry with a minimum grade of a "B"

FORENSIC SCIENCE (Grades 11-12)

Forensic science is an interdisciplinary course. It relates various sciences to the legal system. This course will use concepts and lab analysis techniques from the fields of chemistry, biology, physical science, and earth science. Technology such as chromatography, DNA analysis, fingerprinting, and fiber analysis will be utilized to analyze mock crime scenes. Students are expected to investigate, record, and present data from case studies and mock crime scenes. They will make use of critical thinking skills to evaluate a situation, apply appropriate technology to gather data, and assimilate important data in order to solve problems. **Recommendation of teacher required.**

Science Prerequisites: Completion of Biology with a minimum grade of a "C" and
Completion of Chemistry with a minimum grade of a "C" or
Completion of Chemistry in the Community with a minimum grade of a "B"

H FUNDAMENTALS OF ENGINEERING (2 credits – Full year course) (Grades 11-12)

The H Fundamentals of Engineering course is a full year course designed for students interested in pursuing the engineering profession. This project-based learning course will develop problem solving skills via advanced science and technology applications. Historical perspectives of technological development and career education in the fields of engineering and engineering technology will also be emphasized. Developing cooperative learning, technical communication and leadership skills will be a vital part of this course. Students in this course will work cooperatively with the students enrolled in the Engineering Technology course. **Recommendation of teacher required.**

Science Prerequisite: Completion of H Chemistry or H Physics with a minimum grade of a "B"

H MICROBIOLOGY (Grades 10-12)

H Microbiology is an introduction to the microbial world, including discussion of bacteria, such as anthrax and viruses like the bird flu. Topics include biological warfare, human infection, and the immune system response. This course includes formal lessons and many exciting lab experiments that mimic what occurs in the Biotech Industry. The course uses a college text, assessments and labs. Students who are self-directed and interested in life science in college or as a career should consider taking this course.

Science Prerequisite: Completion of H Biology with a minimum grade of "B-" or
Completion of Biology with a minimum grade of a "B+"

H SCIENCE RESEARCH SEMINAR (Grades 10-12)

H Science Research Seminar is an honors level course in which students will complete independent research projects supervised by a faculty member of the science department. This course is designed to complement the required science curriculum. **Recommendation of teacher required.**

SCOPE AND SEQUENCE FOR SCIENCE

Required courses are in **bold**

<u>COURSE 1</u>	<u>COURSE 2</u>	<u>COURSE 3</u>	<u>COURSE 4</u>
H Biology	H Chemistry	H Physics	AP/Honors Elective
Physical Science	Biology	Chemistry	Physics/Elective
Physical Science	Applied Biology	Chem in the Comm/ Environmental Science	General Elective

ELECTIVES*

ADVANCED PLACEMENT ELECTIVES

AP Biology
AP Chemistry
AP Physics C

GENERAL ELECTIVES

Anatomy & Physiology
Astronomy
Environmental Science
Forensic Science

HONORS ELECTIVES

H Environmental Science
H Fundamentals of Engineering
H Microbiology
H Science Research Seminar

***Students may enroll in elective courses when all prerequisites have been met.**

SOCIAL STUDIES

UNITED STATES HISTORY 9, 9H

This course includes historical development of the United States from the year 1876 to topics relevant in present day. Political, economic and social history will be the major focus of content while 21st century skills are embedded in the curriculum. Immigration, expansion, foreign policy, civil rights, conflict and economics make up part of the major themes of the course.

ADVANCED PLACEMENT UNITED STATES HISTORY (2 credits-Full year course that serves as the 9th grade required Social Studies credit)

This course is designed to present a college-level survey of American History from Native Americans to the present. Students will be exposed to both facts and controversies in American History. The course requires: (a) an understanding of the principles in United States history; (b) an awareness of the consequences of American relations with the rest of the world; and (c) an ability to analyze historical evidence especially through the use of primary sources. The course is writing and reading intensive with essays and document-based questions at the core of study. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENTS ARE REQUIRED.**

GLOBAL STUDIES 10, 10H

This course introduces and addresses world economics, religion and governmental systems and their effect on culture. The connection of cultures past, characteristics and geography will be illustrated to understand daily life.

WORLD CULTURES 11

World Cultures 11 is designed to give the student a greater world perspective by examining five important cultural regions; Europe, Russia and the Russian Republics, Latin America and Southeast Asia. The students will explore and analyze each region's geography, history, belief systems, political systems, culture, standard of living and contemporary issues. Project based learning will be a strong focus throughout the semester.

H WESTERN CIVILIZATION 11

This course surveys the political, economic, and cultural development of Europe since the Renaissance. Major areas of study include the birth of western ideas, the transition to modern times, the emergence of modern nations, the development of industrial society, Europe's world supremacy and the twentieth century.

ADVANCED PLACEMENT EUROPEAN HISTORY (2 credits-Full year course that serves as the 11th grade required Social Studies credit)

This course is designed to build on the student's knowledge of the factual narrative: (a) an understanding of some of the principle themes in modern European history; (b) an awareness of the consequences of European contacts with other areas of the world; and (c) an ability to analyze historical evidence. This college-level survey course examines in detail the social, political, religious, intellectual, technological and economic themes in Europe from the Renaissance to present day. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENTS ARE REQUIRED.**

UNITED STATES GOVERNMENT AND POLITICS 12, 12H

This course provides opportunities for students to gain an understanding of the functions of the national and state governments in preparation for assuming responsible roles in the political process. The major units of study include Constitutional underpinnings, political participation, institutions and policy, and civil liberties and civil rights. Contemporary issues confronting the United States are discussed.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (2 credits-Full year course that serves as the 12th grade required Social Studies credit)

The course is designed to give students an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret American politics and the analysis of specific examples. It will focus on the various institutions, groups, beliefs, and ideas that constitute U.S. politics. The major units of the course include Constitutional underpinnings of the United States Government, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of the national government, and civil rights and civil liberties in America. Additionally, the course will explore the dynamics of both fiscal and monetary policy to include such topics as production, employment, business cycles, inflation, taxation, government spending, interest rates, and the workings of the Federal Reserve. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENTS ARE REQUIRED.**

ELECTIVES

ADVANCED PLACEMENT PSYCHOLOGY (2 credits-Full year course) (Grades 11-12)

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of humans and other animals. Students will be exposed to psychological facts and principles associated with the major subfields of psychology. They will learn the methods that psychologists use in conducting and reporting on research. This challenging course will be presented as an entry-level college course in psychology. **PLEASE REVIEW THE ADVANCED PLACEMENT SECTION ON PAGE 4 BEFORE SELECTING THIS COURSE. SUMMER ASSIGNMENTS ARE REQUIRED. *Prerequisite: Students must have the recommendation of their last English and Social Studies teacher.**

CONFLICTS AND CONNECTIONS (.5 credit) (Grades 9-12)

This course is an analysis of conflict as an inescapable part of our daily lives. The examination of global, national, and personal conflict scenarios will enable students to draw connections and facilitate successful solutions. This course is designed for students seeking such solutions and for those interested in this field as a career possibility. This course contains both academic and project-based learning components.

ECONOMICS, H ECONOMICS (.5 credit) (Grades 10-12)

Economics aims to explain how economies work and how economic agents interact. This course will be a survey of the major components of economics. In this course, we examine this cost-benefit choice mechanism for 3 entities: consumers, firms, and government. The majority of the course is devoted to trying to understand why consumers and firms make the choices we observe. We will also evaluate whether these choices are good or bad from a social point-of-view, and how government intervention might influence the outcomes of these choices. This is a rigorous course designed for students who are academically motivated and who have an interest in economics and social studies.

GENOCIDE STUDIES: History of the Holocaust (.5 credit) (Grades 10-12)

This course serves as a forum for understanding history and human nature. By integrating the study of history, psychology, sociology, and other social sciences, the student will develop an understanding and awareness of the events that led to the atrocities of genocide over the course of human history, specifically that of the Nazi Holocaust of 1933-1945. Students will be provided with a historical account of this injustice as compared to other historical accounts, supplemented with social science lessons in order to better understand the behavior that allowed such violations of human rights to occur. A research project is required.

INTERACTIVE PENNSYLVANIA HISTORY (Grades 10-12)

This course will be an in-depth study of topics and personalities from Pennsylvania history. PA state sponsored websites will be utilized in this course as will multiple field trips to relevant areas of significance to allow for a more interactive experience. Topics will include William Penn, Milton Hershey, the steel industry and anthracite coal mining in addition to high interest local history. This is primarily a project based course that has students working both independently and collaboratively on classroom laptops to achieve stated goals.

PSYCHOLOGY (Grades 10-12)

This course provides students with a practical knowledge of the basic psychological concepts necessary to help understand human behavior. These concepts will be further applied to the thinking process, the learning process and problems of society. A research project is required.

H SOCIAL STUDIES SEMINAR (.5 credit) (Grades 10-12)

H Social Studies Seminar blends a hybrid of fields within the Social Studies to create a unique and engaging course. Aspects of history, culture, geography and citizenship will form the core of a curriculum for students who enjoy self-directed learning. Considerable amounts of higher level reading and a research component will be required as this course carries an honors weight. This course is intended for students with an interest in Social Studies experiences not typical in the core courses (such as field work in conjunction with a local historical site). **Students must be recommended by a Social Studies teacher.**

SOCIOLOGY (Grades 10-12)

This course introduces basic concepts and principles of social interaction and social institutions such as the family, the schools, the church and government. Contemporary problems concerning these interactions and institutions will be explored.

UNITED STATES AT WAR IN THE 20TH CENTURY (.5 credit) (Grades 10 – 12)

This course will examine 20th Century history from a United States military perspective. The course will analyze major military topics throughout the 1900s with an emphasis on 20th Century wars that have shaped the modern world. Furthermore, the course will look at the leaders, strategists and soldiers who engaged in these wars. The ethics of warfare will be a recurring theme. The course will also examine the evolution of technology and its impact on warfare. World War II and Vietnam will be the most closely examined of the five major wars covered.

GENERAL SCOPE AND SEQUENCE FOR SOCIAL STUDIES

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
US History 9	Global Studies 10	World Cultures 11	US Gov. & Politics 12
H US History 9	H Global Studies 10	H Western Civ. 11	H US Gov. & Politics 12
AP US History	H Global Studies 10	AP European History	AP US Government

SPECIAL EDUCATION

Special Education courses are reserved for students in grades 9-12 who have special needs and are eligible for special education classes as a result of the IEP process.

LANGUAGE ARTS 9: Part 1

This course offered in the fall is designed to give freshmen fundamental writing skills in the five domains (focus, content development, organization, style and conventions). The writing curriculum focuses on grammar, vocabulary, and on sentence and paragraph construction. The reading component of this course addresses elements of fiction, non-fiction, and poetry. Students enrolled in this course are expected to take Language Arts 9: Part 2 the following semester.

LANGUAGE ARTS 9: Part 2

This course offered in the spring is designed to assist freshmen in refining their skills in the five writing domains (focus, content development, organization, style and conventions). The writing curriculum includes research fundamentals and incorporating quotes from literature into an essay. The reading component of the curriculum focuses on examining reading materials and creating arguments that can be supported using quotes from the text. **Prerequisite: Language Arts 9: Part 1**

LANGUAGE ARTS 10: Part 1

This course offered in the fall of sophomore year utilizes non-fiction texts to help students achieve critical reading comprehension and writing skills while focusing on sequencing, main idea and relevant details, summarization, author's purpose, bias and propaganda, and presentation skills. Students enrolled in this course are expected to take Language Arts 10: Part 2 the following semester.

LANGUAGE ARTS 10: Part 2

This course offered in the spring of sophomore year is designed to assist students in interpreting literature to analyze story elements, character development, uses of symbolism and figurative language, make predictions, and draw conclusions and logical inferences. Discussions, writing and use of open-ended responses encourage sharing and exchange of student ideas. **Prerequisite: Language Arts 10: Part 1**

LANGUAGE ARTS 11

Selected pieces of both literature and non-fiction are used to increase and refine student literacy. A major research paper required for graduation is completed as part of this course.

LANGUAGE ARTS 12

Emphasis is placed on increasing practical English skills in listening, speaking, reading and writing. Job applications and job interviews are practiced. Critical reading comprehension is refined using nonfiction texts.

***READING FOR YOUNG ADULTS – 1A (Grades 9-12)**

This course is designed for those students who have not internalized sounds and word structure. It utilizes multi-sensory, structured language techniques to teach students how to fluently and accurately decode words. Topics covered include sound/symbol relationships, encoding, syllable types and word construction rules. This course must be followed by Reading for Young Adults-1B.

***READING FOR YOUNG ADULTS – 1B (Grades 9-12)**

This course is designed for those students who have not internalized sounds and word structure. It utilizes multi-sensory, structured language techniques to teach students how to fluently and accurately decode words. Topics covered include sound/symbol relationships, encoding, syllable types and word construction rules. This course follows Reading for Young Adults-1A.

***READING FOR YOUNG ADULTS – 2A (Grades 9-12)**

This course provides continued instruction for those selected students who are learning to internalize sounds and word structure. It incorporates a multi-sensory, structured language approach to teach higher-level word attack skills. It also introduces basic comprehension strategies. This course must be followed by Reading for Young Adults-2B.

***READING FOR YOUNG ADULTS – 2B (Grades 9-12)**

This course provides continued instruction for those selected students who are learning to internalize sounds and word structure. It incorporates a multi-sensory, structured language approach to teach higher-level word attack skills. It also introduces basic comprehension strategies. This course follows Reading for Young Adults-2A.

***READING FOR YOUNG ADULTS – 3 (Grades 9-12)**

This course is designed for students who need to improve their ability to understand and interpret written passages. Specific reading comprehension strategies will be taught and practiced. (*This course may be repeated for credit*).

***Reading is required for freshmen who scored less than proficient on the 8th grade PSSA and for sophomores who were not proficient on 9th grade state and local assessments.**

PRACTICAL MATH 1

This math course provides comprehensive instruction that students need for independent living. The course focuses on using math skills in real-life situations for students who have basic computational skills but need practice in applying these skills. Students eligible for this course need to be recommended by their IEP team and current math teacher.

PRACTICAL MATH 2

This math course provides students with key math concepts essential for successful adult living. Students will learn daily living skills such as buying groceries, budgeting, education, travel, money management, banking, credit-card math, career choices, consumerism, jobs, and everyday living. Students eligible for this course need to be recommended by their IEP team and current math teacher. **Prerequisite: Practical Math 1**

PRACTICAL MATH 3

This business-oriented math course covers critical skills like wages, benefits, managing a business, Human Resources, travel, corporate banking, operating expenses, insurance, government regulations, sales and marketing, and mail-order business. This course will teach students the math skills they need to enter the workforce. Students eligible for this course need to be recommended by their IEP team and current math teacher. **Prerequisite: Practical Math 2**

PRACTICAL MATH 4

This math course helps students build a variety of skills that prepare them for making that critical transition to independent living and managing on their own. Topics include budgeting, housing, transportation, employment, setting goals, getting along with others, handling change and stress, health, safety, community issues and

citizenship. Students eligible for this course need to be recommended by their IEP team and current math teacher. **Prerequisite: Practical Math 3**

SOCIAL STUDIES 9

This course focuses on the historical development of the United States from the Industrial Revolution to the present. Students will develop reading and writing skills as they explore historical themes including industrialization, immigration, warfare and reform.

SOCIAL STUDIES 10

This course introduces students to world geography, governmental systems, economics, religion and culture. Students will develop reading and writing skills as they explore Sub-Saharan Africa, East Asia, South Asia and Russia.

SOCIAL STUDIES 11

This course examines western civilization through its political, economic and social developments. Students improve reading and writing skills as they explore historical themes in Europe from the Renaissance to the present day.

SOCIAL STUDIES 12

This course introduces students to American government through explorations of local, state and federal government and the Constitution. Students continue to refine reading, writing and analytical skills while preparing to become voting citizens.

CAREER EXPLORATION

Students in this course research and investigate career options while developing functional work skills including critical thinking, enthusiasm, communication, teamwork and networking, skills necessary to obtain employment and be successful in the world of work. Students are introduced to numerous jobs in 12 different career clusters in the Pennsylvania Career Guide. They consider post-secondary choices to fit their interests and their needs, and they practice resume-developing skills and job-searching techniques.

EDUCATIONAL SUCCESS

This program provides behavioral skills and supports needed for students with the proper diagnosis. Group and individual counseling along with coping skills are learned and practiced. Further, study skills and organization are taught and utilized in other courses. **Classes may be repeated for additional credit.**

SOCIAL THINKING

Students with specific diagnoses can be enrolled in this course through the IEP process. It is part of a program designed to provide these students with explicit instruction in social thinking and related social skills. It gives students tools and practice to enable them to think about how they interact with others and to consider the impact of their behaviors on those around them in different social contexts. **Classes may be repeated for credits.**

LIFE SKILLS PROGRAM

The Life Skills program is designed for students in grades 9-12, and participation is determined by the IEP process. The program utilizes a functional academic curriculum which targets social skills, living skills and work readiness. Students participate in community-based instructional activities, and work training experiences provide students with an annual rotation of opportunities to develop and improve employment skills. The program emphasizes transition skills and making connections with post-secondary agencies to assist students after graduation from PWHS.

TECHNOLOGY EDUCATION

PRODUCT DESIGN 1 (Grades 9-12)

This course will provide an overview of the design and problem solving process by incorporating hands-on activities to promote creativity and teamwork. Students will have the opportunity to experience all areas of technology, including, but not limited to: Communication Technology, Manufacturing Technology and Materials Technologies. Through the activities of this course, students will develop a comprehension of technological processes and systems from which further study can develop. Instruction will encompass work in all aspects of technology and may be team taught by the technology education staff.

PRODUCT DESIGN 2 (Grades 10-12)

Students will consider advanced topics of design and manufacturing. A large emphasis is placed on the process of planning for production through the use of various technologies including, but not limited to, CAD (both 2D and 3D), CNC equipment and traditional manufacturing methods. This course will provide a solid background for further study in Engineering Technology **Prerequisite: Wood 1, Wood 2, Metal Fabrication, or Product Design 1**

CNC FABRICATION (Computer Numerical Control Fabrication) (Grades 10-12)

This course applies principles of Computer Numerical Controlled Technology. The course builds on computer solid modeling skills developed in CAD and Product Design courses. Students will use CNC equipment to produce physical prototypes of their three-dimensional designs. Fundamental concepts of automation as used in automated manufacturing and design analysis are included.

ENGINEERING GRAPHICS TECHNOLOGY (.5 credit) (Grades 10-12)

This course is designed with the future engineering technology student in mind. Opportunity to practice and apply two and three dimensional drawing techniques will be provided. Students will learn techniques and procedures used to design products and communicate with geometry. A series of design problems, aligned with activities of the engineering course, will provide the foundation for this course. This course will provide a fast-paced look at the design behind the engineering as well as the communication between the design and production phase of industry.

ENGINEERING TECHNOLOGY (2 credits – Full year course) (Grades 11-12)

The Engineering Technology course is a full year, hands-on course targeted for those students interested in a career in engineering technology. This project based learning course will develop problem solving skills via science and technology applications. Historical perspectives of technological development and career education in the fields of engineering and engineering technology will also be emphasized. Developing cooperative learning and technical communication skills will be a vital part of this course. This course will work cooperatively with the H Fundamentals of Engineering course. **Science Prerequisite: Students should have successfully completed Chemistry**

COMPUTER AIDED DRAWING AND DESIGN 1 (Grades 9-12) DUAL ENROLLMENT (DRA 110 and/or 115)

This course is designed to explore the world of drafting and design communication. Through manual drawing and computer-aided design software (CAD), the students will learn different techniques and procedures to create designs and to communicate with geometry. A series of design problems, dealing with basic geometric shapes, orthographic projection, and pictorial drawings will be the foundation for this course. The entire course is built around the importance of communicating precise, accurate messages between the design and production phase of industry.

COMPUTER AIDED DRAWING AND DESIGN 2 (Grades 10-12)
DUAL ENROLLMENT (DRA 215)

This course is designed to further explore the world of drafting and design, covering three-dimensional (3D) drawing fundamentals. It examines the 3D capabilities of the latest and most sophisticated release of Autodesk products to date. For many years designers have been taught to think spatially yet have only been trained to draw two-dimensionally. With 3D CAD software, this is no longer the case. Specific topics include an overview of UCS, 3D drawing and editing, and constructing wire frames. The course teaches commands needed to produce construction planes, 3D faces, 3D solid models and multiple 3D views. Additional discussions include using blocks, layers, mouse and keyboard editing for 3D geometric creation. Students will also create complex computer models to render, shade, and animate. Animations will be in the form of walk-through or detail and assembly designs.

Prerequisite: Computer Aided Drawing and Design 1

3D ANIMATION AND DIGITAL MEDIA 1 (Grades 9-12)

Computer 3D modeling and animation are powerful tools for the communication of ideas, information and feelings. They are increasingly applied to television graphics, film special effects, visualization in architecture and product design. This course will develop and expand the theory and practice of 2D and 3D animation technologies. Students enrolled in 3D Animation and Digital Media 1 will have the opportunity to develop a broad understanding of animation technology; included is the creation and publication of 2D and 3D digital stills and animation media. A broad array of software will be utilized throughout the semester, including (but not limited to) 3D studio VIZ, Dreamweaver, Indesign, Imageready, Photoshop, and Autodesk Inventor.

3D ANIMATION AND DIGITAL MEDIA 2 (Grades 10-12)

This course will provide an additional opportunity for students to experience the creation of high quality animations. Specific attention will be paid to character generation, visual effects, material applications and the development of animated P.S.A.'s (Public Service Announcements). The ultimate goal of the class will be the production of an animated short film and similar introductory projects. **Prerequisite: 3D Animation and Digital Media 1**

ARCHITECTURAL DRAWING AND DESIGN (Grades 9-12)

This course is designed to explore the world of architectural drawing and design. Through manual drawing techniques and computer-aided drafting software (CAD), the student will develop an understanding of the various processes employed to create and to communicate with geometry. Students will work through a series of design problems, while developing working drawings for residential construction. The language of architecture and the construction processes and principles will be examined. Work will be completed on CAD stations as availability allows. Students will also have the opportunity to work on a 3-Dimensional software package working in virtual space. The entire course is built around the importance of communicating between the design phase and the production and/or the construction phase.

REAL ESTATE PRINCIPLES (.5 credit) (Grades 9-12)

This course provides students with knowledge and skills needed to make an informed decision when purchasing a home. The course will cover the financial aspects of real estate investment and the practical aspects of home ownership. Activities will include exploration of potential investments on the Internet, visits to model homes, and study of the fundamentals of housing construction and maintenance. We will also explore the requirements and potential for a real estate career. **This course is taught in conjunction with the Business & Information Technology Department.**

ROBOTICS DESIGN, BUILD AND PROGRAM (.5 credit) (Grades 9-12)

Robotics Design, Build and Program is taught using VEX robots as well as the robotics club's (previous year) robot to teach students logic and problem solving with an entertaining approach. This course combines science, technology, engineering and mathematics in a very current field to solve challenges provided by the instructors. Using a variety of tools and techniques students will design, create, debug, and implement a functional robot to

accomplish specific tasks autonomously as well as in a remote-control mode. For more information about Robotics at PWHS see Mr. Yeagle or Mr. Kumpfert or search [youtube.com](https://www.youtube.com) for PW Robotics.

WORLD LANGUAGES

MODERN LANGUAGES

The study of modern world languages can foster the ability of students to do these tasks:

- communicate and interact with people in the target language
- improve their understanding, and sensitivity, to cultural similarities and differences
- develop an appreciation for cultural difference
- succeed in an ever-changing and competitive global community
- enter into a diverse workplace and/or continued education
- improve critical thinking and problem solving skills
- engage in life-long learning
- participate in the local, national and world communities

The philosophy, therefore, in teaching modern world languages is developing communicative competence. Students should be able to speak, listen, read and write in the target language, and should develop proficiency as they progress through the curriculum. Since the curriculum is proficiency based, each course has as a benchmark the achievement of a certain level of proficiency as described by the ACTFL guidelines.

FRENCH 1A

The Level 1A French course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. It assumes that the students have minimal or no prior knowledge of the language and culture.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 1A, students will exhibit Novice Mid level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

FRENCH 1B

The Level 1B French course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. It is expected that students have completed French 1A or have had some previous study of the language.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 1B, students will exhibit Novice High level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

FRENCH 2

The Level 2 French course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. Students begin to show a greater level of accuracy when using basic language structures and when exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. It assumes that the students have successfully completed a Level 1 course and/or are at a Novice-High level of proficiency.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 2, students will exhibit Intermediate-Low level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

FRENCH CIVILIZATION AND CULTURE 3

The purpose of this class is to allow students interested in the study of French to continue their studies in a class focusing in large part on the history and cultures of the Francophone world. This course serves as an alternative to the AP/Honors French track and will culminate in French Civilization and Culture 4. The French Civilization and Culture 3 course will enable students to continue to develop listening and speaking proficiency with a focus on culture proficiency at a higher level. Students will explore what it means to be French or part of the Francophone world, including the history and cultural practices of the various French speaking communities.

Prerequisite: Successful completion of French 2 and/or proficiency level of Intermediate Low

H FRENCH 3

This course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. It assumes that the students have successfully completed a Level 2 course and/or are at an Intermediate-Low level of proficiency.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 3, students will exhibit Intermediate-Mid level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

FRENCH CIVILIZATION AND CULTURE 4

This course is offered as an alternate course of study for those students of French interested in pursuing an interest in the history and cultures of the Francophone world. This course runs parallel to the AP/Honors French track and will develop speaking and listening proficiency while expanding students' cultural proficiency.

Prerequisite: Successful completion of French 3 or Honors 3 and a proficiency level of Intermediate Mid

H FRENCH 4

The Level 4 French course focuses on the development of communicative competence in the French language and understanding of the culture of French speaking people. During this course, most students should move into the Intermediate-High level of proficiency. They gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). It assumes that the students have successfully completed a Level 3 course and/or are at an Intermediate-Mid level of proficiency.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 4, students will exhibit Intermediate-High level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

AP FRENCH LANGUAGE/H FRENCH 5

This course is the equivalent of a third-year college course in advanced French writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking this course, emphasizing the use of French for active communication, have the following objectives:

1. the ability to comprehend formal and informal spoken French;
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in French;
3. the ability to compose expository passages; and
4. the ability to express ideas orally with accuracy and fluency.

Only students who have demonstrated proficiency in all four language skill areas appropriate to this level, and have a teacher recommendation will be admitted to AP French Language. All students who enroll in this course are required to take the AP exam to receive full weighted credit.

Students may opt to take this class for Honors credit instead of AP credit. If they choose to do so, they are not required to take the AP exam, and they will have less rigorous assessments. They will however be presented with the same curriculum as the AP course.

H FRENCH 6

This is a special topics course for students who have completed the AP French Language or H French 5 course. It is designed to offer students an opportunity to further develop their proficiency in the language through interpretive, interpersonal and presentational modes of communication.

Only students who have demonstrated proficiency in all four language skill areas appropriate to this level and have a teacher recommendation will be admitted to H French 6.

SPANISH 1A

The Level 1A Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. It assumes that the students have minimal or no prior knowledge of the language and culture.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 1A, students will exhibit Novice Mid level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

SPANISH 1B

The Level 1B Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. It is expected that students have completed Spanish 1A or have had some previous study of the language.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 1B, students will exhibit Novice High level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

SPANISH 2

The Level 2 Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. It assumes that the students have successfully completed a Level 1 course and/or are at a Novice-High level of proficiency.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 2, students will exhibit Intermediate-Low level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

SPANISH IN THE WORKPLACE 3

With over 34 million people speaking Spanish in the United States, students can expect to encounter the language in a variety of work environments after graduation. This course will enable students to continue to develop speaking and listening proficiency that can be applied to workplace tasks when interacting with speakers of Spanish. This course is an alternative to the AP curriculum that continues with H Spanish 3. By the end of this course, students can expect to use practical Spanish in a variety of occupational settings. **Prerequisite: Successful completion of Spanish 2 and/or a proficiency level of Intermediate Low**

H SPANISH 3

This course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. It assumes that the students have successfully completed a Level 2 course and/or are at an Intermediate-Low level of proficiency.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 3, students will exhibit Intermediate-Mid level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

SPANISH IN THE WORKPLACE 4

With Spanish being the second most popular language spoken in the United States, Spanish 4 will build upon students' speaking and listening skills as they apply them to additional workplace environments where they will be interacting with speakers of Spanish. This course is an alternative to the AP curriculum that continues with H Spanish 4. By the end of this course, students can expect to use practical Spanish in a variety of occupational settings. **Prerequisite: Successful completion of Spanish 3 or Honors 3 and a proficiency level of Intermediate Mid**

H SPANISH 4

The Level 4 Spanish course focuses on the development of communicative competence in the Spanish language and understanding of the culture of Spanish speaking people. During this course, most students should move into the Intermediate-High level of proficiency. They gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more

abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). It assumes that the students have successfully completed a Level 3 course and/or are at an Intermediate-Mid level of proficiency.

The major means of communication between students and instructors will be in the target language. In addition to classroom communication, students will be expected to utilize the resources of the language laboratory to improve their speaking and listening skills.

By the end of Level 4, students will exhibit Intermediate-High level proficiency in listening, speaking, reading and writing according to the ACTFL Proficiency Guidelines.

AP SPANISH LANGUAGE/H SPANISH 5

This course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking this course, emphasizing the use of Spanish for active communication, have the following objectives:

1. the ability to comprehend formal and informal spoken Spanish;
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish;
3. the ability to compose expository passages; and
4. the ability to express ideas orally with accuracy and fluency.

Only students who have demonstrated proficiency in all four language skill areas appropriate to this level, and have a teacher recommendation will be admitted to AP Spanish Language. All students who enroll in this course are required to take the AP exam to receive full weighted credit.

Students may opt to take this class for Honors credit instead of AP credit. If they choose to do so, they are not required to take the AP exam, and they will have less rigorous assessments. They will however be presented with the same curriculum as the AP course.

AP SPANISH LITERATURE/H SPANISH 6

This course is intended to be the equivalent of a third-year college Introduction to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. The function of the AP Spanish Literature course is to prepare students:

1. to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish;
2. to do a close reading of literary texts of all genres in Spanish; and
3. to analyze critically the form and content of literary works (including poetry) orally and in writing using appropriate terminology.

Only students who have demonstrated proficiency in all four language skill areas appropriate to this level, and have a teacher recommendation will be admitted to AP Spanish Literature. All students who enroll in this course are required to take the AP exam to receive full weighted credit.

Students may opt to take this class for Honors credit instead of AP credit. If they choose to do so, they are not required to take the AP exam, and they will have less rigorous assessments. They will however be presented with the same curriculum as the AP course.

CLASSICAL LANGUAGES

The study of classical world languages:

- gives access to two of the world's great literatures and cultures, Greek and Roman
- radically improves English vocabulary, since 2/3 of modern English is Latin-based and modern technical vocabularies are derived from Greek and Latin

- helps students learn the structure of English grammar, improving their written and spoken communication

Classical world language curriculum, unlike its modern counterpart, is not proficiency oriented. Those who study a classical language try less to communicate orally with each other, and more with the ancient authors and cultures, primarily through reading. While the emphasis is on reading, both traditional and newer teaching methods stress pronunciation, reading aloud, recitation and short spoken dialogues as important aids to learning.

LATIN 1

This course introduces the vocabulary of basic daily Roman life and simple sentences using present, imperfect and perfect verb tenses in all four conjugations. Nouns in the first three declensions are used in the nominative, genitive and accusative cases. Short Latin passages are read and comprehended. Cultural aspects of Roman life are studied with a concentration on the city of Pompeii circa 78 A.D.

LATIN 2

This course extends vocabulary with increased complexity of sentences. The pluperfect tense, ablative case, relative pronouns, commands and participles (present and perfect passive) are introduced. Longer passages are read and comprehended encompassing multi-cultural diversity within the Roman Empire specifically Roman Britain and Egypt. Roman mythology and history are studied.

LATIN 3

This course continues the study of Latin grammar adding the future tense, passive voice, deponent verbs and indirect statement. The subjunctive mood for verbs allows for greater complexity of the Latin reading passages. To a continuing study of Mythology and Roman history are added an exploration of the Roman military system and the city of Rome circa 85 A.D.

H LATIN 4

This course completes all forms of the subjunctive mood. Gerunds and the gerundive are introduced allowing students to read authentic materials by ancient Latin authors such as Martial, Phaedrus, Ovid, Vergil, Pliny, and Cicero.

AP LATIN VERGIL/H LATIN 5

This course is in general conformity with college Latin studies in the fourth through sixth semesters. The basic objective is progress in reading, translating, understanding, analyzing, and interpreting Latin. Students are expected to be able to translate accurately from Latin into English the poetry or prose they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral part of the advanced work in this course. In addition, the course includes the study of cultural, social, and political context of the literature on the syllabus.

Students may opt to take this class for Honors credit instead of AP credit. If they choose to do so, they are not required to take the AP exam, and they will have less rigorous assessments. They will however be presented with the same curriculum as the AP course.

SEQUENCING AND AGE APPROPRIATENESS

The World Languages curriculum establishes what students will be able to do at designated benchmarks, Levels 1A through Advanced Placement, throughout their middle and/or high school career.

In order to enroll in a course, students must either have successfully completed the previous level of instruction or have demonstrated the required proficiency designated in the course description. Because students may begin formal language learning at various stages of development, content and vocabulary may be adjusted to reflect age appropriate interests.

Course levels do not correspond to a student’s grade level. Any student may begin study of a world language at any point in their academic career. Course levels offered at the middle school and the high school are sequential. Therefore if a student successfully completes a course at the middle school, that student should enroll in the next course in sequence at the high school. In the case of block scheduling, students may study two course levels within one academic year if they choose to take a world language in both the fall and spring semester.

WORLD LANGUAGE COURSE ACCELERATION

There are some conditions under which students may be permitted to accelerate their enrollment in Spanish or French courses. This might include formal study of the language in another structured setting, residence or study abroad or some other type of language immersion experience. In order to advance to a language level without taking the prerequisite course(s), a student must demonstrate proficiency on departmental assessments and obtain approval from the department head.

SCOPE AND SEQUENCE FOR FRENCH

	<u>COURSE 1</u>	<u>COURSE 2</u>	<u>COURSE 3</u>	<u>COURSE 4</u>	<u>COURSE 5</u>	<u>COURSE 6</u>
AP Sequence →	French 1-A	French 1-B	French 2	H French 3	H French 4	AP French Language
Non-AP Sequence →	French 1-A	French 1-B	French 2	French Civilization and Culture 3	French Civilization and Culture 4	

SCOPE AND SEQUENCE FOR SPANISH

	<u>COURSE 1</u>	<u>COURSE 2</u>	<u>COURSE 3</u>	<u>COURSE 4</u>	<u>COURSE 5</u>	<u>COURSE 6</u>	<u>COURSE 7</u>
AP Sequence →	Spanish 1-A	Spanish 1-B	Spanish 2	H Spanish 3	H Spanish 4	AP Spanish Language	AP Spanish Literature
Non-AP Sequence →	Spanish 1-A	Spanish 1-B	Spanish 2	Spanish in the Workplace 3	Spanish in the Workplace 4		

CENTRAL MONTCO TECHNICAL HIGH SCHOOL (CMTHS)

THE LEARNING ENVIRONMENT AND THE FACULTY

From the first day's orientation to graduation, students learn a broad-based technical curriculum in a relaxed and supportive environment. Having just completed a 20 million dollar renovation, Central Montco Technical High School is a first-rate facility with state-of-the-art equipment and technology.

At CMTHS, a caring and highly qualified professional staff share their skills while challenging and encouraging their students. Many of the instructors have established high profiles in their fields of expertise prior to becoming teachers. Students not only get to know their teachers, but the teachers get to know them and respond to their individual needs as they extend their support and enthusiasm while preparing students for the future. The students are able to obtain a variety of state and nationally recognized certifications and licenses.

PHILOSOPHY

Central Montco Technical High School provides educational programs in cooperation with each member school district which will prepare students to pursue post-secondary career studies and/or obtain employment in a global economy. The educational programs are designed to provide students with the necessary knowledge, skills and attitudes that will enable them to become contributing members of society in an ever-changing workforce need.

MISSION STATEMENT

Shaping Today's Students for Tomorrow's Careers

SPECIAL SERVICES

SCHOLARSHIPS

In order to address our philosophy of encouraging all students to be prepared for "lifelong learning," the Central Montco Technical High School has allocated in excess of \$800,000 in financial aid to graduating seniors. Through this competitive privately funded program, seniors have been able to attend a wide variety of post-secondary schools. Preparation for a scholarship commences with the first day at CMTHS and culminates with the formal application for a scholarship, made in January of the senior year.

WORK-BASED STUDIES

How do you get experience in your chosen field while still in school? At Central Montco Technical High School, Work-Based Studies (WBS) connects classroom learning with work-based experience and teams employers, educators, community leaders, students and parents.

The Work-Based Studies Experiences at CMTHS include:

Clinical Experiences: Non-paid, work-based experiences in hospitals, long-term care facilities and day care centers.

Internships: Paid and non-paid work-based experiences for a specified length of time.

Cooperative Education: Program related placements that are paid, on-the-job training positions and are considered an extension of the classroom. The timeline for placement is individualized and based on student need. Students are trained under the direct supervision of the employer and are assigned a mentor. Students' progress is monitored and evaluated by the school and the employer on a continual basis.

STUDENT ASSISTANCE CENTER

The purpose of the Student Assistance Center is to enhance student achievement by providing a variety of support services. These services are available to any student who is experiencing some difficulty or impediment to learning.

SUPPORT SERVICES

CMTHS provides supplementary assistance to our students who are enrolled in an approved technical program. Career evaluation, instructional counseling and placement are provided. These evaluation services are designed to provide the student with the necessary information to make a more informed career choice. An assessment counselor is also present to interpret the career interest and aptitude information about the student, and help them maximize the educational value of their chosen career or technical program. Career related math and reading instruction are also provided through Perkins funding. The academic instructional staff includes a certified math teacher and reading specialist. The math and reading programs are designed to address the needs of students in their chosen technical area and provide assistance with home school assignments.

PROGRAM OPTIONS

There are 15 programs operating during the AM and PM sessions. They are open to 10th, 11th and 12th grade students. The programs are clustered into 4 major areas; Human Services, Communications/Computers, Transportation and Construction.

HUMAN SERVICES

H ALLIED HEALTH TECHNOLOGY (Dual Enrollment)

Course Description

H Allied Health Technology is an Honors College Prep course designed for academic students who wish to pursue a career in the health care professions. This course is currently located at the work-based site of Mercy Suburban Hospital where students are supervised during clinical rotations in medical, surgical, support services, administrative and internships. This program is open to 11th and 12th grade students who meet the required prerequisites. The prerequisites include a minimum of a 3.0 GPA, completion of Algebra I and Biology, and a commitment to take Algebra 2 and Chemistry as well as an excellent attendance and discipline record. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

Students learn to plan, organize, interact, assume responsibility and develop critical thinking and problem solving skills. The curriculum is designed to facilitate communication, cognitive, social-emotional, and the developmental skills necessary for an entry-level position in the health field and continued education on the post-secondary level.

Topics of study include legal and ethical standards in health care, communications, body systems in wellness and disease, health care delivery systems, safety and emergency systems, infection control, language of medicine, principles of nutrition, current issues in health care, and leadership through HOSA (Health Occupations Students of America), seminar visitations to other hospitals/schools.

Related Occupations

Physician	EKG Technician
Pharmacist	Emergency Medical Technician
Physician's Assistant	Licensed Practical Nurse
Physical Therapist	Radiology/Nuclear Medicine
Occupational Therapist	Medical Lab Technician
Registered Nurse	Surgical Technician
Respiratory Therapist	Invasive Cardiovascular Technologist
Speech Therapist, Dietician	

Clinical Rotations

Medical, Surgical, Support Services, Administrative, Internship/Preceptor

Medical: Cardiac Rehab, Nursing, Emergency Room, Specialty Units, Infection Control, Ob/Gyn, Oncology, Education Department, EKG/EEG, Radiology

Surgical: Operating Room, Short Procedure, Nursing, Anesthesia, Endoscopy, Tumor Registry

Employment Outlook

More people are employed in the health care field, both locally and nationally, than in any other occupation.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, CPR, First Aid

H BIOMEDICAL TECHNOLOGY (Dual Enrollment)

Course Description

The Biomedical Technology field includes a variety of occupations related to clinical laboratory science and biotechnology science. The two year H Biomedical Technology curriculum at CMTHS will use a hands-on approach to teach students the basic scientific laboratory skills necessary for post-secondary study or entry level employment in the pharmaceutical, biotech and medical industry. **Students are also offered the opportunity of dual enrollment at Montgomery County**

Community College.

Course Content

Each of the topics below has several laboratory investigations that introduce and strengthen our understanding of the topic:
Proper utilization of laboratory equipment, preparation of laboratory solutions, aseptic techniques to laboratory investigations, basic microbiological techniques, cell biology, DNA and DNA-RNA interconnections, protein chemistry, immunology, forensics (criminal investigations), bioterrorism, radiation technology, tissue culture

Related Occupations

Forensic Scientist
Veterinarian Technician
Laboratory Technician
Research Specialist

Internship Programs

Local Hospital, Health Department and Microbiological laboratories will be utilized as a part of our internship program. The second year students will spend at least two days per week in a professional laboratory. The type of laboratory will depend on the age and interest of the individual.

Employment Outlook

We live in very exciting times. It seems that every day newspapers are announcing a new and exciting discovery concerning biomedical technology. Many of these findings elicit a great deal of hope as they open new avenues for solving the ever-growing problems of our modern world. Biotechnology provides us with useful research to cure and prevent diseases, feed the world populations, improve the criminal justice system and even solve environmental problems.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate

COSMETOLOGY

Course Description

The basic course requires 1250 hours of study and takes 3 years to complete. Along with the required Pennsylvania State Cosmetology regulations, it is mandatory for each student to complete a job shadowing program consisting of 25 hours per school year. Students will learn the theory and practical skills of Cosmetology and the art of customer service and professionalism.

The Cosmetology Program is a three-year standards-based educational program. The 1250-hours required for this course are earned when a score of 75% or above is achieved for each individual unit which includes both theoretical and hands-on training. Attendance is extremely important. The Pennsylvania State Board of Professional and Occupational Affairs mandates 50 hours in professional practices including sterilization, sanitation, professionalism & law; 200 hours in related sciences such as histology, trichology, chemistry, physiology, and dermatology, and 1000 hours in cognitive & manipulative skills. If a student fails, Pennsylvania State Board of Cosmetology will not accept hours towards their Cosmetology License. It is mandatory to report student hours on a quarterly basis. Students are identified by their Social Security number, not their name. Therefore, a Social Security number is necessary. The ultimate goal upon completion of the program is for all students to pass the state board exam and become licensed professionals.

Course Content

There is a 200 hour manicuring component of the program which offers practical clinic demonstrations, application and classroom instruction of the nail and nail related arts, products and treatments in a customer serving client setting.

The Natural Hair Braiding portion of the program is a 150 hour competency-based educational program. The 150 hours required for this course are earned when a score of 80% or above is achieved for each individual unit which includes both theoretical and hands-on training. The Pennsylvania State Board of Professional and Occupational Affairs mandates 150 hours of instruction in professional practices including scalp care, hygiene, sterilization, sanitation, professionalism & law, which are included in this curriculum to individuals currently holding the Natural Hair Braider license to be eligible for renewal. The ultimate goal upon completion of the program is for all students to pass the state board exam for Natural Hair Braiding.

The esthetics component of the program requires 300 hours of instruction, which offers a well-rounded schedule of classroom instruction and demonstration rooted in practical application of products and treatment in a real customer serving client clinical setting.

Related Occupations

Esthetician	Retail Specialist
Manicurist	Salon Owner
Cosmetologist	Salon Manager
Shampoo Technician	Cosmetology Teacher
Stylist Assistant	Platform Artist
Color Specialist /Make up Artist	Salon Educator

Employment Outlook

There is always a demand for skilled, licensed cosmetologists, manicurists, and estheticians. Fashion trends are always on the move and the needs of the salons are continuously updated. The Cosmetology course will prepare students to meet the State licensing requirements.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, PA State License for Esthetician, Cosmetologist, Manicurist, Teacher

CULINARY ARTS/BAKING & RESTAURANT PRACTICES (Dual Enrollment)

Course Description

The Culinary Arts/Baking and Restaurant Practices program offers a cutting edge curriculum for all students interested in culinary arts, baking, service management and related fields to study in our brand new state-of-the-art kitchen and restaurant. Students have the opportunity to demonstrate skills at our in-house restaurant and catering program while providing services to residents of the local community. This program directly articulates with several two and four-year colleges and many graduates are employed locally, statewide, nationally and internationally. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

Students get hands-on experience in: safety and sanitation practices, stocks, soups and sauces, cooking techniques, pastries and baking, breakfast cookery, guest services and dining, production controls, meal planning and presentation, buffet presentation.

Students participate in a special classroom management system validated by the American Culinary Federation. This system incorporates culinary arts, baking, service management and workplace skills achieved through high academic standards and challenging yet realistic practical experiences.

Related Occupations

Executive Chef	Dietician
Pastry Chef	Waiter/Waitress
Line Cook	Food Equipment Buyer
Restaurant Manager/Owner	Television Chef
Banquet Chef	Food Wholesaler
Caterer	Food Stylist
Baker	Culinary Arts Educator

Employment Outlook

More Americans are eating out today than ever before. One out of every three meals consumed today is eaten away from home. Every part of the food service industry offers opportunity, not only for employment but for advancement. The job market is virtually unlimited. Opportunities exist in restaurants, industrial institutions, planes, trains, office buildings, schools, and hospitals. The successful food service employee is one who enjoys being with the serving people.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, Servsafe Sanitation, American Culinary Federation (ACF)

EARLY CHILDHOOD EDUCATION (Dual Enrollment)

Course Description

The Early Childhood Education program is designed for students who have a sincere desire to teach and care for young children. It prepares students for either an entry-level position in the child care industry or to pursue a college degree in early childhood education or elementary education. Students observe and interact in a variety of early childhood settings including elementary schools, child care centers, Head Start programs, and early intervention programs as well as our own on-site preschool, "Little Hands." **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

Topics of study include principles of child development, health, safety and nutrition, observation and teaching skills, communication skills, team building skills and child care center management and organization. Along with classroom

instruction, students will learn skills by preparing and presenting both individual and team projects appropriate for children ages infant through young school-age. The students will reflect upon these experiences and record them in their journals as a required competency.

Related Occupations

Teacher's Assistant	Early Childhood Teacher
Child Care Assistant	Elementary School Teacher
Nanny	Child Care Center Director
Assistant Group Supervisor	Office of Child Development Inspector
Family Home Child Care Provider	

Employment Outlook

Today, more than 66% of all women with children under the age of six years old work outside the home. There is a strong demand for child care services.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, CPR, First Aid, preparation for Child Development Associate Certificate (CDA)

HEALTH OCCUPATIONS (Dual Enrollment)

Course Description

The Health Occupations Program offers a core academic curriculum and skill-based competency tasks linked to careers in the health care industry. This program provides the knowledge base for Health Occupations careers, including the Certified Nurses Assistant curriculum, as well as preparing the student to enter the health care system as a competent assistant to the health professional. This program is a state certified course and allows the eligible student to become a Certified Nurse's Aide or Medical Assistant. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

This program provides the student with the necessary cognitive skills including communication methods, anatomy and physiology, medical terminology and the skills necessary for assisting in community health care facilities.

Topics of study include anatomy and physiology, medical ethics, medical terminology, nursing skills, leadership and employment skills, clinical experience, CPR and first aid.

The clinical experience the students receive is an integral part of the program; providing the students with the laboratory setting to perfect their procedures and hands-on experience in local health care agencies as well as helping them to develop communication skills that are essential in today's job market.

Related Occupations

Radiological Technician	Home Health Aide
Surgical Technician	Certified Nurse Aide
Physical Therapy Assistant	Electrocardiogram Technician
Medical Records Technician	Respiratory Technician
Occupational Therapy Assistant	Pharmacy Technician
Medical Assistant	Veterinary Assistant

Employment Outlook

Employment in the health care industry is the fastest growing workforce in the state and in the nation. Nationally, the industry will grow by 50% to 9.8 million workers. In Pennsylvania, Health Occupation professions place in 13 of the 15 fastest growing occupations; locally, the health care field is the largest employer in the area.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, PA Registered Nursing Assistant, CPR, First Aid

PRE-NURSING (Dual Enrollment)

Course Description

The Pre-Nursing Program is intended for the academic student who is interested in the field of nursing and has a serious commitment to the nursing profession. The environment encompasses the entire campus of Montgomery Hospital. Added enrichment will be provided through the ancillary departments where students will also rotate. The clinical rotations include: Cardiac (cath lab, heart station, ICU, telemetry floor), Surgical (operating room, PACU, short stay, CSS), Med-Surg (3rd floor, physical therapy, respiratory), Obstetrics (labor & delivery, nursery, clinic) and Radiology (interventional radiology, women's center). This program is open to 11th and 12th grade students who meet the required prerequisites. The prerequisites include a minimum of a 2.5 GPA, completion of Algebra 1 and Biology and a commitment to take Algebra 2 and Chemistry as well as an excellent attendance and discipline record. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

The curriculum consists of the communication, cognitive, social-emotional and developmental skills necessary to obtain an entry level position in the health care field. Continuing education on the post-secondary level is expected and re-enforced through the learning process.

Topics of study include legal and ethical standards in health care, communications, body systems in wellness and disease, health care delivery systems, safety and emergency systems, infection control, language of medicine, principles of nutrition, and current issues in health care.

Related Occupations

Registered Nurse
Respiratory Therapist
EKG Technician
Medical Assistant

Licensed Practical Nurse
Radiology/Nuclear Medicine
Surgical Technician

Employment Outlook

More people are employed in the health care field, both locally and nationally, than in any other occupation.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, Health Care Provider CPR and First Aid

PUBLIC SAFETY

Course Description

The Public Safety Program is designed to prepare students to enter careers related to Law Enforcement, Emergency Medical Services, Fire Sciences, and Industrial Safety. The program is based at Central Montco Technical High School with many of the learning experiences performed at off-campus locations such as the Montgomery County Fire Academy, local police departments and local businesses. Students are able to obtain state and national certifications such as First Aid, Cardio Pulmonary Resuscitation, Hazardous Materials and Fire Fighting. Mastering of the competencies will be accomplished in supervised simulated situations.

Course Content

Topics of study include emergency response, safety, criminal justice, criminal investigation, defensive tactics, drug laws, arson investigation, security systems, patrol/traffic/guard duties, essentials of fire fighting, employability skills, computer skills, community relations, emergency communications, hazardous materials awareness, leadership training, rescue techniques, accident investigation, fire science, ethics, equipment maintenance, physical and mental fitness, evidence collection, photography.

Internships provide first-hand experiences in an occupation selected by the student while under the direct supervision of a mentor.

Related Occupations

Criminal Justice
Municipal or State Police Officer
Security Officer
Corrections Officer
Waterways Patrol Officer
Game Protector
Safety Supervisor
Code Enforcement Officer
Safety Inspector
Industrial Hygienist

Environmental Protection Officer
Emergency Medical Technician
Paramedic
Emergency Management Worker
Dispatcher
Probation Officer
Fire Control Technician
Fire Fighter
Victim Assistance Counselor
Military Police

Post-Secondary Opportunities

Articulation agreements have been developed with colleges and universities and will provide advanced placement opportunities. Program completers are also better prepared to meet candidate requirements for selective training programs such as the military, police academy and fire academy.

Employment Outlook

Recently, the need for technical, academic and practical training in the Emergency Medical Services and Law Enforcement fields has become significantly greater. The need and importance of well-trained employees in these fields has been bolstered with the Homeland Security Initiative. Locally, statewide and nationally, communities are looking proactively, to secure and protect their citizens. The occupational choices in these programs continue to provide many employment opportunities for students who take this training seriously.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, First Aid, CPR, Chemical Aerosol Spray, Emergency Response. Student involvement in volunteer service organizations will receive additional training certifications which will be recognized in the curriculum.

COMMUNICATIONS/COMPUTER

ENGINEERING TECHNOLOGY/COMPUTER-AIDED DESIGN - CAD (Dual Enrollment)

Course Description

The Engineering Technology program is geared towards students who enjoy design, technical sketching, invention and "hands-on" activities. Any student considering a career in architecture or engineering related fields will gain immediate entry-level employability skills and a solid foundation for continued studies. Students in the program pursue two general tracks: architectural and mechanical. The architectural track covers the fundamentals of residential design. The mechanical track focuses on basic design and manufacturing processes. CAD (Computer-Aided Design) software is used to generate drawings of structures and components with an emphasis on modeling and other hands-on projects.

The unique aspect of this program is that it allows students to learn the fundamentals of architecture and design by allowing them to pursue applied building projects utilizing many of their own original ideas. Additionally, the integration of math, critical thinking and presentation skills is emphasized as essential to the make-up of the successful architect or engineer. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

The course utilizes "AutoCAD 2012" software, which is used by a majority of manufacturing and construction industries as well as most colleges and universities.

Topics of study include: Basic Drawing Techniques, Structural Design and Testing, Mechanical Design, Basic Engineering Principles, Architectural Models, Residential Design Project, Three Dimensional (3-D) CAD (AutoCAD Inventor), Applied Physics, Creation of Computer Generated Drawings, Plotting & Printing, 3-D Rendering.

Students learn the basics of design through functional and challenging projects. Emulating the real world environment, students have entered their designs in National Rocketry competitions as well as Science and Physics Olympiads. The projects develop the concept of engineering as a team effort.

Related Occupations

Design Drafter	Architectural Drafter
Mechanical Designer	Civil Drafter
Mechanical Engineer	Engineering Drawing Checker
Architect	CAD Operator
Civil Engineer	Landscape Architect
Technical Illustrator	Interior Designer
ADDA Certified Drafter	

Employment Outlook

Careers in design, architecture and engineering are in high demand nationally as well as in the Philadelphia area. Individuals with skills and training in Engineering and Architecture continue to be listed as in-demand. These careers represent a stable industry that traditionally offers job security, challenging work, a good working environment, excellent compensation, paid education and outstanding growth potential. The modern technology boom has magnified the need for people who can merge a creative mind with an eye for technical detail. Salary levels and compensation are upwardly mobile, especially for those with the determination to gain higher education and experience.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate. Additionally, successful program completers have the opportunity to obtain the industry recognized ADDA (American Design Drafting Association) Certification.

NETWORKING TECHNOLOGY (Dual Enrollment)

Course Description

The Networking Technology program at Central Montco Technical High School is intended to meet the needs of the technology industry both now and in the future. With the internet growing continually, there are many opportunities available to Networking Technology students. Students can earn CompTIA Network+ certification as well as a CCNA (Certified Cisco Network Associate) certificate. With an education in infrastructure-level networking, students are highly sought after by employers in all areas of business and education. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

Each student starts the program with an introduction to networking that is the CompTIA Network+ program. The technology community identifies CompTIA Network+ as the perfect entry into a networking career. Topics of study include

networking basics with the CompTIA Network+ program, routers and routing basics, switching basics and inter-network routing and WAN technologies. Upon completing the Network+ curriculum, students move into the Cisco Networking Academy course work.

CCNA® is a comprehensive curriculum that includes four separate modules. These modules cover the learning objectives of the CCNA certification exam, which is the first step in a Cisco career certification path. The curriculum emphasizes the use of decision-making and problem-solving techniques to resolve networking issues. Students learn how to install and configure Cisco switches and routers in local and wide-area networks using various protocols, provide Level 1 troubleshooting service, and improve network performance and security. Additionally, training is provided in the proper care, maintenance, and use of networking software tools and equipment.

Related Occupations

- | | |
|---|--|
| Network Engineer | A+ Certified Network Administrator |
| Network Specialist | Network+ Certified Administrator |
| PC Specialist | Copper and Fiber Cabling Specialist |
| CCNA (Certified Cisco Network Associate) | Wireless LAN Specialist |
| Computer/Network Specialist | Cabling Specialist, Wireless LAN Specialist, |
| LAN Administrator | MCSA Certified, Panduit Approved Installer |
| Wide Area Network Implementer/Security Specialist | certified |

Employment Outlook

With the internet growing continually, there are many opportunities available to Networking Technology students. With an education in infrastructure-level networking, students are highly sought after by employers in all areas of business and education. Major corporations involved in the Networking Technology industry would not be leaders in their field if not for the fact that the networks which they develop and maintain are so reliable. As a result, more and more companies are paying for additional education, higher starting salaries, industry certifications, and stock options for competent Network Specialists.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, Cisco Networking Academy

VISUAL COMMUNICATIONS

The Visual Communication Cluster is comprised of two programs: Commercial Art and Digital Media. All students entering either program participate in the same course of study during their first year. This foundational year program addresses such areas as use of traditional art tools, color theory, design theory, and typography. In addition, first year students are introduced to computer graphic applications and develop a strong working knowledge of Adobe Illustrator and Adobe Photoshop. At the end of the first year portfolios are reviewed and students make a decision to enter into either the Commercial Art program or the Digital Media program.

COMMERCIAL ART

Course Description

Students in the Commercial Art program pursue studies in traditional media such as watercolor, pencil drawing, pen and ink, block printing and air brush with an emphasis on illustration. Work is also done in advanced color theory and design theory. Computer based studies continue with an emphasis on graphic design, or design to a printed end. Commercial Art students are also introduced to photography using the most current technology. Most of the students completing the Commercial Art course continue their education at the college level or at other post-secondary art schools.

Course Content

Some of the media studied include pencil drawing, pen and ink rendering, watercolor painting, airbrush, and digital photography. As reflects the trend in the graphic design field, there is an ever-increasing emphasis on computer-generated art. Students work with Macintosh computers using such programs as Photoshop, PageMaker and Illustrator.

Related Occupations

- | | |
|-------------------------|-------------------------|
| Graphic Designer | Interior Decorator |
| Illustrator | Fashion Designer |
| Computer Graphic Artist | Display Designer |
| Sign Maker | Theatrical Set Designer |
| Paste-Up Artist | Package Designer |

Employment Outlook

Employment opportunities for commercial art graduates vary widely, reflecting the diversity of the field. The graphic communications industry remains strong and has expanded greatly in the area of multi-media presentations. Students with

layout, typographic and mechanical preparation skills coupled with computer design talents will find numerous positions available in the area of graphic design. Positions are also available in such areas as sign making, visual merchandising, package design and display and exhibit design.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate

DIGITAL MEDIA

Course Description

Students choosing the Digital Media program pursue a primarily computer-based course of instruction. Students learn to design web pages utilizing such programs as Adobe Dreamweaver and Adobe Flash. They also study such multimedia areas such as video editing, sound editing and animation using a wide variety of software. Students entering the program with previous experience will be given a comprehensive test to determine their placement.

Course Content

Topics of study include computer hardware and software, digital imaging, print preparation, page layout and design, desktop publishing, video editing, digital photography, and applicable principles and graphic and web page design.

A person in this trade will be able to develop their skills in programs such as Illustrator, Photoshop, QuarkXPress, InDesign, Flash, Director and other applications to excel in the world of graphic design. Along with the creative graphics side of the industry there is a strong need for production artist, photo retouching and prepress. Although these skills work in tandem, there are so many options to specialize in one area of the graphic arts field.

Related Occupations

Art Director	Digital Retouching
Production Artist	Print Preparation
Pre-Press Designer	Mechanical Artist
Web Designer	Photo Manipulation
Multi-media Design	Catalog/Magazine/Newspaper Layout
Flash Designer	Desktop Publishing
Print Advertising	Video Production
Press Operation	

Employment Outlook

The world of visual communications is growing faster with each new day. The programs and the computers have advanced to speeds in which the old saying of "It can't be done"... can. The Desktop Publishing and Digital Imaging field gives us the ability to combine all forms of mixed media to create endless possibilities through the print, web and multi-media.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, ADOBE Certificate

CONSTRUCTION

CONSTRUCTION TECHNOLOGY

Course Description

The Construction Technology program is an excellent option for students interested in a career related to residential and commercial construction. This program includes studies in Carpentry, Masonry, Electricity and Plumbing. The first and second level students rotate through each of the construction trade laboratories, providing exposure to the skills required for success in each occupation. In the third year, the student has the option of remaining in the rotation or selecting a major for the year. This major can be incorporated with work-based learning in a paid or unpaid position.

Course Content

The curriculum used is developed by the National Center for Construction Education and Research. Students also utilize state-of-the-art construction software systems to supplement their classroom and shop learning experience. Incorporated into the programs are trade math, estimation, safety, blueprint reading, drawing and building codes.

Carpentry and Masonry topics include the use of a variety of hand and power tools and following technical specifications to produce many different types of projects, such as site layout, framing, siding, and finish trim along with installation of brick/block walls, fireplaces, and patios.

Plumbing and HVAC topics include oil and gas heating systems, air conditioning equipment along with plumbing, water supply, gas supply and drainage systems, copper, cast iron, PVC, and installation, maintenance and repair of gas line. Students also install and repair various plumbing fixtures.

Electrical topics include residential and commercial electrical systems in addition to category 5 and fiber optic cable systems, used in video, voice, and data transmission. Students will be taught to properly install and repair.

Related Occupations

Carpenter	Mason, Architect
Plumber	Estimator
Electrician	Building Inspector
General Contractor	Job Site Supervisor
Project Manager	Construction Engineer
Sales and Service Technician	

Employment Outlook

This training can prepare students to enter the workforce immediately after high school or provide a pathway to a college, technical school, or university. Students may obtain up to 18 credits toward a college degree or certification program at various institutions such as Thaddeus Stevens College of Technology and Pennsylvania College of Technology. Students are also eligible to obtain a variety of industry recognized certifications and advanced placement into paid trade apprenticeship programs.

Since the program maintains close relationships with local employers and professional organizations, students readily participate in on-the-job internships and cooperative education and can easily obtain summer employment. There are also many scholarships available to Construction Technology program graduates. The Housing and Commercial Construction industry has been on the increase for the past five years.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, Associate Builders Apprenticeship Program, EPA Section 608 Certificate, Premises Networking Cabling Systems Certification, OSHA 10-hour Certificate

TRANSPORTATION

AUTOMOTIVE TECHNOLOGY (Dual Enrollment)

Course Description

The Automotive Technology program introduces students to the Automotive Service Industry. The course focuses on developing the hands-on and intellectual skills required of an entry-level technician. This course is NATEF (National Automotive Technicians Education Foundation) certified. Students who meet the academic and employability skills qualifications may apply for the AYES (Automotive Youth Educational Systems) program. **Students are also offered the opportunity of dual enrollment at Montgomery County Community College.**

Course Content

Topics of study include: Tools/Fasteners, Suspension and Steering, Brakes, Electrical and Electronics Systems, Engine Repair, Engine Performance, Vehicle Maintenance and Reconditioning, Heating and Air Conditioning.

This program integrates science, math and communication and technical skills with on the job training so that students apply and enhance their classroom experience.

Related Occupations

Mechanic	General Line Technician
Automotive Technician	Service Writer
Parts Sales	Used Car Mechanic
Safety and Emissions Inspector	Specialty Technician

Employment Outlook

In dealerships across the country, challenging and well paying jobs are going unfilled because there are not enough qualified service technicians to fill the thousands of positions available today. This condition developed in the 1990's and is expected to continue for some years to come.

Twenty-first century cars and trucks are very sophisticated high-tech machines, with as many as two dozen different computers on board to monitor and control different systems. This means that today's automotive technician needs to have a much higher level of skill than was needed a generation ago. In fact, he/she needs to have the same kind of critical thinking skills as an electrical engineer. The individual who has such skills and the appropriate training has virtually unlimited career opportunities.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, Automotive Service Excellence (ASE 8 areas), Freon Handler's License
PA State Inspection Certificate
Manufacturers Training Certificates

COLLISION REPAIR TECHNOLOGY

Course Description

Collision Repair Technicians are skilled workers who repair minor and major defects such as scratches, chips, dents, surface rust and rust outs. The technician also welds torn metal, replaces damaged parts, and estimates repairs. A person in this trade should have the desire to work with metal and finishing metals such as paints, solvents, and waxes. The program is A.S.E. (Automotive Service Excellence) and ICAR gold certified. Among the areas of study are Collision Repair and Paint Technician. Upon completion, students can pursue a college degree program in Collision Repair Technology at many colleges throughout Pennsylvania.

Course Content

The nationally recognized curriculum, I-Car prepares students to remove excessively damaged fenders, panels and grills using wrenches and cutting tools and attaching or manufacturing replacements by bolting, gluing or mig welding them in place. Other skills taught in this course include dent removal, body filling using plastic filler, fiberglass, and grinding, sanding and applying base coat, and clear coat paints using today's newest technology. This well-equipped lab contains state of the art equipment such as a prep station and a down draft spray booth.

Related Occupations

Frame Equipment Specialist
Repair Technician
Glass Specialist
Insurance Estimator
Customizing Specialist

Auto Body Technician
Industrial Spray Painter
Sales/Auto Body Parts
Car Detail Specialist
Auto Refinisher Technician

Employment Outlook

The employment outlook for Collision Repair and Painting is connected to the number of vehicles damaged through accidents, vandalism, weather and age. As the accident rate is expected to increase over the next several years, employment is expected to rise faster than the average for all occupations. Industry needs workers who have knowledge and ability to assist in the development of the fast-changing technology of the latest automobile designs and styles.

State and/or National Industry Recognized Certifications Available

PA and NOCTI Skills Certificate, Automotive Service Excellence (ASE 5 areas), I-CAR (11 areas), PPG Online Training (Painting and Refinishing) – 12 Certificates. Deltron and Waterborne Basecoat/Clear coat systems. National S/P2 Collision Safety Certificate (online)

TECH PREP PROGRAMS

All programs at CMTHS are Tech Prep approved by the Pennsylvania Department of Education. Students who attend Central Montco Technical High School have the opportunity to get a head start on a technical career. The head start occurs through a process known as articulation via a program referred to as Tech Prep.

What is Tech Prep?

Tech Prep is career preparation through articulation, advanced placement and dual enrollment. It is designed to prepare students to enter specific programs of study. The College Prep programs of study focus on academic and technical preparation with a course of study that combines two or four years of secondary education with two or more years of post-secondary education.

Through articulation, post secondary institutions grant recognition for the achievement of college-level learning acquired through course work at CMTHS.

Are you a Tech Prep Student?

You are a Tech Prep student if you have taken a rigorous academic course of study, established a career objective and plan on continuing your education after high school. If you are unsure if you are a Tech Prep student, ask your guidance counselor. Be sure to ask about Tech Prep programs and special college articulation agreements, which may gain you college credit while in high school.

What are the advantages of advanced placement?

Articulation agreements recognize the students' mastery of college level learning during their secondary technical program of study. Through documentation or examination, students may obtain college credits. By obtaining credits, students will avoid duplicating course work and are eligible to select courses in advanced skilled areas. By taking advanced skill courses, students enhance their opportunities for high tech career employment.

Why do students need to take more rigorous academic courses?

Students planning on entering a post-secondary program can save time and money by successfully completing more rigorous academic courses. Most importantly, 85% of all jobs in the United States economy require individuals who can perform at the highest level possible. Employers are seeking workers who are proficient at reading, writing, arithmetic, listening, speaking, problem solving and decision-making.

ARTICULATION AGREEMENTS

An articulation agreement is a formal document that matches coursework between secondary and post-secondary schools. These are designed to help students make a smooth transition from the high school setting to a post-secondary experience. Articulation agreements describe the scope and sequence of courses and in many cases, offer advanced placement options. As of September 2003, every program at Central Montco Technical High School had at least one articulation agreement with a post-secondary institution.

What is Dual Enrollment?

Dual Enrollment denotes that a student at CMTHS is receiving credit both for the CMTHS course and a Montgomery County Community College course. This is possible when the CMTHS instructor has been approved as an adjunct instructor at MCCC or when a student enrolls in one of the two Psychology courses offered once a week by MCCC instructors. Both options take place during normal class time.

CENTRAL MONTCO TECHNICAL HIGH SCHOOL ARTICULATION AGREEMENT

CMTHS Program	Post Secondary Entity	Type of Articulation
H Allied Health Technology	Gwynedd-Mercy College PA College of Technology Philadelphia University MCCC (Surgical Technology) MCCC (Radiography) Immaculata University University of the Sciences King's College	Advanced Placement & 9 Credits Advanced Placement Advanced Placement Preferred Admission Preferred Admission Preferred Admission Preferred Admission Preferred Admission
Automotive Technology	Automotive Training Center PA College of Technology MCCC Universal Technical Institute Lincoln Technical Institute	Advanced Placement Advanced Placement 6 Dual Enrollment Credits Advanced Placement Advanced Placement
H Biomedical Technology	MCCC Immaculata University	6 Dual Enrollment Credits + 9 more available Preferred Admission
Collision Repair Technology	PA College of Technology Automotive Training Center	Advanced Placement Advanced Placement
Construction	PA College of Technology ABC Apprenticeship Trust	Advanced Placement Advanced Placement – 2nd Level Student
Cosmetology	PA College of Technology (Business Management/Cosmetology)	Advanced Placement
Culinary Arts	PA College of Technology MCCC MCCC Johnson & Wales University The Restaurant School at Walnut Hill College	Advanced Placement 9 Dual Enrollment Credits 9 Articulation Agreement Credits 15 Credits 5 Credits
Early Childhood Education	MCCC	Advanced Placement + 6 Dual Enrollment Credits
Engineering Technology	PA College of Technology MCCC	Advanced Placement 9 Dual Enrollment Credits
Health Occupations	PA College of Technology MCCC (Surgical Technology) MCCC (Radiography) MCCC (Dental Hygiene)	Advanced Placement Preferred Admission Preferred Admission Preferred Admission
Networking Technology	MCCC	Dual Enrollment Credits
Pre-Nursing	PA College of Technology MCCC (Surgical Technology) MCCC (Radiography)	Advanced Placement Preferred Admission Preferred Admission
Public Safety	PA College of Technology MCCC (Criminal Justice/Fire Science)	Advanced Placement Advanced Placement & 3 credits
Visual Communications	PA College of Technology Art Institute of Philadelphia	Advanced Placement 12 Credits

SUMMARY OF SHOP REQUIREMENTS

Students interested in Central Montco Technical High School should know that each shop may have its own set of requirements. These are outlined below. It should be noted that any costs listed are approximate and subject to change.

H ALLIED HEALTH TECHNOLOGY

- Light blue scrubs and light blue lab coat - \$60
- 1 or 2 GB USB drive - \$10
- White leather shoes - \$20
- A watch with a second hand - \$10
- Stethoscope - \$20
- Three ring binder - \$5
- Criminal history check completed on-line - \$10
- Physical examination, a 2-step Mantoux test and the Hepatitis B series performed by his/her family doctor or the school physician (cost depends on individual insurance coverage). This is a requirement for participation in clinical experience.
- All body art must be covered and no facial piercing or artificial nails are permitted via guidelines of Mercy Suburban Hospital.

AUTOMOTIVE TECHNOLOGY

- Dark blue T-shirt supplied by CMTHS (with program name and CMTHS logo) - \$10
- Dark blue Dickies® pants - \$25
- Leather work boots - \$40
- Safety glasses - \$5
- Three ring binder - \$5
- It is required that students purchase a basic tool set to aid in their future employment (approximate cost \$125.00)

H BIOMEDICAL TECHNOLOGY

- White lab coat - \$15
- Safety glasses - \$5
- Leather shoes - \$20
- Three ring binder - \$5

COLLISION REPAIR TECHNOLOGY

- Black T-shirt supplied by CMTHS - \$8
- Dickies® pants - \$25
- Work boots with leather tops - \$40
- Safety glasses - \$5
- Three ring binder - \$5
- It is required that students purchase a paint respirator and complete an OSHA questionnaire signed by a doctor - \$60
- It is suggested that over the course of three years, students purchase a basic tool set to aid in their future employment (approximate cost \$125).

CONSTRUCTION TECHNOLOGY

- Green T-shirt supplied by CMTHS - \$8
- Leather work boots - \$40
- Safety glasses - \$5
- 25' tape measure, 6' folding ruler, leather work belt, nail apron, hammer holster, combination or padlock - \$50 (or purchase set of tools listed below)
- Three ring binder - \$5
- Two pencils, 1 pen
- 1 or 2 GB USB drive - \$10
- It is suggested that over the course of three years, students purchase a basic set of tools to aid in their future employment.

COSMETOLOGY

- Complete Cosmetology Kit (Required by Pennsylvania State Board of Cosmetology) –\$227 Level 1 students
- Two New Mannequins each year in addition to full kit (Level 2 & 3 students only) - \$49
- Black Smock – included in kit
- Black Professional Pants (must be all black) - \$20
- Black Closed Toe Professional Shoes (must be all black) - \$20-\$50
- Three ring binder (3 inch) - \$5
- Pens/Pencils/Highlighters/Index Cards
- Students must apply for their State License in order to continue in the Cosmetology program for Manicuring at a cost of \$149 per exam per announced deadline.
- In order to successfully complete the Cosmetology course and receive 1250 clock hours, third year students must apply to take the State Board Exam by the end of the third marking period at a cost of \$149.

CULINARY ARTS/BAKING AND RESTAURANT PRACTICES

- Double breasted long sleeved white chef's coat*
- Properly hemmed black and white checked pants*
- A floppy white cloth cooks hat*
- White apron*
- Work boots (No sneakers or athletic shoes) - \$40
- Black polo shirt/black apron* (restaurant uniform)
- Pens, pencils and a 3 or 4 inch three ring binder for the portfolio - \$5

*New Chef Fashions Uniform Inc. of California will ship directly to the student the required uniform complete with the CMTHS logo. Please follow the directions on the order form that will be included in the summer mailing. Allow three weeks for delivery as each uniform is embroidered with the student's name (approximate cost \$145).

EARLY CHILDHOOD EDUCATION

Due to PA Department of Welfare, Office of Child Development and Early Learning laws, all students must provide the following documents:

- PA Criminal History Check (\$10)
- PA Child Abuse Clearance (\$10)
- Staff Health Appraisal with Mantoux T.B. Test (cost depends on individual insurance coverage)
- Confidentiality Contract
- Light blue lab jacket - \$20
- 1 GB USB drive - \$10
- Three ring binder (3 inch) - \$15
- All students must wear sneakers or closed toe shoes. Modest jeans and shirts are appropriate.

ENGINEERING TECHNOLOGY

- 1 GB USB drive - \$15
- Scientific calculator - \$15
- Metric/inch ruler - \$1
- Three ring binder - \$3

HEALTH OCCUPATIONS

- Navy blue scrubs - \$30
- White leather nursing shoes - \$20
- Stethoscope - \$20
- A watch with a second hand - \$10
- 1 or 2 GB USB drive - \$10
- Three ring binder (3 or 5 inch) - \$15
- Criminal history check completed on-line - \$10
- Physical examination, a 2-step Mantoux test and the Hepatitis B series performed by his/her family doctor or the school physician (cost depends on individual insurance coverage). This is a requirement for participation in clinical experience. All body art must be covered and no facial piercing or artificial nails are permitted via guidelines of the healthcare facilities.

NETWORKING TECHNOLOGY

- Five class shirts supplied by CMTHS (color is based on program level) – \$60

PRE-NURSING

- Navy blue scrubs and navy blue scrub jacket - \$60
- White leather nursing shoes - \$20
- Stethoscope - \$20
- A watch with a second hand - \$10
- Three ring binder (3 or 5 inch) - \$15
- 1 or 2 GB USB drive - \$10
- Criminal history check completed on-line - \$10
- Physical examination, a 2-step Mantoux test and the Hepatitis B series performed by his/her family doctor or the school physician (cost depends on individual insurance coverage). This is a requirement for participation in clinical experience. All body art must be covered and no facial piercing or artificial nails are permitted via guidelines of the healthcare facilities.

PUBLIC SAFETY

- Standard police style blue shirt with epaulets worn with navy blue or black dress trousers - \$33
- Physical training T-shirt supplied by CMTHS - \$8
- Belt, black shoes or boots - \$60
- Blood pressure cuff and stethoscope for emergency medical training - \$30
- Proper physical fitness attire is also required at the discretion of the instruction - \$20
- Large three ring binder - \$5
- 1 GB USB drive - \$10

VISUAL COMMUNICATIONS (DIGITAL MEDIA/COMMERCIAL ART)

- Foundation year toolkit consisting of brushes, pencils, ink and water color set, a toolbox to hold supplies, a Portfolio and a three ring binder - \$60
- Students will be required to purchase their classroom uniform from the school at a cost of \$10

STUDENT ORGANIZATIONS

SkillsUSA and Health Occupations Students of America (HOSA) have chapters at Central Montco Technical High School. These programs are nationally recognized organizations in which all students participate. SkillsUSA is a national partnership of students, teachers and industry working together to ensure America has a skilled workforce through leadership training and student government.

COUNCIL OF PRESIDENTS

Council of Presidents is established for each session with representation from all program areas. Meetings are held on a monthly basis with the primary goal of functioning as a student government.

NATIONAL TECHNICAL HONOR SOCIETY

The National Technical Honor Society is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the Society. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

Qualifying Criteria

1. Have a combined home school and Central Montco Technical High School Grade Point Average (GPA) of 3.3.
2. Have a minimum GPA of 3.75 in their vocational major at Central Montco Technical High School.
3. Be nominated to the society by their vocational instructor.
4. Obtain approval from their home school principal and the Director of Central Montco Technical High School.
5. Be involved in community and/or school service activities.
6. Have a 90% attendance record with no major disciplinary actions.
7. Obtain two recommendations: one from a home school teacher and one from a non-school reference.

APPLYING FOR ADMISSION

Admission to Central Montco Technical High School is based upon the recommendation of home school teachers and guidance counselors and/or IEP team. An application with PSSA scores, transcript and a copy of the IEP if applicable is required before enrollment. The school enrolls students who thrive in a competitive environment. If you seek a learning environment where academics and applications are taught in tandem and if you are hard working and highly motivated, you should consider CMTHS. Through careful scheduling with home school guidance counselors, students are able to meet most college entrance requirements and attend CMTHS. We encourage all students and parents to visit our school and meet with the CMTHS Guidance Counselor in order to select the most appropriate program and schedule of academic classes. Although our programs are developed around a three-year curriculum, you may enter CMTHS in 10th, 11th or 12th grade.

EQUITY STATEMENT

The Central Montco Technical High School does not discriminate in its educational programs, activities or employment practices based on sex, color, national origin, sexual orientation, disability, age, religion, ancestry, political opinions or affiliations, or lawful activity in any employee organization.