Pathways to Success

HATBORO - HORSHAM HIGH SCHOOL
899 Horsham Road | Horsham PA | 19044 | 215-420-5500

Course Selection Guide
2019 - 2020
Course selection is a critical step in the academic process. Hatboro-Horsham High School believes that accepting responsibility for decisions is an integral part of the educational and learning process. For this reason, you will be held responsible for all decisions regarding your choice of courses. No student/parent initiated schedule changes will be permitted after March 22, 2019. Course selection should be done thoughtfully and carefully after realistic self-evaluation and considerable dialogue with your teachers, your counselors and your parents/guardians.
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Dear Parent / Guardian:
The course selection process is a critical step in the academic process. Hatboro-Horsham High School believes that accepting responsibility for decisions is an integral part of the educational and learning process.

Course selection should be completed thoughtfully and carefully after realistic self-evaluation and considerable dialogue with teachers, counselors, and parents/guardians. We hope that in streamlining this guide your students will be able to make informed course selections meaningful to their career interests. To assist students and parents in making the most appropriate selections, the following items are recommended for careful consideration:

1. Past academic record
2. Achievement in current courses
3. Teachers' recommendations
4. Prerequisites for courses
5. Amount of personal effort and time devoted to school work
6. Total course load anticipated for next year
7. Extracurricular activities

We encourage you to review this booklet thoroughly with your student and discuss choices for the upcoming school year. Please read the Guide carefully and do not hesitate to seek assistance from counselors, teachers and administrators in selecting the best distribution of courses.

Sincerely,
The High School Administrative Team
MISSION STATEMENT

At Hatboro-Horsham High School our students will graduate prepared to be successful in whatever they endeavor and become responsible and productive citizens equipped for the 21st century.

HATBORO-HORSHAM HIGH SCHOOL BELIEF STATEMENT

As we commit ourselves to becoming one of the best schools in the nation, we at Hatboro-Horsham High School affirm these principles to be true:

- Our school community must be physically, emotionally and intellectually safe place to teach and learn.
- A dynamic partnership among students, educators, families and the community is vital.
- Every member of our educational community has a right to be treated respectfully, and this begins with self-respect.
- Each individual's potential is independent of gender, race, religion, nationality, physical ability, sexual orientation or socio-economic status.
- The school, families and community have a shared responsibility to help students develop qualities such as integrity, perseverance and resiliency, which are necessary for success in life.
- Life-long learning is essential for success in a changing society and requires a strong academic foundation, independence, responsibility and problem-solving skills.
- To fully serve our students, we must provide varied academic challenges, create opportunities for personal growth and reflection, nurture individual talents, encourage an appreciation of the participation in the arts, and promote a fit and healthy lifestyle.
- Communication is an active process of engagement that involves listening, speaking, reading, and writing skills and leads to an open and honest exchange of ideas.
- Technology has the potential to expand our capabilities, enhance our learning experience and teaching environment, and bring the resources of the world to us.
- A democracy requires informed, educated citizens.
- We must make a commitment to continuous improvement and acknowledge that this commitment requires adapting to change.

GENERAL INFORMATION

School Organization

A grade level modified house plan is the school organization in operation at HHHS. A grade level principal is assigned to each grade. A guidance counselor is assigned to each student and will remain with the student throughout his/her high school years. Parents and students are encouraged to contact their house principal or counselor for assistance with educational and/or personal problems.

High School Block Schedule

The high school day is divided into four (4) 75-minute academic class periods on two-way (Red/Black) rotation. There a 90-minute period in the middle of school day for lunch and a student support period called "HATS". Most 1.0 credit courses meet every day for a semester, while 0.5 credit courses meet every other day for a semester.
Graduation Requirements

NOTE: These graduation requirements are governed by policy set forth by the Hatboro-Horsham School Board of Directors.

TRADITIONAL DIPLOMA

<table>
<thead>
<tr>
<th>Program</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5.0</td>
</tr>
<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Science</td>
<td>3.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Education/ Health</td>
<td>2.0</td>
</tr>
<tr>
<td>Technology/Computer Science</td>
<td>0.5</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td>State mandated proficiency on the Keystone Exams (class of 2021 and beyond)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26.0</strong></td>
</tr>
</tbody>
</table>

SCHOLAR’S DIPLOMA

<table>
<thead>
<tr>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>5.0</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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</tr>
<tr>
<td>Social Studies</td>
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</tr>
<tr>
<td>World Language</td>
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</tr>
<tr>
<td>Physical Education/ Health</td>
<td>2.0</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>0.5</td>
</tr>
<tr>
<td>The Scholars Leadership Program [available in either junior or senior year]</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
</tr>
<tr>
<td>State mandated proficiency on the Keystone Exams (class of 2021 and beyond)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29.0</strong></td>
</tr>
</tbody>
</table>

**Additional Criteria for the Scholar’s Diploma:**

- Maintain a minimum simple/non-weighted grade point average of 3.4
- Receive a passing score (3 or better) on at least two Advanced Placement courses during the Sophomore or Junior year
**Prerequisites**
Certain courses will have prerequisites due to the sequential nature of the course content. The student should read all course descriptions and work with their counselor to make sure that prerequisites are met.

**Course Limitations**
Course offerings will depend on the availability of staff, space, resources and potential scheduling limitations.

**Course Selection**
All students must schedule a full roster in order to meet graduation requirements. Students will need to thoroughly study the course selection guide; and in consultation with teachers, counselors and parents, make appropriate course selections for the upcoming school year. Courses should be selected based on individual needs and interests. Development of schedules for 1600 plus students and 140 teachers requires careful planning, budgeting and allocation of resources. Some classes may not be offered due to insufficient enrollment, and other classes may be capped if they are too large for the resources available. Students should select alternative elective courses for these situations.

Students will select courses in February. One-on-one student/counselor meetings will begin mid-February. The final date for students to make course requests changes will be **Friday, March 22, 2019**.

After March 25, any changes will be school initiated as a result of a scheduling conflict.

Tentative schedules will be available online to students in late August. Students are individually assigned to a Directed Study with any available teacher. Since lunch assignments are contingent on the Directed Study assignment, this cannot be changed based on friends or other personal preferences.

**Mid-Year Completion of Graduation Requirement**
A senior who has completed all academic graduation requirements by the end of the first semester and has completed all early graduation paperwork, will be unenrolled after semester 1. In doing so, that student will no longer be eligible to participate in any school activities during semester 2. However, such a student may take part in the graduation ceremony and other traditional senior activities during semester 2 (prom, class trip, etc.) The diploma will not be issued until after the June graduation ceremony.
Schedule Changes/Course Commitments

Students will not be permitted to drop courses they have requested. However, during the first week of Semester 1 and the first week of Semester 2, they will be permitted to request course changes if the request meets one of the following criteria:

1. **ACADEMIC MISPLACEMENT** - Determined by previous subject grades, related standardized test scores, teacher information, evidence of sufficient student effort and administrative approval
2. **SCHEDULING ERROR** - Missing Graduation requirements, Missing a course prerequisite
3. **CURRICULUM PROGRAM CHANGE** - Dropping a less difficult course for a more difficult course as determined by assigned course weight
4. **SUMMER SCHOOL RECORD** - Changes resulting from completion of summer school must be made no later than the week immediately following the end of summer school.
5. **SENIORS** - Students who have good attendance, are in good academic standing, and do not have discipline problems are eligible to explore course changes, with their counselor, in courses where space is available.
   i. Dropping courses for Early Release or Study Hall is not permitted.
   ii. AP courses and Internship are not permitted to be dropped.
   iii. Changes for athletic reasons are not permitted.
   iv. No changes will be permitted if it drops the current student enrollment below the course minimum.
   v. No changes will be permitted if it raises the current student enrollment above the course maximum.
   vi. No schedules will be changed for the purpose of requesting a different teacher.

PLEASE NOTE: *Meeting any of these criteria does not guarantee a schedule change, but allows a student to be eligible for consideration for a change. All class changes are subject to final approval by the appropriate administrator. There are times when the student’s course change request cannot be met due to full classes, unavailability of classes at appropriate times necessary to meet the student’s needs or other similar circumstances.*

A course which is dropped and does not meet the above criteria will result in a Withdraw Failure (WF) course grade. *This becomes part of the student’s permanent record.*
College / Post-Secondary Application Process

Naviance Family Connection
The high school is proud to offer Naviance Family Connection, a password protected web-based software program. Each student has access to his or her personal profile, scholarships, career interest inventories, grades, and college and/or career interests. Students interested in applying to college are able to compare GPA, SAT & ACT scores, along with other statistics to actual historical data from HH students who have applied in the past. Naviance Family Connection also facilitates communication between counselors and students to guide post-secondary and career interests and goals.

Students and parents will be guided through the process of registering on Naviance. Once a student is registered they should check the Guidance website regularly for up-to-date information and stop in the Student Success Center for assistance.

The Hatboro-Horsham Guidance Department is now on Twitter! We will be using this account to update students and parents on upcoming college and career events, admissions and scholarship deadlines, as well as links to timely news and resources. Students and parents can also follow the Guidance live Twitter feed on its webpage without having to create an account.

Follow us on Twitter: https://twitter.com/HHGuidance

Transcripts and Standardized Test Scores
All transcript requests must be made through Naviance. Please allow a minimum of twelve (12) school days for processing transcript requests.

All standardized test scores (SAT, SAT Subject tests, ACT and AP) MUST be sent to all colleges/universities directly through the testing agency College Board, http://www.collegeboard.org/, or ACT, http://www.actstudent.org/. It is the responsibility of the student to request them from the agency and have them sent to the appropriate school. The High School will NOT place standardized test scores on the transcripts.

KEYSTONE EXAMS
Keystone Exams are end-of-course assessments in designated content areas. The Keystone Exams serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the class of 2020. The Algebra I and Literature Keystone Exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam includes items written to the Assessment Anchor/Eligible Content aligned to the enhanced Pennsylvania Academic Standards for Science.
Course Phases

**Advanced Placement (AP):** Hatboro-Horsham High School offers a number of Advanced Placement (AP) courses to its students. An established, nationally recognized program, AP courses are available to students who are eager to undertake more complex, challenging course work. AP courses reflect college level work and, as such, are designed to prepare students to take AP exams at the conclusion of the course. Please visit [www.collegeboard.org](http://www.collegeboard.org) for additional information on the format and expectations of AP courses. Students are advised to research whether AP credit is awarded for colleges/universities in which they are interested in attending.

The Hatboro-Horsham School District will pay for one AP exam, per year. Students taking more than one AP Courses in one school year will be required to pay for each additional test - students on free or reduced lunch are eligible for a fee reduction or waiver. Students accepted into the AP program will sign a contract agreeing to all conditions set forth.

**Accelerated (ACC):** See individual math courses in the Math section of this guide.

**Honors (H):** Other than AP, this is the most rigorously challenging academic program for highly motivated students and should be selected by those who expect to attend highly competitive universities. They should also be highly competent in the subject area of the course selected.

**College Prep (CP):** This phase is for students who expect to attend college or some other post high school training such as nursing or technical school. Students who are motivated and academically successful should select this phase.

**Academic (A):** This phase is for students who expect to pursue a career, college or further education. These courses are designed to assist students needing additional support in content areas and study skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>AP</th>
<th>ACC</th>
<th>Honors</th>
<th>CP</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
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<td>6.83</td>
<td>6.33</td>
<td>5.33</td>
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</tr>
<tr>
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<tr>
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<tr>
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<tr>
<td>C-</td>
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<tr>
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<td>3.17</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
</tbody>
</table>
Alternative Courses and Programs

**English as a Second Language** – The staff at Hatboro-Horsham High School provides the Limited English Proficient (LEP) student with courses and a support system to adjust to his/her new environment, cope with the school curriculum, enhance his/her sense of self-efficacy and acquire the knowledge and develop the skills necessary to reach career goals.

**College Courses (Dual Enrollment)** – Students taking a college course for remediation, enrichment or in lieu of a high school subject must meet with a counselor and complete an Outside Coursework Form. A transcript must be received from the college before high school credit is awarded. The grades received for these courses will not be included in either the GPA or the class rank. However, the courses taken will be noted on the transcript. For further information on Dual Enrollments, see your counselor. The school district will not assume responsibility for the cost of the course.

**Online Courses** - Online courses are available through Virtual High School (VHS). There are limited spaces available to students and acceptance is not guaranteed. **VHS courses are available to all students.** **Enrollment in a VHS course does not require a period in the schedule.** Students that wish to explore a VHS course without a period assignment must be independent learners with strong motivation and time management skills. **PLEASE SEE YOUR COUNSELOR FOR MORE INFORMATION AND AVAILABLE COURSES.**

**Summer Course Work** – Students may take additional courses during the summer through any of the following methods:
1. At a 2 or 4 year accredited college
2. Private tutoring (minimum 60 hours for a one credit course) with a PA certified teacher in the area of study and approved syllabus.
3. Original credit summer school (between 100 -120 hours of instruction) at a public school offering original credit.
4. Educere - A variety of courses for credit recovery are available online through Educere. Listen for announcements in May/June and see your counselor for information.
5. Montgomery Virtual Program (MVP) is an online learning solution offered by the MCIU.

**Prior written approval is required through a guidance counselor.** This includes courses taken for acceleration. The grades received for these courses will not be included in either the GPA or the class rank. However, the courses taken will be noted on the transcript. Transportation and expenses for summer course work are the responsibility of the person taking the course.
EASTERN Center Program – This program is designed to provide specific training in vocational and technical areas for students in grades eleven and twelve, except for Allied Health which is a seniors-only one year program. Students spend a half day and earn four credits per year. In order to attend, a student should have successfully completed 16 credits and specific course requirements in grades nine and ten. Other programs for credit are available and information is located throughout the Course Selection Guide. See your counselor for registration forms which are required for all courses taken at the EASTERN Center.

Special Education Program – The special education program is an individualized program encompassing the required subjects for graduation, at a level commensurate with the student’s identified ability. A student cannot elect to enroll in special education, but may apply, be evaluated by a school psychologist, and then assigned by district personnel. Students are eligible for graduation after four years in the special education program. Students enrolled in the special education program are not restricted to special education courses, and may enroll in regular education courses as well.

Gifted Support Program – This program is available to students in grades nine through twelve who have been identified as gifted through a comprehensive multidisciplinary evaluation. Students in this program may take a half credit Enrichment seminar course each year.

Nonbinding Note - This booklet describes all courses contained in the Hatboro-Horsham High School program of studies; however, all courses may not be offered during the school year. The school reserves the right to cancel or postpone courses for which insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel necessitates such action.
NCAA – STUDENT ATHLETES

More than 460,000 NCAA student-athletes – more than ever before – compete in 24 sports every year. Member schools support their student-athletes’ academic success by providing state-of-the-art technology, tutoring and access to academic advisors. More than eight out of 10 student-athletes will earn a bachelor’s degree, and more than 35 percent will earn a postgraduate degree.

The advantages of competing in college sports are both immediate and lifelong. Participating in college sports provides opportunities to learn, compete and succeed. Student-athletes receive top-notch academic support, quality medical care and regular access to outstanding coaching, facilities and equipment. Student-athletes as a group graduate at higher rates than their peers in the general student body and feel better prepared for life after college.

Learn more about the three divisions –


College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework.


**Division 1 or 2**

You need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II school. Create a Certification Account and we’ll guide you through the process. You need to create a Certification Account to make official visits to Divisions I and II schools or to sign a National Letter of Intent.

**Division 3**

Create a Profile Page if you plan to compete at a Division III school or are not yet sure where you want to compete. You’ll get an NCAA ID, and we will send you important reminders as you complete high school.
NCAA RECRUITING FACTS
College sports create a pathway to opportunity for student-athletes.

490,000 Student-athletes
19,500 Teams
3 Divisions
1 Association

DIVISION I
Division I schools, on average, enroll the most students, manage the largest athletics budgets, offer a wide array of academic programs and provide the most athletics scholarships.

PARTICIPATION
• 179,200 student-athletes
• 351 colleges and universities

ATHLETICS SCHOLARSHIPS
59 percent of all student-athletes receive some level of athletics aid

ACADEMICS
2017 Graduation Success Rate: 67 percent*

OTHER STATS
Median Undergraduate Enrollment: 9,629
Average Number of Teams per School: 16
Average Percentage of Student Body Participating in Sports: 4 percent
Division I National Championships: 26

DIVISION II
Division II provides growth opportunities through academic achievement, high-level athletics competition and community engagement. Many participants are first-generation college students.

PARTICIPATION
• 121,900 student-athletes
• 308 colleges and universities

ATHLETICS SCHOLARSHIPS
62 percent of all student-athletes receive some level of athletics aid

ACADEMICS
2017 Academic Success Rate: 72 percent*

OTHER STATS
Median Undergraduate Enrollment: 2,485
Average Number of Teams per School: 16
Average Percentage of Student Body Participating in Sports: 9 percent
Division II National Championships: 25

DIVISION III
The Division III experience provides an integrated environment that focuses on academic success while offering competitive athletics and meaningful nonathletics opportunities.

PARTICIPATION
• 190,900 student-athletes
• 443 colleges and universities

FINANCIAL AID
80 percent of all student-athletes receive some form of academic grant or need-based scholarship; institutional gift aid totals $17,000 on average

ACADEMICS
2017 Academic Success Rate: 87 percent*

OTHER STATS
Median Undergraduate Enrollment: 1,748
Average Number of Teams per School: 18
Average Percentage of Student Body Participating in Sports: 26 percent
Division III National Championships: 28

Want to play NCAA sports? Visit ncaa.org/playcollegesports

Updated March 2016

Facts about NCAA sports

Does the NCAA award athletics scholarships?
Individual schools award athletics scholarships. Divisions I and II schools provide more than $3 billion in athletics scholarships annually to more than 150,000 student-athletes. Division III schools, with more than 190,000 student-athletes, do not offer athletically related financial aid, but most student-athletes receive some form of academic grant or need-based scholarship.

Do many high school athletes earn athletics scholarships?
Very few, in fact. About 2 percent of high school athletes are awarded some form of athletics scholarship to compete in college.

Do NCAA student-athletes have difficulty meeting graduation requirements with the time demands of their sport?
While competing in college does require strong time-management skills and some thoughtful planning with academic advisors, on average NCAA student-athletes graduate at a higher rate than the general student body.

Do many NCAA student-athletes go on to play professionally?
Fewer than 2 percent of NCAA student-athletes go on to be professional athletes. In reality, most student-athletes depend on academics to prepare them for life after college. Education is important. There are nearly half a million NCAA student-athletes, and most of them will go pro in something other than sports.

ESTIMATED PROBABILITY OF COMPETING IN NCAA ATHLETICS BEYOND HIGH SCHOOL

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>All Sports</th>
<th>Men's Basketball</th>
<th>Women's Basketball</th>
<th>Football</th>
<th>Baseball</th>
<th>Men's Ice Hockey</th>
<th>Men's Soccer</th>
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</thead>
<tbody>
<tr>
<td>High School Student-Athletes</td>
<td>7,300,000</td>
<td>546,400</td>
<td>429,400</td>
<td>1,083,500</td>
<td>468,600</td>
<td>35,200</td>
<td>440,300</td>
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<tr>
<td>NCAA Student-Athletes</td>
<td>492,900</td>
<td>18,700</td>
<td>16,600</td>
<td>73,700</td>
<td>34,600</td>
<td>4,100</td>
<td>24,800</td>
</tr>
<tr>
<td>Percentage Moving from High School to NCAA</td>
<td>6%</td>
<td>3.4%</td>
<td>3.9%</td>
<td>6.8%</td>
<td>7.1%</td>
<td>11.7%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Percentage Moving from NCAA to Major Professional*</td>
<td>2%</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.5%</td>
<td>9.1%</td>
<td>5.6%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

*Percent NCAA to Major Professional figures are based on the number of draft picks made in the NFL, NBA, WHA, MLB, NHL and MLS drafts.
Course Selection Procedure

- Materials: Course Selection / Pathway Guide and Course Selection Worksheet.
- Review graduation requirements and progress using worksheet.
- To learn more about courses refer to this guide for course descriptions.
- Remember you should be taking the most challenging courses available while taking the opportunity to explore electives in your career interests.
- As you consider your career interests use the Pathway electives offerings.
- Complete Course Selection online.
- Your guidance counselor will contact you for a meeting to review your credits and your Course Selections for next year.
- Last day for changing a course request is **Friday, March 22, 2019**.

<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>Counselor</th>
</tr>
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<tbody>
<tr>
<td>A - Co</td>
<td>Mrs. Zahn</td>
</tr>
<tr>
<td>Cr - E</td>
<td>Mrs. Hermann</td>
</tr>
<tr>
<td>F - I</td>
<td>Mr. Noonan</td>
</tr>
<tr>
<td>J - Mb</td>
<td>Mrs. Townsend</td>
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<td>Mc - Re</td>
<td>Mrs. Soricelli</td>
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<td>Mrs. Hermann</td>
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<td>Si - Z</td>
<td>Mrs. Varano</td>
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**Graduation Requirements**  
**Scholar’s Diploma - 29 Credits**

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<tr>
<th>Subject</th>
<th>Credits</th>
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<td>Overall</td>
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## Graduation Requirements
### Traditional Diploma - 26 Credits

### English 5.0 Credits
- English I ELA I
- English I ELA II
- English II
- English III
- English IV
  - **TOTAL**: 0.0

### Science 3.5 Credits
- Biology
- Chemistry &/or Physical Science
- Environmental Science
  - **TOTAL**: 0.0

### Health/PE/Driver’s Ed. 2.0 Credits
- PE
- Health 10
- PE 12
- Health 12
  - **TOTAL**: 0.0

### Social Studies 3.0 Credits
- **Total**: 0.0

### Math 4.0 Credits
- **TOTAL**: 0.0

### Required Courses 1.0 Credits
- Creative Arts
- Tech/Comp Science
  - **TOTAL**: 0.0

### Electives 7.5 Credits
- **Total**: 0.0

### Overall
- **0.0**: 26
COURSE SELECTION INFORMATION FOR STUDENTS ENTERING 9th GRADE

Each 9th grade student is required to carry the following course work:

| All 9th grade students will be recommended by their 8th grade teachers for: |
|---|---|
| **1. English I (2 courses)** |  |
| • ELA I | 1.0 credit |
| • ELA II | 1.0 credit |
| **2. U.S. History** | 1.0 credit |
| **3. Math (2 Courses based on current 8th grade course)** |  |
| • Introduction to Probability & Statistics and Extended Topics | 1.0 credit |
| • Geometry | 1.0 credit |
| • Algebra I | 1.0 credit |
| • Algebra II | 1.0 credit |
| **4. Science (1 Course)** | 1.0 credit |
| • Honors Biology |  |
| • College Prep or Academic Physical Science |  |
| **5. Electives** | 2.0 credits |
| All 9th grade students will select electives totaling 2.0 credits. |  |
| Students are STRONGLY encouraged to select electives that meet graduation requirements, including: |  |
| • PE |  |
| • Creative Arts |  |
| • Computer/Technology – Introduction to Comp. Sci. |  |
| Students recommended for CP English are STRONGLY encouraged to select 1.0 credits of a world language. |  |
| • Spanish, German, French |  |
| * Please refer to the course selection guide for a complete listing of 9th grade electives. |  |
| **Total**: | 8.0 credits |
| Students taking Enrichment 9 (0.5 credits) can earn a total of 8.5 credits. | 8.5 credits |
### Course Selection Guide

#### College Requirements

- **English**: 2 years of English
- **Math**: 4 years of Math
- **Science**: 3 years of Science
- **Social Studies**: 3 years of Social Studies
- **Electives**: 3 years of Electives

#### Sample Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
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<th>Electives</th>
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<td>English IV</td>
<td>Math 4</td>
<td>Science IV</td>
<td>World Language</td>
<td>Electives</td>
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</tbody>
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#### Electives

- **Art & Industrial Technology**
- **Family & Consumer Sciences**
- **Physical Education**
- **Other Electives**

#### Planning Guide

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<thead>
<tr>
<th>Graduation Requirements are in <strong>Bold Print</strong></th>
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<tbody>
<tr>
<td>Course</td>
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Course Offerings
Art, Industrial Arts & Family Consumer Sciences

The department includes instruction in the fields of Art, Industrial Arts and Family and Consumer Sciences. Elective courses are provided for the student who wishes to pursue education in the various art based fields for career purposes or for personal enrichment. Both the technical and the practical aspects of each course are emphasized as students prepare to enter the adult world. In some courses, 11th and 12th grade students may schedule up to 2 credits for in-depth study and career preparation.

All courses emphasize the application of knowledge to real life experiences and 21st Century Skills. Career education and work are the basis of many courses as they relate to specific occupations in the arts, industry and technology, and human services and family life. Some courses are not included in class rank or grade point average.

The .5 credit graduation requirement in the Creative Arts may be fulfilled with the satisfactory completion of any of the courses from the following Art/FCS/Tech Ed offerings in this section and can be taken anytime during the high school career. Please take note of the grade level offerings for each elective course.

ART MAJOR I
(18 Weeks) 1.0 Credit
Grades 9 through 12
71021 This course gives the student an in-depth study into a variety of media, techniques, styles and subject matter. Students will gain a greater understanding of their strengths and preferences in art-making as well as the ability to critique. Major units of study will include drawing, painting, two and three dimensional design and mixed media. A sketchbook is required. This course is required for invitation into the National Art Honor Society (to be invited, you must also take one other art course, and hold a 90% average in all art courses).

DRAWING
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
71062 This course is for students of all experience levels – from the novice interested in developing fundamental drawing techniques, to the more experienced artist seeking to advance and hone their skill. With Elements of Art and Principles of Design as a foundation, students will begin by drawing from life and will use their skills and body of knowledge to create imaginative compositions. Students will experience a variety of techniques and drawing media including charcoal, pencil, pen, colored pencils, pastels, and markers. A sketchbook is required.

INTRO TO PAINTING
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
71072 This course is for students of all skill levels who enjoy creating art and are interested in experimenting with the artistic process. The course will focus on basic drawing skills, various painting techniques and genre, composition, color theory, and a brief art historical survey. The course will include: pastel, watercolor, tempera, gouache, acrylic painting. A sketchbook is required.
SCULPTURE
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
71006 This course introduces students to 3-dimensional art. Students will learn 3D design, a number of additive and subtractive sculptural methods, study the human form and anatomy and explore interesting historical and contemporary sculptures and sculptors. They will create original pieces of 3-dimensional art from a variety of materials, including clay, modelling and mold-making materials, and recycled/found materials. Students will also learn how to create conceptual drawing in order to solidify concepts and assist in their design process. A sketchbook is required.

ILLUSTRATIVE DRAWING FOR COMIC BOOK ART
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
71064 This is a drawing-based course for students interested in learning how to create popular illustrated media such as comic books, Manga / Anime, computer games, fantasy and graphic novels. This course explores the process of developing comics, with projects ranging from single-panel style comics to a multi-page comic book. Students will develop original imaginary characters, costumes, and landscape settings using a variety of drawing strategies, and will each construct a unique narrative in the form of a short graphic novel with a professional-looking cover. A variety of drawing media will be used, including Prismacolor markers, pen and ink, and colored pencils. A sketchbook is required.

CERAMICS I
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
71044 This course will introduce students to the wonderful world of clay. Using your hands as the primary tool, students will pinch, pull, build, coil and form clay into a variety of functional and decorative pieces. A variety of traditional and non-traditional techniques and processes will be explored. There is a $5 lab fee for this course.

JEWELRY
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
71036 This course will focus primarily on creating jewelry and small metal objects. Students will learn how to cut, shape and solder metal to create contemporary pieces of wearable and decorative art. Other materials will be used to help students develop a strong design sensibility and aid in their creativity. This course will follow the current trends of fine art crafts, where craftspeople create museum quality objects that are as sophisticated and refined as fine art pieces. There is a $5 lab fee for this course.

COMPUTER GRAPHICS I
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
71053 In Computer Graphics I students will learn to use computer technology as a tool to create fine art. This course will cover the basic functions and tools in Adobe Photoshop and Adobe Illustrator. Using Photoshop and Illustrator students will learn various ways to edit and manipulate images, text and also explore the techniques of vector drawing. A strong emphasis will be placed on the principles of graphic design. This course is for the student interested in digital media and possibly a career in computer graphics, web design, game design, graphic design, animation and illustration.
9TH GRADE DIGITAL PHOTOGRAPHY
(18 Weeks every other day) 0.5 Credit
Grade 9 only
71507 This is an introductory course specially designed for 9th grade students. Through a hands-on approach, it teaches the basics of digital camera operation, picture-taking, and Adobe Photoshop. Students apply learned skills through photo projects designed to ignite their imagination and observational skills. There is a $5 lab fee for this course.

Industrial Arts Education
INTRODUCTION TO INDUSTRIAL TECHNOLOGY
(18 Weeks every other day) 0.5 Credit
Grade 9 - 12
72103 Ninth grade students will have the opportunity to explore the various areas of technology education. Students will work on the design and creation of their own custom skateboard. Students will create their design in AutoCAD and use machines to build their skateboard. Students will also use Photoshop and learn some basic photography throughout the course. There is a $10 lab fee for this course.

DIGITAL MEDIA TECHNOLOGY LEVEL I
(18 Weeks) 1.0 Credit
Grades 9 through 12
72224 This course will explore the area of digital photography, video and virtual reality using Canon Rebel T3i SLR and 360 degree VR cameras. Students will learn critical skills in the areas of digital photography, digital video editing/production, and virtual reality. We will also address the careers and future skills needed to be successful in a career outside of school. There is a $10 lab fee for this course.

DIGITAL MEDIA TECHNOLOGY LEVEL I
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
72223 This course is a condensed version of the Digital Media Technology course. We will explore the area of digital photography video and virtual reality using Canon Rebel T3i SLR and 360 degree VR cameras. Students will learn critical skills in the areas of digital photography, digital video editing/production, and virtual reality. We will also address the careers and future skills needed to be successful outside of school. There is $10 lab fee for this course.

TECHNICAL DRAWING
(18 Weeks) 1.0 Credit
Grades 9 through 12
72012 Technical drawing is open to any student who wishes to be a drafter, an engineer, a designer, an architect, a tradesman or any other profession that requires knowledge of technical drawing, commonly thought of as drafting or mechanical drawing. Technical drawing will introduce students to creating basic plans and to visually communicate how an object is made and how the object functions. The course is built on a logical sequence of topics that enables the student to gain the skills needed to complete mechanical drawings which could be used to create custom objects/parts. Students will learn basic hand drawing techniques and how to use AutoCAD, students will work on creating drawings for their own
design, product, or project as part of this course.

TECHNICAL DRAWING
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
72013 This course is an abbreviated version of course 72012 for those students unable to schedule a full 18 weeks. As this is an abbreviated version topics will not be covered in as much depth and some more advanced topics will be excluded.

ARCHITECTURAL DRAWING
(18 Weeks) 1.0 Credit
Grades 9 through 12
Prerequisite: Successful completion of Technical Drawing
72022 This course is a combination of drawing techniques, design, and knowledge of construction materials. Through the study of these topics and the use of AutoCAD students will design and create a set of plans for a single-family residence. This course is open to all students who completed at least 9 weeks of technical drawing and wish to be an architect, a building tradesman, a future homeowner, an interior designer or any professional that requires knowledge of architecture. For the student serious about majoring in architecture at college Art Major I or Drawing are also recommended to help students develop a creative portfolio which many colleges and universities require.

ARCHITECTURAL DRAWING
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
Prerequisite: Successful completion of Technical Drawing
72023 This course is an abbreviated version of course 72022 for those students unable to schedule a full credit.

Family and Consumer Sciences

BEST OF BAKING
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
73004 Principles and preparation of quick and breads, pastry, cakes and cookies and healthy alternatives. Students will learn through written assignments, videos, teacher demonstrations and projects, as well as participation in culinary labs. A performance project and/or a written final assessment will be required.

SEWING I
74010 – (18 Weeks every other day) 0.5 Credit
74011 - (18 Weeks) 1.0 Credit
Grades 9 through 12
This course is designed to introduce students to textiles and basic sewing skills. Students will learn about different fabrics, use a variety of construction techniques including hand and machine sewing and have the opportunity to use different types of sewing equipment. Students will complete several sewing projects, such as a pillowcase, gym bag, boxer shorts and slippers. Students may need to supply a portion of their own supplies and materials. Cost will be kept to a minimum.
Business/Computer Science

Start your college career while in high school. Get the necessary skills, knowledge and attitude for success in this highly demanding field now. It’s not just an elective; it truly is a necessity for life! The Computer Science division of the Business and Computer Science Department provides training for specific skilled programs. Computer courses are offered based upon the students’ interest and future vocational needs. All courses are held in computer laboratories with stations designed for each individual student. We offer the most up-to-date versions of applications and keep current by meeting with area businesses and post-secondary schools annually.

INTRODUCTION TO BUSINESS
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
52015 Introduces students to the world of business and helps to prepare them for the economic roles of consumer, worker and citizen. This course serves as a background for other business courses students choose to take in high school and/or college. Students learn about the relationship and impact of business to society in which they are citizens, consumers, and producers.

PATHWAYS
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
90054 “So, what do you want to do with your life?” How many times have you heard that question? Students who elect Pathways will have the opportunity to explore this question and many more by participating in a unique “road trip” experience. Meet and learn from community leaders as you plan for your own transition from high school to post-secondary education and career. Pathways is an innovative self-discovery course that empowers you to explore opportunities for your future.
• Unit 1: The Million Dollar Question
• Unit 2: Exposure (What Do You Want?)
• Unit 3: Self-Construction (Exploring Your Interests)
• Unit 4: Roadtrip Nation! (Planning for Your Future)

INTRODUCTION TO COMPUTER SCIENCE
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
53010 Learn programming and have fun along the way! In Introduction to Computer Science, you will learn how to program graphical computer programs such as simulations and games, using the Java Programming Language and the Greenfoot environment. Exercises are structured around real, hands-on development tasks: first there is a problem to solve, then we look at language constructs and strategies that help us solve the problem. The emphasis throughout the course is to make computer programming interesting, relevant, and enjoyable while learning the Java programming language.
WEB DESIGN I
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
53091 In this project-based course the students will learn to create and manipulate creative web pages using Dreamweaver, Wix, WordPress, and how to create and edit images using Photoshop and Giphy. Web Design 1 introduces HTML (HyperText Mark-Up Language), CSS (Cascading Style Sheets) and related coding languages that provide the foundation for building web sites. The students will also have fun creating their own websites on topics of their choice!

INTRODUCTION COMPUTER/VIDEO GAME PROGRAMMING
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
53042 The focus of this course will be on understanding the theory of designing a game for player experience regardless of platform. The class will explore the fundamentals of game design. The students will learn how to design innovative, emotionally engaging game experiences. The students will be introduced to Construct 2 and Unity as game design programs. Successful completion of this course will allow the student to move on to Game Design II where students create their own games.

COMPUTER/VIDEO GAME PROGRAMMING II
(18 weeks every other day) 0.5 Credit
Grades 9 through 12
Prerequisite: Successful completion of Introduction Computer/Video Game Programming
53043 The Game Design II Course gives students multiple vectors for further maturing their game and App design skills. Students will read some of the top writing in game studies, on topics related to both theory and practice. Students will also play games that illustrate various design principles and prepare them for final project tasks. Students will create their own games, playtest them, and analyze their work as well as the work of other students.

MOBILE APP DEVELOPMENT
(18 weeks) 1.0 Credit
Grades 9 through 12
53072 Introduces application development for mobile computing devices such as the iPhone, iPad or Android. Students learn basic mobile development concepts that apply to multiple platforms. Topics include an introduction to user interface design, database connectivity, and network communications. The course includes a project that challenges the student to create a small mobile app of their choosing.

PYTHON: AN INTRODUCTION TO PROGRAMMING
(18 weeks) 1.0 Credit
Grades 9 through 12
Prerequisite: Introduction to Computer Science
56073 This course will provide a gentle, yet intense, introduction to programming using Python for highly motivated students with little or no prior experience in programming. The course will focus on planning and organizing programs, as well as the grammar of the Python programming language. It is fast, runs everywhere and is open Source. Due to its power and complete object model, Python is the scripting language choice for many large organizations and is used by sites like YouTube and Dropbox. This project based course will be fun and interesting to those curious about programming.
The English Language Arts program of studies is based on a combination of required and elective courses to satisfy the English credit requirements for graduation. To fulfill these requirements, students in grade nine must take ELA II and ELA II. Students in grade ten must take English II. Students in grade eleven may take English III. Students in grade twelve may take English IV. The Advanced Placement English courses may be substituted for English III and/or English IV.

ENGLISH I - ELA I (9th grade Sem. 1) (18 Weeks) 1.0 Credit
10931 H, 10932 CP, 10933 A This course will introduce the English/Language Arts skills as they pertain to basic analysis of literature through literary elements, understanding of media literacy, acquisition of basic writing skills and the writing process, and an understanding of beginning oral presentation skills. Students will also engage in independent reading. Throughout the semester, students will be introduced to academic integrity and will be oriented to the library for research. Literature study will focus on different genres, including short stories and novels. In addition, students will analyze a variety of nonfiction pieces and will also receive instruction in metacognitive reading and note-taking strategies, text complexity, vocabulary development, grammar, and evidence-based responses.

ENGLISH I – ELA II (9th grade Sem. 2) (18 Weeks) 1.0 Credit
10941 H, 10942 CP, 10943 A This course will build on prior knowledge and previous foundations by emphasizing more sophisticated analysis of literature, continuing emerging oral presentation skills, and focusing on more advanced writing skills. Students will apply previously learned lessons of academic integrity and library orientation to integrate research that will culminate in a formal research paper. Students will be asked to consider a wide variety of rhetorical forms, purposes, and audiences while writing and reading. Literature study will focus on different genres, including poetry and dramas. In addition, students will analyze various nonfiction works. Students will also receive extended instruction in metacognitive reading and note-taking strategies, text complexity, vocabulary development, grammar, and advanced evidence-based responses.

CREATIVE WRITING I (18 Weeks every other day) 0.5 Credit
Grades 9 through 12
12013 Students will be encouraged to compose a wide variety of writing, including poetry, drama, short stories, personal narratives and essays. The teacher will provide instruction, encouragement, and feedback. Students will also share their work with their peers, compile a portfolio, keep a daily journal, and read self-selected works. In addition, students will read about writers and writing and participate in discussions. Students will be encouraged to seek publication in The Golden Pen, the school’s literary magazine and outside publications.

CREATIVE WRITING II (18 Weeks every other day) 0.5 Credit
Grades 9 through 12
12015 This course is designed for self-motivated students who wish to continue to improve their writing skills. They will revisit many of the techniques and procedures introduced in Creative Writing I as they delve deeper into the art of writing.
THEATRE ARTS AND DRAMA I
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12
Prerequisite: Successful completion of core English courses

12041 Do you love acting or are you perhaps a bit stage struck? This course is for the beginning theatre student. Students will learn basic acting techniques through improvisation, pantomime, movement and voice exercises. Students will act, write and direct. Students also will be reading and analyzing plays, as well as learning about the history of the theatre.

JOURNALISM
(18 Weeks, every other day) 0.5 Credit
Grades 9 through 12

12022 Journalism offers the writer of non-fiction the satisfaction of reporting on stories of your choice that might impact the community. Not only will journalism class help you further hone your writing skills, but it will show you how to tailor those skills to newspaper style, and, if you choose, prepare you for work on the Hat Chat. In addition, you will gain a thorough understanding of the history of American journalism, ethical responsibility of fair reporting and accuracy, interviewing skills, how to write different types of stories (hard news, feature stories, editorials, etc.), and the transition from print to digital news. This class is recommended for students who enjoy writing, especially non-fiction, and have an interest in current events and trends in the school community and the world beyond.

ENGLISH AS A SECOND LANGUAGE
(18 Weeks) 1.0 Credit

13001 (9), 13002 (10), 13003 (11), 13004 (12)
This is a course for those students whose first language is not English. After testing, each student is instructed in English grammar, vocabulary, reading and writing as well as conversation and cultural understanding. Administrative approval is required. Course numbers reflect each grade level.

BROADCAST JOURNALISM
(18 Weeks every other day) 0.5 Credit
Grades 9 through 12

12062 Have you ever watched the news and said, “Hey, I can do that!” or “I wonder what it takes to make the TV News happen?” This is your chance! After all, we consume news and other forms of broadcast journalism daily, both actively and passively. This class is designed to take that to the next level, so that not only are you aware of the ins and outs of what you are consuming on a much deeper level than previously, but you are also learning how to produce stories that matter in this critical industry!

BROADCAST JOURNALISM focuses on the planning, gathering, videotaping, interviewing, writing and producing the TV news. We will dissect the news in depth and then it’s your turn to make it happen! This course focuses on basic video skills, public speaking skills, voice and diction training, news style writing, interviewing skills and small group communication. This course is a hands-on course, where you will learn how the news works, why it works, how to make it work, and why it matters.
TV PRODUCTION I: INTRODUCTION TO FILM, TV, & VIDEO PRODUCTION
(18 weeks) 0.5 Credit
Grades 9 through 12
12034 Watch film, TV or YouTube on a regular basis? Ever think about taking that further and creating your own media? This newly-redesigned course provides you with the knowledge and tools to make your own high-quality short films, TV programs, and YouTube. This introductory course is the first stop in learning these critical—and fun—skills.
Here, students learn basic theory of communications and how media is produced and participate in hands-on video projects that teach the concepts make TV, film, and online video happen. For example, students will learn basic camera operation, shot composition, lighting, editing techniques, audio basics, pre-production planning, storyboarding, basic scriptwriting and interviewing, among other skills. In “TV-1: Intro to Film, TV, & Video Production,” you will develop these skills through a series of fun and interesting projects and challenges, including music videos, commercials, vlogs, and more. Get in on the ground floor of this awesome field.

Health, Physical Education & Driver Education

The intent of the Physical Education program is to instill in the student an awareness of the importance of physical activities, the desire to pursue physical activity throughout his/her lifetime, and the skills necessary to do this effectively. The Health Education program aims to impart health knowledge which will enable the student to develop healthy personal habits and attitudes.

GRADES 9 - 11
PHYSICAL EDUCATION
0.5 Credit
80914 This course provides instruction in the fundamental development of health and skills related components of fitness through competitive and non-competitive physical activities. Physical Education is a course designed to follow through upon concepts and themes developed in prior Physical Education courses. The course allows students the opportunity to choose from a variety of activities they would like to participate in to help achieve overall fitness with an emphasis on lifetime activities.
Mathematics

The mathematics program is sequential in nature in that one subject builds upon the concepts learned in previous math courses. However, a variety of subjects and levels are offered so that students may select the proper course with the help of parents, teachers, and guidance counselors. Teachers and guidance counselors will recommend to the student and parent the level which they feel the student should pursue. We strongly urge students to follow that recommendation. Phasing is the classification of mathematics courses according to the difficulty and complexity of skills, materials, and requirements of the courses.

During the summer, there will be pre-course practice available on-line for those students who wish to prepare for their upcoming math course. Although this work is not required, it is recommended that student complete this work as a review to help prepare them for the sequential course for which they are scheduled.

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<th>Math Course Pathways</th>
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ALGEBRA 1
(18 Weeks) 1.0 Credit
Prerequisite: Teacher recommendation
College Prep Level
30011 This course includes the study of writing, solving and graphing linear equations and inequalities, systems of equations and inequalities, functions, problem solving, radicals, exponents and expressions.

Academic Level
30012 This course consists of the core curriculum presented in College Prep Algebra. The pace and conceptual depth is aligned to the student’s mathematical foundation and skill level. Appropriate instructional strategies are implemented to facilitate understanding and sequential learning.

INTRODUCTION TO PROBABILITY, STATISTICS AND EXTENDED TOPICS
Honors Level
Prerequisite: Teacher recommendation
30021 This course covers topics such as basic probability, permutations and combinations, the binomial theorem, the normal distribution, measures of central tendency and dispersion, and survey vocabulary. Other topics will include an introduction to matrices, Cramer’s Rule and its use in solving two and three variable systems of equations, inequalities, combined inequalities, radical expressions and equations, linear equations including graphing, arithmetic and geometric sequences, functions including domain, range and inverse functions.

College Prep Level
Prerequisite: Teacher recommendation
30022 This course covers topics such as basic probability, permutations and combinations, the binomial theorem, the normal distribution and measures of central tendency and dispersion, and survey vocabulary. Other topics will include an introduction to matrices and continued work with inequalities, combined inequalities, radical expressions and equations, quadratic expressions and equations, linear equations, polynomials, factoring and rational expressions, arithmetic and geometric sequences, graphing and functions.

Academic Level
Prerequisite: Teacher recommendation
30024 This course consists of the core curriculum presented in College Prep Intro to Prob/Stat. The pace and conceptual depth is aligned to the student’s mathematical foundation and skill level. Appropriate instructional strategies are implemented to facilitate understanding and sequential learning.
ACCELERATED INTRODUCTION TO PROBABILITY, STATISTICS AND EXTENDED TOPICS
(18 Weeks) 1.0 Credit
Prerequisite: Teacher recommendation
30023 This course covers topics such as basic probability, permutations and combinations, the binomial theorem, arithmetic and geometric sequences, the normal distribution and measures of central tendency and dispersion and survey vocabulary. Other topics will include inequalities, combined inequalities, radical expressions and equations, linear equations, systems of linear equations in two and three variables, graphing linear and quadratic functions, algebra of functions – including domain, range and inverse functions - matrices and determinants, Cramer’s rule with applications, and rational and radical functions.

GEOMETRY
(18 Weeks) 1.0 Credit
Honors Level
Prerequisite: Teacher recommendation
30031 This course covers topics such as standard theorems, properties of triangles, deductive reasoning (with a concentration on the proof process), congruence, similarity, parallels, polygons, circles, areas, volumes, coordinate geometry, plane geometry, constructions and an introduction to right triangle trigonometry.

College Prep Level
Prerequisite: 70% or above in Algebra I CP
30032 This course covers topics such as standard theorems, properties of triangles, deductive reasoning, formal proof process, congruence, similarity, parallels, polygons, circles, areas, volumes, coordinate geometry, plane geometry constructions using geometer sketchpad and an introduction to trigonometric ratios.

Academic Level
Prerequisite: Teacher recommendation
30036 This course consists of the core curriculum presented in College Prep Geometry. The pace and conceptual depth is aligned to the student’s mathematical foundation and skill level. Appropriate instructional strategies are implemented to facilitate understanding and sequential learning.
ALGEBRA II
(18 Weeks) 1.0 Credit

Honors Level
Prerequisite: Honors Geometry and Honors Introduction to Probability, Statistics and Extended Topics

30041 This course includes the study of linear equations and inequalities in one and two variables, relations and functions with emphasis on linear functions and their applications, systems of equations, exponents, polynomials, factoring, solving and graphing quadratic equations and inequalities, rational expressions, rational equations and their applications, radicals, complex numbers, conic sections, rational exponents and logarithms.

College Prep Level
Prerequisite: CP Geometry and CP Introduction to Probability, Statistics and Extended Topics

30042 This course includes the study of number systems, sets, relations, functions (linear and polynomial), exponents, radicals and rational expressions, introduction to complex numbers and the conic sections. Problem solving will be emphasized throughout the course using equations and inequalities that are linear, rational or quadratic in nature. Single and multivariable algebra is utilized.

Academic Level
Prerequisite: Teacher recommendation

30046 This course consists of the core curriculum presented in College Prep Algebra II. The pace and conceptual depth is aligned to the student’s mathematical foundation and skill level. Appropriate instructional strategies are implemented to facilitate understanding and sequential learning.

ACCELERATED ALGEBRA II
(18 Weeks) 1.0 Credit
Prerequisite: Accelerated Introduction to Probability, Statistics and Extended Topics and teacher recommendation

30043ACC This course includes the study of quadratic equations, quadratic functions and their graphs, polynomial functions and their graphs, distance and mid-point formulas and their applications, elements of conic sections and their graphs, rational exponents, elements of exponential functions and their graphs, elements of logarithms, parametric equations and fractional decomposition. Course content also includes line and point symmetries of equations, odd and even functions, piece-wise and greatest integer functions and all transformations of functions. Problem solving is included throughout. The weighted grade point of Accelerated courses is the mean average of Honors and AP courses.
Music

The following course offerings give students a variety of opportunities for involvement in both the performing and non-performing aspects of music. Choral and instrumental groups, as well as classroom harmony and theory classes, are available. Music courses are not phased and are not included in class rank or grade point average.

**BAND**
(Full Year every other day) 1.0 Credit
77121
This course is available to students who have had previous instruction on a band instrument. Opportunities for small ensemble and solo work may be available. Membership is a prerequisite for participation in other small ensembles, District, Regional, All-State and National Music Festivals. **Band Lab during HATS once a week is required.**

**BAND/CONCERT CHOIR**
(Full Year every other day) 1.0 Credit
77321
This is for those students who desire to participate in both band and concert choir.

**CONCERT CHOIR**
(Full Year every other day) 1.0 Credit
77421
This course is open to all interested students who want to develop vocal competence while performing choral literature of the highest caliber. Students are required to attend all rehearsals and performances of the ensemble. Membership is a prerequisite for participation in other small ensembles, District, Regional, All-State and National Music Festivals. **Choir Lab during HATS once a week is required.**

**MUSIC APPRECIATION – American Popular Music**
(18 Weeks every other day) 0.5 Credit
Grade 9 through 12
77638
This course is designed for students who have a love and interest in music, but do not wish to participate in a performing ensemble. Students will explore American popular music and musical theater in addition to the history of Western music. Through extensive listening activities, projects and class discussions, students will gain a deeper knowledge of the progression of popular music.

**VOCAL ARTS SEMINAR**
(18 Weeks every other day) 0.5 Credit
Grade 9 through 12
Prerequisite: Participation in Concert Choir or another choral ensemble is **highly** recommended
77639
This course is designed for students who are interested in developing and strengthening vocal technique and sight-singing skills at a more advanced level. Students will study vocal literature from every genre including musical theatre and pop. In addition, students will explore performance practice for the voice and have the opportunity to perform in class.
STRING ENSEMBLE  
(18 Weeks every other day) 0.5 Credit 
9th & 10th - 77135 | 11th & 12th - 77136  
Strings Ensemble is a performing arts course for students who play the violin, viola, cello or bass. Students work individually and as a group to rehearse and perform orchestral music. Pieces from various genres such as Baroque, Classical and popular music are studied. Musical elements such as rhythm, melody and harmony are examined. There are two levels of orchestra: beginner and experienced, so all interested students are welcome. Strings Ensemble members must provide their own instruments and rentals are available through local businesses. **Strings Ensemble Lab during HATS once a week is required.**

PIANO LAB  
(18 Weeks every other day) 0.5 Credit 
Grade 9 through 12  
77523 This course is designed for the student with little or no knowledge of the piano. Chords, proper fingerings, melody and the theory necessary to build reading skills will be taught.

GUITAR I  
(18 Weeks every other day) 0.5 Credit 
Grade 9 through 12  
77516 This course is designed to teach the beginning student who has little or no knowledge of the guitar and wishes to gain the skills necessary to play the guitar. Scales, chord progressions and the theory necessary to play the instrument will be studied. Guitars for use during class are supplied by instructor.
Science

GOAL
In today’s society it is of utmost importance that we prepare students to be scientifically literate. Only then will we our students be prepared to be responsible citizens able to make intelligent decisions. As a department, we strive to have students understand what science is, to recognize its spirit, and to appreciate its methods. Therefore, a variety of courses is offered so that students may choose classes based upon their interests and future educational plans.

REQUIREMENTS
4.0 or 3.5 science credits are required for graduation dependent upon the program. Physical Science, Environmental Science and Biology are required courses for all College Prep and Academic level students. Biology and Chemistry are required for all Honors level students. Students then select additional science classes to fulfill the requirement. Students planning to attend a four-year college should take chemistry and physics. Students intending on majoring in science should take as many science courses as possible.

COURSE SEQUENCE

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<tr>
<th>9</th>
<th>Biology – H</th>
<th>Physical Science – CP</th>
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<td>AP Environmental Science Chemistry I – H AP Biology</td>
<td>Environmental Science - CP Biology – CP</td>
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ENVIRONMENTAL SCIENCE
(18 weeks) 1.0 Credit
Grade 9
40202 CP | 40203 A
Students in environmental science will learn about spheres of the Earth (air, land, water and organisms), renewable/nonrenewable resources, wetlands and watersheds, biodiversity, ecosystems and environmental law. Although the course will explore world-wide environmental issues, it will emphasize those specific to Pennsylvania as specified by the Pennsylvania Environmental Science Standards. Current tools and techniques (including examination of qualitative and quantitative data) used to assess the health of the environment will be explored. Environmental decision-making skills pertaining to each topic of study will be emphasized as students consider the risks and future consequences of human actions. Students will research and present environmental concerns and solutions on both group and individual levels. Laboratory and field experiments, presentations, current events, and group work are used to facilitate student learning.

PHYSICAL SCIENCE
(18 weeks) 1.0 Credit
Grade 9
40902 CP | 40903 A
Students in physical science will learn about measurement, the physical properties of matter, energy, electricity, forces and motion and basic chemistry concepts. The scientific method will be emphasized as students hypothesize, design and carry out experiments, and collect data and manipulate data in order to reach a conclusion. Students will practice independent analytical skills and problem solving. Collaboration and communication skills as well as higher level thinking skills will be enhanced through the use of technology.

BIOLOGY
(18 weeks) 1.0 Credit
Grade 9 41001 H
Grade 10 41002 CP | 41003 A
Students in biology will learn about microscopy, cell types, structures and functions, molecular genetics, heredity, biotechnology, evolution and classification of life forms. Scientific literacy is developed through investigative labs, reading and writing assignments, use of online resources, collaborative group work and class discussion. Students will formulate testable questions, develop hypotheses, conduct research and experiments, and finally gather and analyze data to form conclusions within each topic of study. Real-world connections are prevalent and technology is integrated as teachers use online interactive animations, supportive websites and video clips. Students use technology as they engage in Internet workshops and WebQuests, use the Internet for research and use various multimedia and web-based programs to design creative products to demonstrate their learning.
Social Studies

Three Social Studies credits are required for graduation. Our current required sequence begins with 9th grade U.S. History, continues to 10th grade World History, and concludes with a capstone experience in the 11th grade Civics & Government course. Pursuing Social Studies AP offerings also helps students qualify for a distinguished H-H diploma in the Scholars Graduate Program. By taking electives, mainly in 11th and 12th grade, students can opt to continue to enhance their education to prepare for vocational schools, colleges, military services, universities, and the workforce. We believe that our Social Studies course offerings fundamentally strengthen our students' ability to perform well in other content areas as we focus strongly on critical thinking, prioritizing, and literacy skills.

All students will schedule in their 9th grade year U.S. History to begin their sequence at the High School to complete 3 mandatory graduation credits in Social Studies.

UNITED STATES HISTORY
(18 Weeks) 1.0 Credit
Grade 9
21012 H, 21002 CP, 21003 A - The period from 1898 to the present is the focus of this U.S. History course. This course builds on the foundation of the coursework from 7th & 8th grade. Students are expected to arrive in class with a basic working knowledge of the development of our nation from Colonialization through the Civil War and into the Gilded Age. From there the 10th grade curriculum concentration will be on the political, economic and social developments of the 20th and 21st centuries. As the involvement of USA’s policies around the globe expand, some topics of World History will also be introduced and examined to put contemporary US History in context.

HISTORY FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE
(18 Weeks) 1.0 Credit
9th - 23001 | 10th - 23002 | 11th - 23003 | 12th - 23004
This course is offered for those students whose first language is not English. The course covers basic U.S. history from Exploration to the Civil War. Important events, people, places and dates are stressed. Administration approval is required.
### COURSE SEQUENCE FOR SOCIAL STUDIES
#### REQUIRED AND SUGGESTED COURSES

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<th>GRADE</th>
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<th>COLLEGE PREP</th>
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- If a schedule allows, the Social Studies dept. encourages motivated and skilled students to enroll in rigorous and challenging elective courses during their upper class years.

- Advanced Placement course offerings in Social Studies begin in 10th grade. Elective courses in Advanced Placement include Psychology, US Government and Politics, European History, World History and American History. These classes are designed to reflect introductory coursework and college level expectations. These rigorous programs help prepare students for the transition to higher learning institutions.

- All Social Studies elective courses offer opportunities for students to pursue studies of interest and focus as they make decisions about their post-secondary educations.
World Languages

Students planning to attend college are strongly advised to schedule a minimum of two credits of one world language and are encouraged to take more. Students applying to more competitive universities should complete four credits of a world language in order to satisfy more demanding entrance requirements. The study of world languages increases employment opportunities, helps in the understanding of foreign cultures, enhances English skills, and provides a new perspective on our own culture. A strong emphasis is placed on reading, writing, speaking and understanding the world language.

The World Language Department offers three languages: French, German and Spanish. Students may begin the study of French, German, and Spanish in the ninth grade. Achieving proficiency in speaking, listening, reading, writing, and culture is the goal of the World Language Department. These courses are not designed for students who are native speakers.

FRENCH I
(18 Weeks) 1.0 Credit
Prerequisite: 73% or above in 8th grade Language Cultures and English. 8th Graders recommended for the Academic Phase of English I should put off this course until 10th Grade.
60101 This course stresses the four skills of comprehension, speech, reading and writing through the study of vocabulary, verbs, grammar and speaking drills. A variety of audio-lingual reinforcement activities are practiced. The French culture is introduced through the French speaking countries around the world.

FRENCH II
(18 Weeks) 1.0 Credit
Prerequisite: 73% or above in French I
60102 This course expands upon the vocabulary learned in French I and adds new vocabulary topics. New grammar concepts are presented and grammar concepts learned in French I are refined. Attention is given to reading, writing, listening, and speaking. Culture is also presented. Students continue to explore the French culture through French readings.

GERMAN I
(18 Weeks) 1.0 Credit
Prerequisite: 73% or above in 8th grade Language Cultures and English. 8th Graders recommended for the Academic Phase of English I should put off this course until 10th Grade.
60201 This course stresses the four skills of comprehension, speech, reading and writing through the study of vocabulary, verbs, grammar and oral drills. A variety of audio-lingual reinforcement activities are practiced. The German culture is introduced through the German speaking countries around the world.

GERMAN II
(18 Weeks) 1.0 Credit
Prerequisite: 73% or above in German I
60202 This course expands upon the vocabulary learned in German I and adds new vocabulary topics. New grammar concepts are presented and grammar concepts learned in German I are refined. Attention is given to reading, writing, listening, and speaking. Culture is also presented.
SPANISH I
(18 Weeks) 1.0 Credit
Prerequisite: 73% or above in 8th grade Language Cultures and English. 8th Graders recommended for the Academic Phase of English I should put off this course until 10th Grade

60301 Spanish I is an introductory comprehensive language course. Students will develop speaking, listening, reading and writing skills on an elementary level. A variety of audio-lingual reinforcement activities are practiced. The Spanish culture is introduced through the Spanish speaking countries around the world.

SPANISH II
(18 Weeks) 1.0 Credit
Prerequisite: 73% or above in Spanish I

60302 This course expands upon the vocabulary learned in Spanish I and adds new vocabulary topics. New grammar concepts are presented and grammar concepts learned in Spanish I are refined. Attention is given to reading, writing, listening, and speaking. Culture is also presented.

SPANISH III
(18 Weeks) 1.0 Credit
Prerequisite: 75% or above in Spanish II

60303 H This course builds on the grammar, conversation, pronunciation, and translation skills from Levels I and II. Intermediate reading, grammar, composition, conversation and culture are covered in this course. Students will read cultural sections and short readings in Spanish.

Dual Enrollment

Students taking a college course for remediation, enrichment or in lieu of a high school subject must get the approval of the appropriate department chairperson and counselor at the high school. A transcript must be received from the college before high school credit is awarded. The grades received for these courses will not be included in either the GPA or the class rank. However, the courses taken will be noted on the transcript. For further information about Dual Enrollment, see your counselor. The school district will not assume responsibility for the cost of the course.

Dual Enrollment partners include Seton Hall University, MCCC, and The Art Institute of Philadelphia.
The Gifted Support Program

Gifted Support Program – This program is available to students in grades nine through twelve who have been identified as gifted through a comprehensive multidisciplinary evaluation. Students in this program may take a half credit Enrichment seminar course each year.

THE GIFTED SUPPORT PROGRAM

Full year
0.5 credit

97009 Enrichment 9 | 97010 Enrichment 10 | 97011 Enrichment 11 | 97012 Enrichment 12

97100 Bridges

The Bridges program is an optional internship opportunity available to gifted juniors and seniors. It is 60 hours in length, and students receive one-half (1/2) credit upon successful completion Bridges is a graded course (A-F); students’ grades appear on their transcript but do not count toward GPA or class rank. No credit will be given if all requirements are not met.

The gifted support program is available for students in grades 9 - 12 who have been identified as gifted as the result of a comprehensive multidisciplinary evaluation. The gifted support teachers meet with each student to individualize the student’s program, including independent study opportunities. In consultation with the student's parents, a GIEP is developed annually. Students, who select seminar, meet formally in a seminar once a week and regularly on an informal basis. Classes focus on developing and using higher-order thinking skills. In addition, students are expected to participate in a minimum of three culturally-related field trips each year and to perform community service. Juniors are encouraged to participate in a one-day job shadow as part of the career and college planning program discussed junior year. In addition, juniors, and in some cases sophomores, are eligible to participate in Bridges, a professional level internship program. All students are encouraged to take advantage of the many opportunities available at the high school, including AP courses, seminars and workshops sponsored by colleges and local organizations and academic contests. Students earn 0.5 credits per year, and grading for Enrichment is on a pass/fail basis. The Bridges program is a graded course.
CUSTOMIZED LEARNING PROGRAMS

Customized Learning Programs give students the opportunity to learn in an expanded educational environment. These programs take advantage of a variety of resources outside the traditional structure of the high school. For example, these programs may include online coursework or coursework at the college or university campus. A Customized Learning Program is initiated by the student and approved by the parent(s), school counselor, and principal. Prerequisites and credit may vary.

INDEPENDENT ONLINE COURSEWORK

Independent Online Coursework outside of the traditional school day is initiated by the student and approved by the appropriate administrator, faculty member(s), the department chairperson (if applicable), counselor, and parent(s)/guardian(s). Students are not supervised by a member of the Hatboro-Horsham High School faculty. The online coursework is governed by online provider. Students interested in Independent Online Coursework should contact their counselor. As long as students meet the minimum required HHSD student load, students may seek permission to enroll in online elective courses that are not being offered at Hatboro-Horsham High School. All costs associated with online courses are the responsibility of the student and family.

ENROLLMENT IN COLLEGE PROGRAMS

Students may enroll in area college classes during the school day or in the evening in order to gain early college experience. High school credit may be granted subject to written approval in advance by the Principal. Some courses may require the student to take a placement test before being approved. Students/Families are responsible for all costs related to the College Program including tuition, fees, books, and transportation. Interested students who wish to obtain more information about this program are encouraged to meet with their counselor.

APPROVAL FOR EXTERNAL CREDITS

High school students earning course credit outside of the Hatboro-Horsham High School curriculum must receive approval from the High School Administration before having it placed on their transcripts. After obtaining approval and successful completion of the course, credit will be granted toward graduation and the grade will be designated on the student’s high school transcript as earned but will not be calculated into the GPA (Alternative Instruction Policy #124). Documentation of the course title on the student’s high school transcript will be exactly the same as the course title is documented on the official notification from the external agency supervising the coursework. Students are to meet with their high school counselor prior to taking any external course work to discuss the process for receiving approval for such coursework.
PROGRAMS OF SPECIAL EDUCATION

Special Education services and supports are available to eligible students attending HHHS. Eligibility for special education is determined by a multi-disciplinary team following receipt of signed consent from parent(s)/guardian(s). Members of this team will determine student’s eligibility for special education supports and services and the student’s need for specially designed instruction. If a student is found eligible for special education services, an Individualized Education Program (IEP) is developed by an IEP team that includes parent(s)/guardian(s). Parents/guardians are provided with a Notice of Recommended Placement (NOREP) that supports the appropriate service in the least restrictive environment. Special education services will begin when the District receives written consent from the parent(s)/guardian(s) in the form of an approved NOREP.

The District has special education services for students requiring Learning Support, Specialized Learning Support, Emotional Support, and Autistic Support, as well as related services for eligible students (i.e. speech/language therapy, physical therapy, occupational therapy, hearing therapy, vision therapy, and itinerant emotional support). The IEP team determines how special education services will be provided to the students in the least restrictive setting.

Special Education Courses
Student must be recommended for these courses by the IEP team.

ADAPTIVE PHYSICAL EDUCATION
1.5 Credit
82012 Selected by the IEP team based on individual student need.

Learning Support
ENGLISH 9 19098
(Full year – every other day) 1.0 Credit
Placement in any of the following courses is based on performance data. Each course is designed for students who are experiencing difficulty with comprehension and/or written expression. Through a systematic, research-based approach, students will develop reading and writing strategies to negotiate various texts, specifically adapted literature based and non-fiction materials. In addition, students will practice strategies to develop research skills to support research based learning and understanding higher order critical reading skills. Test-taking skills and study strategies will be emphasized along with writing as a tool to enhance learning and support comprehension. Students earn grades based on a combination of homework, classwork, projects, quizzes and tests.

LITERACY STRATEGIES
(18 Weeks) 1.0 Credit
Grades 9 -12 Selected by the IEP team based on individual student need.
19201 Literacy strategies are taught to support specific individual IEP goals through whole group, small group and individual instruction. A metacognitive approach is emphasized which incorporates pre-reading, during-reading and post-reading strategies as well as writing skills. Students earn grades based on a combination of homework, classwork, projects, quizzes and test scores.
MATH 9
(Full year – every other day) 1.0 Credits

39095 Designed to provide students with an understanding and/or review of the essential concepts necessary for further advancement in mathematics. Topics covered will include working with number systems, operations of whole numbers, decimals, fractions and percent, order of operations, factoring, variables, exponents, formulas and algebraic expressions. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement the text.

SCIENCE 9
(18 Weeks) 1.0 Credits

49091 The Physical Science section is designed to help students develop a better understanding of the chemical nature of the world around us. The Applied Physical Science section is a study of the relationship between matter and energy. Practical information that can be applied to life skills is used throughout the year. Students will observe demonstrations concerning the various topics.

SOCIAL STUDIES 9
(18 Weeks) 1.0 Credits

29091 The American History section is designed to help students develop a better understanding of U.S. History. It includes the study of these periods in American History: Colonial America, the Revolutionary War, the development of the U.S. constitution, the Civil War, the Great Depression, World Wars I and II, as well as Post War America.

Personal Perspectives
(18 weeks every other day) 0.5 Credit

Grades 9 – 12 Selected by the IEP team based on individual student need.

89101 This course focuses on students’ executive functioning skills. Students learn to identify their strengths and weaknesses in areas including but not limited to organization, flexibility, working memory, impulse/emotional control, self-monitoring, task initiation, planning/prioritizing, and metacognition. Students start by building a sense of community so they may later work on skills in a supportive environment where they feel valued, respected, and comfortable. Students work together to discover new strategies to apply to their lives in school and at home, while making realistic plans for their future. There are opportunities for self-reflection, communication, information processing, group collaboration, discussion, and the creation of an individual plan for success which identifies areas of weakness and builds strengths needed to be successful in the future.

Emotional Support

ES Social Studies 9 - 12
(18 weeks – every day) 1.0 Credit

Selected by the IEP team based on individual student need.

The course is designed for students who are experiencing difficulty with utilizing pro-social coping skills when experiencing high levels of emotionality within the school setting. Through a systematic, research-based approach, students will develop their social-emotional skills by engaging in social studies learning activities that promote the use of effective communication, collaboration, critical thinking, and creativity, when responding to text, writing
prompts, and visual media. The curriculum is delivered in a smaller class setting that is highly individualized based on student IEP goals and current learning needs. Students earn grades based on weekly teacher assessment of student performance based on the daily utilization of pro-social coping skills, classwork, projects, quizzes and tests.

**ES Math 9 - 12**  
(18 weeks – every day) 1.0 Credit  
*Selected by the IEP team* based on individual student need.

**ES Science 9 - 12**  
(18 weeks – every day) 1.0 Credit  
*Selected by the IEP team* based on individual student need.

The course is designed for students who are experiencing difficulty with utilizing pro-social coping skills when experiencing high levels of emotionality within the school setting. Through a systematic, research-based approach, students will develop their social-emotional skills by engaging in learning activities that promote the use of effective communication, collaboration, critical thinking, and creativity, when responding to text, writing prompts, and visual media. The curriculum is delivered in a smaller class setting that is highly individualized based on student IEP goals and current learning needs. Students earn grades based on weekly teacher assessment of student performance based on the daily utilization of pro-social coping skills, classwork, projects, quizzes and tests.

**ES English 9 - 12**  
(18 weeks – every day) 1.0 Credit  
*Selected by the IEP team* based on individual student need.

The course is designed for students who are experiencing difficulty with utilizing pro-social coping skills when experiencing high levels of emotionality within the school setting. Through a systematic, research-based approach, students will develop their social-emotional skills by engaging in learning activities that promote the use of effective communication, collaboration, critical thinking, and creativity, when responding to text, writing prompts, and visual media. The curriculum is delivered in a smaller class setting that is highly individualized based on student IEP goals and current learning needs. Students earn grades based on weekly teacher assessment of student performance based on the daily utilization of pro-social coping skills, classwork, projects, quizzes and tests.

**Personal Perspectives**  
(18 weeks every other day) 0.5 Credit  
*Grades 9 – 12 Selected by the IEP team* based on individual student need.

**98232** This course offers opportunities for instruction and self-exploration with a focus on practice and application of learned skills and strategies. The 4 main units of study include Planning for Your Future, Effective
Communication, Managing Your Emotions, and Your Current and Future Employment. The course incorporates daily reflection and feedback on progress in order to help facilitate students’ ownership of progress. There is also a self-driven project-based component to the course which allows students to feel engaged and productive in the academic setting.

**LIFE SKILLS**

These courses stress the strengthening of fundamental academic skills and the skills needed to become a productive and responsible citizen. Most students in these courses take courses in the four academic areas of language arts/reading, mathematics, social studies, and science/health. When appropriate, students may be placed into regular classes or into the Learning Support classes in one or more of these areas. Also available are elective courses, courses taught by regular education teachers, work experience courses and programs, and vocational-technical education.

*Life Skills Program Math (full year) 1.0 credit*

9th & 10th - 90037 | 11th & 12th - 90041

*A student is recommended for this course by the IEP team.* This is a functional, hands-on curriculum to support transition to postsecondary training/skills, employment, and/or independent living. Small group, specialized instruction focused to aid in accessing daily living math activities and skill development. Focus of the course follows a continuum of skill development that addresses needs for life beyond school programming. Community based instructional experiences aid in generalizing instruction and practice of skills in authentic settings.

*Life Skills Program English (full year) 1.0 credit*

9th & 10th - 90038 | 11th & 12th - 90042

*A student is recommended for this course by the IEP team.* This is a functional, authentic skill based curriculum to support transition to postsecondary training/skills, employment, and/or independent living needs. Small group, specialized instruction focused to aid in accessing reading activities and skill development centered on life activities and needs. Focus of the course follows a continuum of skill development that addresses needs for life beyond school programming. Community based instructional experiences aid in generalizing instruction and practice of skills in authentic settings.

*Life Skills Program Science (full year) 1.0 credit*

9th & 10th - 90039 | 11th & 12th - 90043

*A student is recommended for this course by the IEP team.* This is a functional, skill based approach focused on key concepts of Science that are applicable to real-life experiences supporting transition to postsecondary training/skills, employment, and/or independent living needs. The science concepts are embedded within the math, English, transition training assignments, health lessons, and community based instruction by way of authentic opportunities for learning.

*Life Skills Program Social Studies (full year) 1.0 credit*

9th & 10th - 90040 | 11th & 12th - 90044

*A student is recommended for this course by the IEP team.* This is a functional, skill based approach focused on key concepts of Social Studies that are applicable to real-life experiences supporting transition to postsecondary training/skills, employment, and/or independent living needs. The social studies concepts are embedded within the math, English, transition training assignments, health lessons, and community based
instruction by way of authentic opportunities for learning.

ACT – Authentic Career and Transition
Credit determined on individual student basis
Program determined by IEP Team

The Authentic Career and Transition (A.C.T.) Program is designed to provide students with vocational assessments, training and experience in anticipation of adult employment by including the community as the classroom. It will provide opportunities to learn new functional and daily living skills as well as to practice application of skills learned in high school. The IEP team will decide when a student will take this course and discussion regarding the course will begin in the 10th or 11th grade annual IEP meeting.