## Pathways to Success



## Course Selection Guide 2024-2025



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## OUR COMMUNITY

Hatboro-Horsham School District serves the Borough of Hatboro and the Township of Horsham in Montgomery County, PA. These suburban communities, located approximately 17 miles northwest of Philadelphia, are comprised of residential, agricultural, commercial, and light industrial areas. The annual operating budget of approximately $\$ 95$ million serves a population of roughly 4,800 students at four elementary schools, one middle school, and one high school.

## WHO WE ARE

Hatboro-Horsham High School is a comprehensive public high school that houses grades nine through twelve with an enrollment of approximately 1,3700 students. There are 130 faculty members, $70 \%$ of which hold advanced degrees.

## OUR SCHEDULE

The Hatboro-Horsham administration and staff believe that Intensive (Block) Scheduling, implemented in the 1992-93 school year, offers our students better academic preparation for college and career success. There are four 80 -minute instructional periods. The middle of the day includes a 70minute block where students eat lunch and engage in selfdirected/teacher assigned academic assistance, club/activity, and enrichment opportunities. The abovementioned 70-minute period is referred to as the Lunch \& Learn period. The school year is divided into two semesters totaling 180 days with four marking periods. We have adopted an every other day rotation to permit students the opportunity to take additional courses. A 1.0 credit course meets every day for 18 weeks, and a .5 credit course meets every other day for 18 weeks.

## CO- \& EXTRACURRICULAR ACTIVITIES

$83 \%$ of HHHS students participate in one or more of our sports, club, or activity offerings.

## OUR CURRICULUM

Through required courses and extensive offerings, students may customize their program of studies to meet individual needs and interests. Instruction is delivered with varying levels of difficulty, including Advanced Placement (AP), Accelerated, Honors, College Preparatory, and Academic level courses where additional supports may be warranted. There are over 40 Honors Level Courses offered in English, Math, Social Studies, Business, Science, Art, and World Language. There are four Accelerated courses offered in Mathematics.

## SPECIAL PROGRAMS

We offer a variety of courses online through Virtual High School. The enrichment or gifted program is designed to extend the regular curriculum using higher-level thinking skills in group and independent work.

We also offer a dual enrollment course through Montgomery County Community College, which allows students to receive college-level credit.

The Eastem Center for Arts and Technology (ECAT) provides training in 16 career areas. Several ECAT programs offer college credit through Montgomery County Community College.

The high school also has established dual enrollment agreements with Montgomery County Community College, Harrisburg University, and Seton Hall University.

## ADVANCED PLACEMENT COURSES

AP Art History
AP Biology
AP Calculus $A B$
AP Calculus BC
AP Chemistry
AP Computer Science
AP US History
AP World History
AP US Gov't. \& Politics

AP English Literature \& Comp AP Physics
AP Psychology
AP Spanish
AP Statistics
AP Studio Art
AP English Language \& Comp AP Environmental Science AP Spanish Language \& Culture
*Sophomores who meet the specific criteria are eligible to take one or more of the six available AP courses* *We also offer additional AP level offerings through VHS*

## ADVANCED PLACEMENT RESULTS

Over the last five years, $80 \%$ of students scored a three or higher on their AP exams. In 2023, $82 \%$ of HHHS students scored a three or higher on their AP exams. In 2023, the College Board recognized 23 HHHS students as Advanced Placement Scholars, 28 were named Scholars with Honor, and 36 Scholars with Distinction.


## GRADUATION REQUIREMENTS

Hatboro-Horsham High School offers a differentiated diploma for students. Students seeking the Traditional Diploma must achieve 26 credits based on specific district and State approved criteria. Students also have the option of attaining a Scholar's Diploma, which consists of a particular set of course criteria and grade point average. Students seeking the Scholar's Diploma must complete 29 credits.

## GRADING SCALE

$93-100=A$
$90-92=\mathrm{A}-$
$87-89=B+$
$83-86=B$
$80-82=\mathrm{B}-$
$77-79=\mathrm{C}+$
$73-76=C$
$70-72=C-$
$67-69=\mathrm{D}+$
$63-66=\mathrm{D}$
$60-62=\mathrm{D}-$
$0-59=\mathrm{F}$
Incomplete $=$ I
Medical Excuse $=$ M
WP = Withdraw Pass
WF = Withdraw Fail
*P/F used for elective area courses in Spring 2020 only (COVID-19 related)

## CLASS RANK / GPA

Beginning September 2021, Hatboro-Horsham High School will no longer publish or provide class rank. Weighted grade point average is determined using the Grade Point Equivalents Chart listed below. A student's course level has an impact on the weighted grade they receive, as courses have different value based on their academic track, such as

Academic, College Prep, Honors, Accelerated, or Advanced Placement The weighted grade point average and the grade scale are also newly adopted. As a result of this shift, student-weighted grade point averages may be out of balance with the scale included below, as baseline data begins to reset.

WEIGHTED GRADE SCALE (adopted June 2020)
*Academic level was removed from the weighted grade scale, eliminating the lowest level of course weigh**

| Grade | Accelerated/ <br> Advanced Pl. | Honors | Colle ge <br> Prep |
| :--- | :--- | :--- | :--- |
| A | 4.9 | 4.5 | 4.1 |
| A- | 4.6 | 4.2 | 3.8 |
| B+ | 4.1 | 3.7 | 3.4 |
| B | 3.7 | 3.4 | 3.1 |
| B- | 3.4 | 3.1 | 2.8 |
| C+ | 2.9 | 2.6 | 2.4 |
| C | 2.5 | 2.3 | 2.1 |
| C- | 2.2 | 2.0 | 1.8 |
| D+ | 1.7 | 1.5 | 1.4 |
| D | 1.3 | .9 | 1.1 |
| D- | 1.0 | 0.00 | .8 |
| F | 0.00 | 0.00 |  |

## RECOGNITION

*The Pbiladelphia Business Joumal rated the top 50 high schools with the best SAT scores, and Hatboro-Horsham High School was rated \#30. *The Philadelpbia Inquirer ranked Hatboro-Horsham High School as the 56 th highest-rated school in Pennsylvania.
*Newsweek Magazine included Hatboro-Horsham in their "America's Best High Schools" publication. HHHS was ranked \#343 on the list of the top 700 public, private and charter schools in the United States. *Hatboro-Horsham High School was named to the annual College Board Advanced Placement Honor Roll list.



HATBORO-HORSHAM HIGH SCHOOL STUDENTS IN THE CLASS OF 2022 MATRICULATED TO OVER 100 COLLEGES/UNIVERSITIES \& PROGRAMS


COLLEGES/UNIVERSITIES
University of Alabama
Albright College
Alvernia University
American University
Arcadia University
University of Arizona-Tucson
Arizona State University-Tempe
Auburn University
Automotive Training Center
Bay Path University
Berklee College of Music
Binghamton University
Bloomsburg University of Pennsylvania
Boston University
Bryn Athyn College of the New Church
Bucknell University
Bucks County Community College
Cabrini University
University of California Los Angeles (UCLA)
Case Western Reserve University
Catholic University
University of Central Florida
Chestnut Hill College
Coastal Carolina University
Community College of Philadelphia

University of Colorado
University of Connecticut
Dartmouth College
Delaware State University
Delaware Valley University
University of Delaware
DeSales University
Dickinson College
Drexel University
Duquesne University
Eastern University
Elon University
Emmanuel College
Fashion Institute of Technology
University of Florida
Fordham University
Florida State University
Fordham University
Franklin \& Marshall College
George Washington University
Gettysburg College
Gwynedd Mercy University
Harcum College
Indiana University of Pennsylvania
Ithaca College
James Madison University
Jones Technical Institute
Kutztown University of Pennsylvania
Lackawanna College
Lebanon Valley College
Lehigh University
Lafayette University
Lock Haven University
Louisiana State University
Manor College
Marist College
University of Maryland-College Park
Marywood University
Massachusetts Institute of Technology
University of Massachusetts - Amherst
Miami University, Oxford
Millersville University of Pennsylvania
Monmouth University
Montclair State University
Montgomery County Community College
New Jersey Institute of Technology
New York University
North Carolina A \& T University
North Carolina State University
Northeastern University
University of Oklahoma
Pennsylvania State University-Main Campus

Pennsylvania State University- various satellite campuses<br>University of Pennsylvania<br>University of Pittsburgh<br>Purdue University<br>Ringling College of Art \& Design<br>Rochester Institute of Technology<br>Sacred Heart University<br>Saint Joseph's University<br>San Diego State University<br>Savannah College of Art \& Design<br>University of Scranton<br>Shippensburg University of Pennsylvania<br>University of South Carolina<br>University of Southern California<br>University of St. Andrews (Scotland)<br>St. Bonaventure University<br>Susquehanna University<br>Swarthmore College<br>Syracuse University<br>Temple University<br>The University of Tennessee-Knoxville<br>The Beauty Institute (Schwarzkopf)<br>The Culinary Institute of America<br>Thomas Jefferson University<br>Towson University<br>Tulane University<br>United States Air Force<br>United States Naval Academy<br>Universal Technical Institute<br>University of Valley Forge<br>Ursinus College<br>University of Vermont<br>Virginia Tech<br>Washington University<br>West Chester University of Pennsylvania<br>West Virginia University<br>Widener University<br>University of Wisconsin-Madison<br>Yale University<br>York College of Pennsylvania

## To the Parents, Guardians and Students of Hatboro-Horsham High School:

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-evaluationand 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

Students will electronically submit course requests. The administration reserves the right to withdraw a course offering if a reasonable number of students do not elect the course or if staffing is not available. When a course is oversubscribed, priority for enrollment will be given to seniors, then juniors, then sophomores, etc. Students who are unable to be enrolled in a course will be offered alternative courses. While we hope to offer as many of the courses in this Course Selection Guide as possible, the actual course offerings will depend on budget and staffing. We build the entire schedule and assign faculty based on information we receive from students' requests in the winter and spring about course choices. Requests for change such as disliking a course, underestimating the course expectations, selecting, or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in a class with friends, are inappropriate reasons for a schedule change and will not be honored. This policy has been developed to prevent staffing, scheduling, teaching, and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, oversubscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses during this time. Avoid schedule problems in the summer and fall by making wise, thoughtful choices now.

We encourage you to review this booklet thoroughly 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

## Course Selection Process Timeline:

- January: Teachers will discuss course options with students in class and will enter course recommendations where appropriate.
- Late January/Early February: An overview of course selection information to students during HATS.
- Early February: Students will have a window of time to input course requests into ClassChoice for next school year. During this time, students should speak with their parents/guardians regarding course requests and should carefully consider their interests, teacher recommendations \& course prerequisites.
- February/March/April: Students will have the opportunity to discuss course requests with theircounselor.
- March 22: Deadline for students to make changes to schedules.
- May: Students will be provided AP meetings and an opportunity to drop an AP course.


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## GUIDELINES FOR PROGRAM PLANNING

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 families, 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.

Listed below are some basic guidelines to follow when selecting courses for the next academic school year:

1. Motivation, interest, and aptitude are important factors to consider when selecting courses. Students are encouraged to challenge themselves with the most demanding course of studies they can successfully complete in a given academic year.
2. Previous levels of achievement should be reviewed to determine possible course selection. When selecting a sequential course, students must meet any existing course prerequisites.
3. Graduation requirements will be reviewed each year to determine appropriate progress in all required subject areas.
4. Students must select a complete schedule for each academic year.
5. Students should consider academic strengths and weaknesses when planning for the upcoming academic year.

Counselors will review the course selections with students, advising them of an appropriate academic program of studies. Teacher recommendations are valued in helping to guide the student through the correct course sequence and appropriate level. Counselors will meet with each student to review the entire academic schedule and to track graduation requirements. As a team, the student, parent, and counselor will work together to select a challenging, appropriate academic program of studies.

## 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) 80-minute academic class periods on two-way (Red/Black) rotation. There a 70-minute period in the middle of school day for lunch and a student support period called Lunch and Learn. Most 1.0 credit courses meet every day for a semester, while 0.5 credit courses meet every other day for a semester.

## 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 CHANGE POLICY

Students initially register for the following year's courses during February of each year. Based upon course requests, administration builds a master schedule. The master schedule reflects the interest and demands and teacher availability. Course sections and teacher assignments are made. Adjustments are made to reduce conflicts. The entire process takes several months with the objective of attempting to meet every student's course requests. Change requests made prior to March 24 will be processed at the request of the student and family. Any errors, conflicts, omissions, or additions to a student's schedule will be resolved as soon as possible.

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 theappropriate 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 permanentrecord.

## CAREER PATHWAYS

"Career Pathways" is a comprehensive program of career awareness, exploration, and preparation/application. K-12 in nature, Career Pathways establishes a curriculum with two different, yet equal, programs of study. Both the "Traditional Academic" pathway and the "Technical Academic" pathway offer a rigorous, practical education which helps students focus on a non-binding career cluster in high school and guides them in the selection of course sequences necessary to achieve their educational and career objectives. HHHS goal is to meet the individual needs of students while, at the same time, preparing them to find success as an adult.

The Career Pathways program aims to achieve the following objectives:

1. To raise the level of learning and meaning for all students
2. To prepare all students for lifelong learning
3. To provide for an improved system of counseling and management for students
4. To provide for flexibility in career choice and focus in course planning

## How Does Career Pathways Work?

Students will have been introduced to the four broad career clusters that form the basis of the Career Pathways model. They are as follows:

1. Arts and Humanities
2. Business and Communication Technology
3. Industrial and Engineering Technology
4. Health Sciences and Human Services

Students will then focus on a flexible career plan within their chosen path.
CAREER PATHWAYS OVERVIEW: The four pathways are described below. Once you have found a pathway that interests you, peruse for suggested courses, and career opportunities.

| $\begin{gathered} 4 \\ \text { PATHWAYS } \end{gathered}$ | Health \& Social Services | Science, Technology, Engineering, \& Math | Arts, Humanities \& Communications | Business, Finance \& Law |
| :---: | :---: | :---: | :---: | :---: |
|  | This is a pathway that includes a large and diverse group of careers. Human services involves careers that help people and families meet their needs, including education, social services, and mental health needs. <br> The health and medicine career pathway includes careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people while others involve research into diseases or collecting and | Engineers and technicians design and build things. They are critical in all kinds of manufacturing, especially at the earliest stages when products and processes are being created and refined. <br> A career in science is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and | Careers in the <br> Performing Arts, Visual <br> Arts or certain aspects of Journalism, Broadcasting and Film are careers that tap students' creative talents. <br> Audio-Video <br> Communications <br> Technology, <br> Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form. | The Business, Finance, and Law pathway includes careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. <br> The finance portion of this pathway involves careers in financial and investment planning, banking, insurance and business financial management. The legal system impacts us in many ways, from buying a home to safely driving a car. |


|  | formatting data and <br> information. Work <br> locations are varied and <br> may be in hospitals, | research and <br> development services. <br> medical or dental offices <br> or laboratories, cruise <br> ships, medevac units, <br> sports arenas, space <br> centers or arenas, <br> space centers, or within <br> the community. | Thermation technology <br> pathway prepares <br> learners for careers in <br> careers involve the <br> design, development, <br> support and management <br> implementation, <br> production, <br> maltimedia and systems <br> management, <br> processing, and/or <br> marketing of agricultural <br> commodities and <br> services. | Careers in law keep the <br> legal system industry is a dynamic <br> smoothly and includes <br> public services, jobs that <br> serve and protect people, <br> including law enforcement, <br> firefighting, legal <br> services, and the military. <br> warking environment that <br> impact on the economy <br> and society. |
| :--- | :--- | :--- | :--- | :--- |

POSSIBLE ELECTIVES FOR SPECIFIC CAREER PATHWAYS: Courses will vary with interest of student. The courses listed below are suggestions for discussion between the student, family, teacher, and counselor.

| Health \& Social Services | Science, Technology, Engineering, \& Math | Arts, Humanities \& Communications | Business, Finance \& Law |
| :---: | :---: | :---: | :---: |
| Intro to Business | Accounting | Web Page Design | Accounting |
| Financial Literacy | Web Design | Financial Literacy | Financial Literacy |
| Web Design | Financial Literacy | Creative Writing | Intro to Business |
| Journalism | Intro to Business | Journalism | WebDesign |
| TV \& Film Prod | TV \& Film Prod | TV \& Film | AP Computer Science |
| AP Computer Science | AP Computer Science |  | Intro Comp Sci |
| AP Calculus AB \& BC | Intro to Comp Sci | AP Statistics | AP Statistics |
| AP Statistics | AP Calculus AB \& BC | Probability \& Statistics | Probability \& Statistics |
| Calculus | AP Statistics | AP Computer Science | Advanced Topics |
| Pre Calculus | Calculus | Advanced Topics | AP Calculus AB \& BC |
| Probability \& Statistics | Pre Calculus | Psychology | Calculus |
| Biology | Probability \& Statistics | History in Your Lifetime | Pre Calculus |
| Chemistry | Biology | Spanish | AP Gov \& Politics |
| Physics | Chemistry | Sociology | History in Your Lifetime |
| Kinesiology | Physics | German | Economics |
| Forensics | Kinesiology | French | Sociology |
| Disasters | Forensics | Spanish | Psychology |
| AP Gov \& Politics | Disasters | Guitar | German |
| Economics | Marine Biology | Piano | Spanish |
| Sociology | Genetics | Theatre |  |
| Psychology | Health | Sewing |  |
| Health | German | Family \& Consumer Sciences |  |
| German | French | All Art Courses |  |
| French | Spanish | Interior Design |  |
| Spanish | Computer Graphics | Managing Independence |  |
| Understanding Children | Arch Design \& Drafting | Food and Nutrition |  |
| Food For Life | Engineering | Food For Life |  |
| Managing Independence | Foundations of Tech | Understanding Children |  |
| Food and Nutrition | Manufacturing Technology | Ceramics |  |
|  | Welding | Computer Graphics |  |
| All Art Classes | Computer Aided Drafting \& Design |  |  |
| Best of Baking | Auto Body/ Collision Repair |  |  |
| Cosmetology | Auto Technology |  |  |
| Criminal Justice | Electrical Technology |  |  |
| Culinary Arts | Heating/Air Conditioning \& Refrigeration |  |  |
| Emerging Health Professionals |  |  |  |

EXAMPLE CAREER OPPORTUNITIES FOR SPECIFIC CAREER PATHWAYS

|  | Health \& Social Services | Science, Technology, Engineering, \& Math | Arts, Humanities \& Communications | Business, Finance \& Law |
| :---: | :---: | :---: | :---: | :---: |
| Advanced Coursework | EPhysician <br> E Pharmacist <br> E Dentist E Physical / <br> Occupational Therapist or Counselor | ```E Engineer E Architect E Security Analyst E Computer Scientist E Research Scientist E Research Professor``` | Post-Secondary Professors <br> E Political Scientist <br> E Systems Engineer | Financial Analyst <br> Auditor <br> Certified Public Accountants <br> Chief Executives International Business <br> Lawyer |
| College Course Work | Registered Nurse Physician's Assistant E Medical Lab Tech E Social Worker — Medical Assistant E Teacher | - Construction Manager E Statistician E Meteorologist - Chemist <br> E Teacher | Teacher <br> Musician <br> Journalist / Editor <br> Technical Writer <br> Information <br> Technology Specialist | Actuary <br> Insurance <br> Underwriter <br> E Financial Advisor <br> - Teacher |
| College and / or Career Course Work | Dental Assistant <br> Licensed Practical Nurse <br> Medical Records Technician <br> Emergency Medical Technician <br> - Dental Hygienist <br> Vet Technician <br> $\simeq$ Nurses Aide | Drafter <br> Engineering <br> Technician <br> Master Electrician <br> E Automotive <br> Technician <br> E Cost Estimator <br> E Lab Technician <br> - Welder <br> - Precision <br> Machinist <br> - Armed Services | - Preschool Teacher <br> - Fashion Design <br> - Web Designer <br> - Cosmetologist <br> — Horticulturist <br> E Commercial Artist <br> E Photographer <br> EA/V Tech <br> ㅍIT Support | L Loan Officer <br> Paralegal <br> Real Estate Agent <br> Billing Clerk <br> Administrative <br> Assistant <br> — Bank Teller <br> - Bookkeeper <br> E Police Officer <br> - Firefighter |
| Career Course Work | Home Health Aide <br> - Nurses Aide <br> E Pharmacy <br> Technician | Earpenter E Mason Electrician E Manufacturer Plumber E HVAC Tech | E Cook Receptionist Advertising Sales Agent | ```Claims Adjuster Retail Sales Clerk Office Clerk Janitor & Cleaner Secretary``` |

## COLLEGE PLANNING CALENDAR

## THINGS TO CONSIDER ALL 4 YEARS:

- Select challenging courses that make sense given your strengths, weaknesses, and available time; balance is most important. Work hard and earn the best possible grades.
- Meet with your School Counselor annually to review future plans, graduation progress, and course requests. Finalize your course requests for the upcoming school year, final deadline is March 22.
- Plan high school courses based on future career goals. Keep in mind that purposeful and rewarding careers abound in both the skilled trades and those requiring a college degree and may be achieved at various levels of financial cost.
- Athletes who wish to play a Division I or II sport in college need to adhere to the NCAA guidelines to ensure eligibility. Please visit www.eligibilitycenter.org and/or speak with your School Counselor.


## FRESHMAN YEAR

- Begin to think about future plans (2- or 4-year college/university, trade/technical school, military, employment)
- Focus on grades, study habits, organization skills.
- Start a resume or log of school \& community activities, volunteer hours, employment, and awards/honors.
- Utilize Naviance to become familiar with its many career \& college planning features. Students will be introduced to Naviance during the fall.
- Think about touring ECAT and visit during the fall open house event (typically held in November).
- Complete Career Key Assessment \& Career Cluster Finder interest inventories in Naviance to help sort through career exploration topics connected to personal interests.
- Choose sophomore year courses based on teacher recommendation, freshman year grades, graduation requirements and interests. Meet with School Counselor to review course selection.


## SOPHOMORE YEAR

- Continue to build your resume or log with school \& community activities, volunteer work, employment, and awards/honors. Begin to take on leadership roles when they arise.
- Continue to participate in school and community activities.
- Continue to explore Naviance to assist in identifying potential careers and post-secondary options.
- Research and explore summer educational opportunities (college enrichment programs, camps, summer courses, employment).
- Visit college campuses.
- Visit Eastern Center for Arts \& Technology. Consider possibilities for career-based programs at ECAT to gain certification in a program of interest, reinforce a career path after high school, get a head start in collegiate studies in that field and/or prepare for employment.
- Take Career Scope Inventory (interest \& aptitude assessment for education \& career guidance). Meet with School Counselor to interpret results, identify topics of interest and review recommendations.
- Select junior year courses based on teacher recommendation, sophomore year grades, graduation requirements and interests. Increase rigor where appropriate. Meet with School Counselor to review course selection.


## JUNIOR YEAR

Keep in mind that colleges look for the following:

- Challenging coursework
- GPA
- How your free time is spent i.e., employment, volunteer work, school/community activities
- An overall upward trend (increasing rigor and performance throughout high school)

FALL

- Identify colleges you are interested in exploring
- List the factors that matter most to you (location, size, major, public/private, etc.)
- Utilize Naviance and other college search programs (CollegeBoard, Niche, etc.)
- Attend the college information programs and financial aid night offered thru Counselor Corner.
- Sign up in Naviance to meet with college representatives when they visit HHHS.
- Discuss your future goals and post-secondary plans with your parents and School Counselor.
- Register to take AP (Advanced Placement) exams for courses you are currently taking.
- Review your PSAT scores to identify which areas may need improvement. Connect your CollegeBoard account with Khan Academy in order to access free SAT prep customized for you based on your PSAT results.
- Create a testing plan that works for you and register to take the SAT or ACT (note that HHHS offers the SAT here each year).
- Evaluate SAT/ACT Prep options, as needed.


## SPRING

- Continue to update your resume with school \& community activities, volunteer work, employment, and awards/honors/leadership roles.
- Continue your post-secondary search (college/university, trade schools, community college, job training, military)
- Gather as much information as you can (majors offered, price, financial aid available, private/public, internship opportunities, etc.). Keep in mind the post-secondary school should match your personality, GPA and test scores.
- Determine admission requirements for both admission to the college AND admission into the specific program you wish to study.
- Start to visit colleges and post-secondary schools that interest you. Visiting while college is in session provides a different perspective than a visit over the summer.
- Attend college/career fairs with questions.
- Athletes planning to play Division I or Division II sports must register with the NCAA Eligibility Center and use the NCAA Eligibility Center code of 9999 so scores are sent directly to the Eligibility Center from the testing agency.
- Register and take either SAT or ACT (as well as subject tests IF required- some highly selective colleges require subject tests)
- Utilize the 4 free score reports when registering to take the test. See your School Counselor if you have concerns about sending your scores to colleges.
- Begin looking for summer employment opportunities in your career area of interest. Consider volunteering.
- If the colleges you are interested in applying to require letters of recommendation, ask one to two teachers who know you well if they are willing to write a recommendation letter for you.
- Complete the Recommendation Information Survey questionnaire in Naviance.
- Choose senior year courses based on teacher recommendation, junior year grades, graduation requirements and interests. Increase rigor where appropriate. Meet with School Counselor to review course selection.


## SUMMER

- Continue to visit colleges/post-secondary schools. Create a list of schools to which you plan on applying and timeframe for completion.
- TIP: Call ahead to schedule appointments with Financial Aid and Admissions Counselors. Find out if you can sit in on a class, meet with a professor and/or spend a night in a dorm. Make it a point to speak with students about the college.
- Begin completing applications (August 1st):
- Determine HOW you will apply to college (either utilizing the Common Application, the Coalition, or the individual college website)
- Look over the essay prompts and begin writing. Deciding what to write is often the most difficult task!
- Have a teacher, parent, and others review your essays for grammar, punctuation, readability, and content.
- Decide if you are going to apply to a college's Early Action or Early Decision programs (Early Decision is a binding agreement - if accepted, you must attend. You can only apply to ONE school Early Decision.
- Determine if you need letters of recommendation. Schools have different requirements. Some require teacher letters, some require both teacher and counselor letters, other colleges require no letters at all.
- Complete the Teacher Recommendation Information Survey in Naviance if you need recommendation letters for the schools in which you plan to apply.
- Explore opportunities for Dual Enrollment, Work/Study, Senior Internship, Job Shadowing, Transition Experience, Apprenticeships. Identify and hone future-ready skills needed to make informed career decisions and compete and succeed in the workplace. Discuss plans with School Counselor for recommendations and program placement.


## SENIOR YEAR

## FALL

- Request in Naviance teacher and/or counselor recommendation letters, if necessary, for the colleges on your list.
- Take SAT or ACT again, if necessary, and utilize the 4 free score sends.
- Sign up to meet with college admission representatives when they visit the high school.
- Arrange Job Shadowing experiences for PSAT Day in October. By visiting a workplace, investigating a career field and industry, and experiencing a typical day on the job, students can determine if the career and industry fits their interests, skills, and career aspirations.
- Create a list of colleges with deadlines for applications and financial aid to stay organized.
- Complete college application process (ideally by end of September):
- Consult the "College Application Checklist" posted in Naviance and on the Guidance website.
- Submit student application online via the individual college website, the Common Application, or the Coalition application.
- Send SAT or ACT scores to the colleges directly from collegeboard.org or act.org.
- If using the Common Application, "match" Naviance with Common Application (see School Counselor for help).
- Request transcript in Naviance (this is done AFTER you submit your application).
- Focus on grades- many colleges will request to see Q1 and mid-year grades.
- Register to take AP (Advanced Placement) exams for courses you are currently taking.
- Begin to search for scholarships on college websites and using databases.
- Attend the Financial Aid Counselor Corner event in the fall.
- Participate in a variety of curriculum related field trips, events and showcases in various career clusters and post-secondary educational institutions whenever possible.
- Complete the FAFSA for financial aid eligibility.


## SPRING

- In Naviance, request mid-year grades be sent to any colleges that need them.
- Complete community-based, national, regional scholarship applications available in Naviance
- Compare college acceptance letters and financial aid/scholarship offers.
- Make your college decision no later than May 1st.
- Notify other schools that you are not planning to attend.
- Be mindful of any deadlines regarding housing, orientation, etc. at your chosen college
- For waitlisted students, notify the college of your status and level of interest.
- In order for your final transcript to be sent to your college, please select the college you will be attending in Naviance (located in "colleges I'm applying to").
- Write thank you notes to the people who wrote letters of recommendation.


## GRADUATION REQUIREMENTS

The regulations instituted by the Pennsylvania Department of Education shall be the minimum requirements for graduation from Hatboro-Horsham High School. Credit units for courses passed during the ninth, tenth, eleventh and twelfth grades shall be counted towards the necessary credits for graduation. To receive a diploma, each student shall have earned passing grades in all required subjects. Required courses are signified by a:

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

## TRADITIONAL DIPLOMA

| Program | \# of Credits |
| :--- | :--- |
| English | 5.0 |
| Mathematics | 4.0 |
| Science | 3.5 |
| Social Studies | 3.0 |
| Physical Education/ Health | 2.0 |
| Technology/Computer Science | 0.5 |
| Creative Arts | 0.5 |
| Electives | 7.5 |
| State mandated proficiency on the Keystone <br> Exams (class of 2023 and beyond) |  |
| Total |  |

## SCHOLAR'S DIPLOMA

| Program | \# of Credits |  |  |
| :--- | :--- | :---: | :---: |
| English | 5.0 |  |  |
| Mathematics | 4.0 |  |  |
| Science | 4.0 |  |  |
| Social Studies | 4.0 |  |  |
| World Language | 3.0 |  |  |
| Physical Education/ Health | 2.0 |  |  |
| Creative Arts | 0.5 |  |  |
| The Scholars Leadership <br> Program [available in either <br> junior or senior year] | 0.5 |  |  |
| Electives | 6.0 |  |  |
| State mandated proficiency on the <br> Keystone Exams (class of 2023 and beyond) |  |  |  |
| Total |  |  | $\mathbf{2 9 . 0}$ |

## Additional Criteria for the Scholar's Diploma:

- Maintain a minimum simple/nonweighted 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


## 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.

## 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 andhave them sent to the appropriate school. The High School will NOT place standardized test scores on the transcripts.

## 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 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 $\mathbf{( H ) : ~ O t h e r ~ t h a n ~ A P , ~ t h i s ~ i s ~ t h e ~ m o s t ~ r i g o r o u s l y ~ c h a l l e n g i n g ~ a c a d e m i c ~ p r o g r a m ~ f o r ~ h i g h l y ~ m o t i v a t e d ~ s t u d e n t s ~ a n d ~}$ should be selected bythose who expect to attend highly competitive universities. They shouldalso 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 schooltraining such as nursing or technical school. Students who are motivated and academically successful shouldselect this phase.

| Grade | Accelerated/ <br> Advanced PI. | Honors | Coll. Prep |
| :--- | :--- | :--- | :--- |
| A | 4.9 | 4.5 | 4.1 |
| A- | 4.6 | 4.2 | 3.8 |
| B+ | 4.1 | 3.7 | 3.4 |
| B | 3.7 | 3.4 | 3.1 |
| B- | 3.4 | 3.1 | 2.8 |
| C+ | 2.9 | 2.6 | 2.4 |
| C | 2.5 | 2.3 | 2.1 |
| C- | 2.2 | 2.0 | 1.8 |
| D+ | 1.7 | 1.5 | 1.4 |
| D | 1.3 | 1.2 | 1.1 |
| D- | 1.0 | .9 | .8 |
| F | 0.00 | 0.00 | 0.00 |

## KEYSTONE EXAMS

Keystone exams are state-mandated end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and Literature. Currently, the Pennsylvania Department of Education requires that students in the Class of 2023 and beyond demonstrate proficiency on these exams in order to graduate. Detailed information about the Keystone exams and Graduation Pathways can be found at: http://www.pdesas.org/Page/Viewer/ViewPage/8.

| KEYSTONE <br> EXAM | BELOW <br> BASIC | BASIC | PROFICIENT | ADVANCED |
| :---: | :---: | :---: | :---: | :---: |
| Algebra 1 | $1200-1438$ | $1439-1499$ | $1500-1545$ | $1546-1800$ |
| Biology | $1200-1459$ | $1460-1499$ | $1500-1548$ | $1549-1800$ |
| Literature | $1200-1443$ | $1444-1499$ | $1500-1583$ | $1584-1800$ |


#### Abstract

VHS Online Courses - Online courses are available through Virtual High School (VHS). There are limited spacesavailable 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 timemanagement skills. PLEASE SEE YOUR COUNSELOR FOR MORE INFORMATION AND AVAILABLE COURSES. To View the online course click here: VHS Course List https://my.vhslearning.org/PublicStudentCourseList.aspx

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 EASTERNCenter.

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 identifiedability. A student cannot elect to enroll in special education, but may apply, be evaluated by a schoolpsychologist, and then assigned by district personnel. Students are eligible for graduation after fouryears in the special education program. Students enrolled in the special education program are notrestricted 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 ELIGIBILITY

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.

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. NCAA Eligibility Center - https://web3.ncaa.org/ecwr3/

## 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.

## Graduation Planning Tool

 Scholars| STUDENT NAME |  | Class of |
| :---: | :---: | :---: |
|  | Graduation Requirements <br> Scholar's Diploma - 29 Credits |  |


| English 5.0 Credits |  |
| :--- | ---: |
| English I ELA I |  |
| English I ELA II |  |
| English II |  |
| English III |  |
| English IV |  |
| TOTAL | 0 |



| Science 4.0 Credits |  |
| :--- | ---: |
| Biology |  |
| Chemistry |  |
|  |  |
|  | 0.0 |
| TOTAL |  |


| Health/PE/Driver's Ed. 2.0 Credits |  |
| :--- | ---: |
| PE |  |
| Health 10 |  |
| PE 12 |  |
| Health 12 |  |
| TOTAL | 0 |



| Required Courses 1.0 Credits |  |
| :--- | ---: |
| Creative Arts |  |
| Scholar's Seminar |  |
| TOTAL | 0.0 |

Overall
0.0

| STUDENT NAME |  | Class of |
| :---: | :---: | :---: |
|  | Graduation Requirements <br> Traditional Diploma-26 Credits |  |


| English 5.0 Credits |  |
| :--- | ---: |
| English I ELA I |  |
| English I ELA II |  |
| English II |  |
| English III |  |
| English IV |  |
| TOTAL | 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 |


| Social Studies 3.0 Credits |  |
| :--- | ---: |
|  |  |
|  |  |
|  |  |
|  | 0.0 |



| Overall | 0.0 | 26 |
| :--- | ---: | ---: |

## GENERAL COURSE SELECTION INFORMATION FOR STUDENTS ENTERING $9{ }^{\text {TH }}$ GRADE

| All 9 ${ }^{\text {th }}$ grade students will be recommended by their $8^{\text {th }}$ 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 |  |
| - 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 Physical Science |  |
| 5. Electives <br> All ${ }^{\text {gh }}$ grade students will select electives totaling 2.0 credits. <br> Students are STRONGLY encouraged to select electives that meet graduation requirements, including: <br> - PE <br> - Creative Arts <br> - Computer/Technology - Introduction to Comp. Sci. <br> Students recommended for CP English are STRONGLY encouraged to select 1.0 credits of a world language. <br> - Spanish, German, French <br> * Please refer to the course selection guide for a complete listing of $9^{\text {th }}$ grade electives. | 2.0 credits |
| Total: | 8.0 credits |
| Students taking Enrichment 9 ( 0.5 credits) can earn a total of 8.5 credits. | 8.5 credits |

## Course Selection Instructions

Course selection will occur online for the upcoming school year. Student registration will open on February 5, 2024 and must be completed by February 15, 2024.

- Complete Course Selection Worksheet with the courses you are selecting for the upcoming school year.
- Access ClassChoice through your PS page.

| House Principal: <br> Mr. Rapino (5504) <br> Counselor: <br> Mrs. Zahn (5530) <br> Navigation | Grades and Attendance: |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Grades and Attendance |  |  |  |  |  |  |  |  |  |
| Pearson Courses |  |  |  |  |  |  |  |  |  |  |
| My Schedule | Exp | Last Week |  |  |  |  | This Week |  |  |  |
|  |  | M | T | w | H | F | M | T | W | + |
| Report Ca <br> Unofficial <br> Transcript | HR(R-B) |  |  |  |  |  |  |  |  |  |
|  | 1(R-B) |  |  |  |  |  |  |  |  |  |
| ClassChoice | 2(R-B) |  |  |  |  |  |  |  |  |  |
| Attendance | 3A(R) |  |  |  |  |  |  |  |  |  |

- Teacher recommendations cannot be changed by students, you must see your counselor.
- Course Selections will be made available, in PS, to your parents/guardians for review in March.
- ClassChoice is available Feb. 5 - Feb. 15.
- Carefully Select courses you are interested in.
- Course Selections will be made available on PS in March for parental review.
- All course selections will be locked in on March 22 - no changes can be made after this date.
- $1: 1$ meetings will be held with your counselor.


| Requests |  |
| :---: | :---: |
| Step: 1 Core Add Cort | - In order to select your courses, you need to click |
| Total Core Hours . 00 | on Add Core |
| Step: 2 Electives Complete Core Requirements |  |
| Total Electives Hours . 00 |  |
| Total Requested Hours . 00 |  |


| Requests |  |  |
| ---: | :---: | ---: |
| Step: 1 Core | Add Core |  |
| 30061 Trigonometry - H | 1.00 | Locked |
| Total Core Hours | 1.00 |  |
| Step: 2 Electives Complete Core Requirements |  |  |
| Total Electives Hours | .00 |  |
| Total Requested Hours | 1.00 |  |


| re Requests: Student Name (Grade 10) |  |  |
| :---: | :---: | :---: |
| 11th Grade English Requirement (Required Credits: 1) <br> You must request 1 additional credit <br> You are required to select 1.0 credit of English. 11102 English III-British Literature-CP* (1.00) 11207 Language $\&$ Composition-AP (1.00) $\square$ 10911 Reading Strategies 11 (.50) $\square$ 13003 English-Second Language 11 (1.00) 11207 S Language \& Composition Seminar-AP (.50) <br> Unavailable Classes |  |  |
| 11th Grade Mathernatics Requirement (Required Credits: 1 to 2) <br> Requirement Met - 30041 Algebra II-H (1.00) <br> You are required to select 1.0 credit of Mathematics. 30051 Advanced Topics-CP (1.00) 39114 Math 11 A (1.00) $\square$ 39091 Math 9 A (1.00) 39101 Math 10 A (1.00) 39115 Math 11 B (1.00) $\square$ 30061 Trigonometry - $\mathrm{H}^{*}$ (1.00) |  |  |
| 11th Grade Social Studies Requirement (Required Credits: 1 ) <br> You must request 1 additional credit <br> You are required to select 1 credit of Social Studies. 22026 Economics - AP* (1.00) $\square$ 23003 History-Second Language 11 (1.00) $\square$ 29113 Social Studies 11 (1.00) $\square$ 22061 European History - AP* (1.00) $\square$ 29111 Social Studies 11 (1.00) $\square$ 21102 Western Civilization-CP* (1.00) |  |  |
| 11th Grade Science (Optional Credits: 0 to 1) <br> - 41101 Chemistry IH (1.00) <br> You are required to select 1.0 credit of Science. 42051 Biology - $A P^{*}$ (1.00) 42083 Disasters-CP (.50) 42021 Kinesiology-CP* (1.00) 42061 Chemistry - AP* (1.00) 42082 Forensics-CP (.50) 41121 Chemistry II $-\mathrm{H}^{*}$ (1.00) <br> 42085 Marine Biology-CP (.50) $\square$ 42061 S Chemistry Seminar - AP (.50) $\square$ 41181 Indep Topics in Biology - H (1.00) $\square$ <br> Unavailable Classes |  |  |
| * Prerequisite CompletedSave Requests |  |  |

Once you have completed your requests, you can choose to Print by clicking on the Print Requests link under the requests.

| To register online, please do the following: <br> 1) Click on "Add Core" to select your core classes from each category. <br> 2) Click on "Add Electives" drop down menu. <br> a. To register for EASTERN half day or mini course select the appropriate EASTERN option and click on the course you wish to take. <br> b. To select additional courses in Math, Science, English, Social Studies, World Language, Business Computer Science, Art, Tech Ed, Family Consumer Science, Music, and Phy cal Education and Heath, click on each cate take within the category. <br> 3) Be sure you have registered for a full course load. <br> NOTE: If a particular course you wish to take is not available, you may not have met the pre-requisite to take the course. For this and any other ir ,ues registering for a course, please see your g |  |  |  |
| :---: | :---: | :---: | :---: |
| Graduation Requirements are for assistance in requesting courses and assume that the s dent will pass all courses for the current year. For confirmation of your graduation status please se your counselor. |  |  |  |
| Requests <br> Request by Course Number | Summary | Graduation Requirements ${ }^{*}$ |  |
| Step: 1 Core Add Core | Full Schedule Hours 8.00 Total Hours Reques d: 8.00 | English I (1.0 Credit) | Complete |
| 42051 Biology - AP 1.00 remove Lock <br> 42051S Biology Seminar - AP 50 remove Lock | No Hours seded | Communication Strategies (1.0 Credit) | Complete |
| 22026 Economics - AP $\quad 1.00$ remove Lock |  | Social Studies I (1.0 Credit) | Complete |
| 22026 S Economics Seminar - AP ${ }^{\text {2 }}$ - 50 remove Lock |  | Mathematics I (2.0 Credits) | Complete |
| 2 English III-British Literature-CP $\quad 1.00$ remove |  | Science I (1.5 Credit) | . 50 needed |
| 30061 Trigonometry - H <br> 1.00 remove Lock |  | Health and Physical Ed. I (0.5 Credit) | Complete |
| Total Core Hours 5.00 |  | 10th Grade |  |
|  |  | English II (1.0 Credit) | Scheduled |
| Step: 2 Electives Add Electives |  | Social Studies II (1.0 Credit) | Scheduled |
| 30072 Calculus -H 1.00  <br> 82044 Intro to Mountaineering \& Backcountry .50  <br> 30076 Statistics - AP 1.00  <br> 30076 S Statistics Seminar - AP  50 <br>   3.00 |  | Mathematics II (1.0 Credit) | Scheduled |
|  |  | Science II (1.0 Credit) | Scheduled |
|  |  | Heath and Physical Ed. II (1.0 Credit) | Scheduled |
|  |  | 11th Grade |  |
| Total Requested ${ }^{\text {r }}$, ars $\quad 8.00$ |  | English III (1.0 Credit) | Requested |
| Print Requests |  | Social Studies III ( 1.0 Credit) | 1.00 needed |
|  |  | Mathematics III ( 1.0 Credit) | Requested |
|  |  | Science Ill (1Credit) | Scheduled |
|  |  | Physical Ed. II ( 5 Credit) | . 50 needed |
|  |  | Career Pathways (0.5 Credit) | . 50 needed |
|  |  | 12th Grade |  |

## Course Requests

| Biology - AP (42051) | 1.00 |
| :--- | ---: |
| Biology Seminar - AP (42051S) | 0.50 |
| Calculus -H (30072) | 1.00 |
| Economics - AP (22026) | 1.00 |
| Economics Seminar - AP (22026S) | 0.50 |
| English III-British Literature-CP (11102) | 1.00 |
| Intro to Mountaineering \& Backcountry (82044) | 0.50 |
| Statistics - AP (30076) | 1.00 |
| Statistics Seminar - AP (30076S) | 0.50 |
| Trigonometry - H (30061) | 1.00 |
| (81021 [ALT]) | 0.00 |
|  |  |

## Parent Signature:

*If you are overriding a course, remember to include completed Parent Override Form. This form can be found on the Guidance webpage.

## ENGLISH

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.

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10931 ENGLISH I - ELA I - H
1 0 9 3 2 \text { ENGLISH I - ELA I - CP}
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| 18 weeks | Semester 1 |
| :--- | :--- |
| 1.00 Credit | Required |

This course will focus on rhetorical analysis and the writing process including introduction and conclusion writing, thesis statements, the use of transitions, finding and analyzing textual evidence, writing for a specific audience, understanding of media literacy and persuasion, and the beginning of literary analysis. Throughout the semester, students will be introduced to academic integrity and will be oriented to various tools for research and will be asked to integrate research into their writing. In addition, students will analyze a variety of nonfiction pieces, and will also receive instruction in reading and notetaking strategies, text complexity, vocabulary development, grammar, and evidence-based responses. Students will also engage in independent reading and will be exposed to fiction, poetry, and drama.

| 10941 ENGLISHI-ELAI-H <br> 10942 ENGLISHI-ELAI-CP 目 |  |
| :--- | :--- |
| 18 weeks | Semester 2 |
| 1.00 Credit | Required |

This course will build on prior knowledge and previous foundations but will emphasize a sophisticated analysis of literature and focus on more advanced writing skills. 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 fiction, poetry, and drama, and will include more advanced literary analysis. Students will continue to participate in independent reading.

| 11010 ENGLISH II - H |  |
| :--- | :--- |
| 11002 ENGLISH II - CP |  |
| 18 Weeks | Semester 1 or 2 |
| 1.00 Credit | Required |

This course will focus on major American writers and their historical backgrounds. Major writers from the $19^{\text {th }}$ and $20^{\text {th }}$ centuries will be covered. This course will help students improve skills in composition, vocabulary development, and literary analysis. In addition, students will analyze both fiction and non-fiction texts. Emphasis will be placed on using textual evidence to support assertions. A research paper, outside readings and informal presentations will be included in the program of study.

| 11101 ENGLISH III - H <br> 11102 ENGLISH III - CP |  |
| :--- | :--- |
| 18 Weeks | Semester 1 or 2 |
| 1.00 Credit | Required |

This English course examines World Literature. In class, students will engage with texts from world authors who explore such themes as the dystopian experience, living a fulfilled life and the power of language along with study of world myths and legends. Additionally, there will be two or three outside reading novels and supplemental reading selections incorporated to enhance understanding and personal reflection. One of the purposes of reading, which will be our focus, is to analyze history, culture, and diverse lifestyles. Through written interpretation (essays, reader responses) and oral interpretation (speeches, discussions), we will gain tremendous insights on global issues and universal themes while achieving cultural literacy. Vocabulary, writing skills, research, language skills, communication, and in-depth analysis will also be major concentrations.
**New for 2023-24 - Students have a choice for the course that satisfies the English IV graduation credit requirement. Students may choose Communication in Action or Heroes and Monsters, only choose 1.


Communication in Action: Coursework will focus on practical reading and writing to prepare students for career and college endeavors. These will include composing and revising the college essay/personal statement (fall semester), analyzing documentary films, analyzing, and writing editorials, presentation skills, and maintaining blogs focused around an area of personal interest to the student. Current texts include Malcolm Gladwell's Outliers and New York Times editorials.

| Heroes and Monsters <br> 11209 ENGLISH IV -H <br>  <br> 11208 ENGLISH IV -CP |  |
| :--- | :--- |
| 18 Weeks | Semester 1 or 2 |
| 1.00 Credit | Required |

Heroes and Monsters: : Students will build on their prior knowledge of the Hero's Journey and consider archetypal depictions of heroes and monsters through a variety of eras, cultures, and media including TV and film. Content will include classical mythology and Arthurian legend to modern-day superheroes, Universal Monsters, and current examples such as Star Wars or Harry Potter. Required texts may include The Metamorphosis and Dr. Jekyll and Mr. Hyde.

| 11207AP ENGLISH LANGUAGE AND COMPOSITION |  |
| :--- | :--- |
| 11207S AP ENGLISH LANGUAGE AND COMPOSITION SEMINAR |  |
| Full Year | 18 Weeks for a Semester, 18 Weeks every other day for a Semester |
| 1.50 credit | AP |
| Prerequisite | Successful completion of $10^{\text {th }} / 11^{\text {th }}$ English. |

This is an intense college-level study of rhetoric, which includes close reading of non-fiction, writing adapted appropriately for the specific task and audience, and claim-based arguments supported by reasoned thinking and evidence. Students will engage in regular analysis of rhetorical techniques used in non-fiction articles and essays, practice non-fiction writing in its various modes (i.e., persuasive, narrative, descriptive, expository), and regularly participate in writing conferences and peer critiques as part of the revision process. Students may be required to produce a final portfolio of writings. This course isdesigned for committed individuals who are intrigued by the power of the written word, enjoy reading non-fiction, and desire to improve their persuasion and writing skills. Students must come to this course with a solid writing ability and a general interest in improving the style and quality of their writing. Students will work in a small-group team of learners, with the teacher, and with the class as a whole to develop a mastery of academic discourse. Students must select both courses.

| 11207AP ENGLISH LITERATURE AND COMPOSITION |  |
| :--- | :--- |
| 11207S AP ENGLISH LITERATURE AND COMPOSITION SEMINAR |  |
| Full Year | 18 Weeks for a Semester, 18 Weeks every other day for a Semester |
| 1.50 credit | AP |
| Prerequisite | Successful completion of AP Language and Composition or $10^{\text {th }} / 11^{\text {th }}$ English. |

This is an intense college-level study of literature and composition. Students will read challenging fiction, poetry, and drama, with a focus on how the various literary elements work together to create the whole. Major assessments will focus on written composition and presentations, though daily classes will emphasize a discussion format. This course is designed for committed individuals who love to read, who are intrigued by the power of the written word, who understand the value of analyzing literature for its deeper and varied meanings and who have an unwavering dedication to their individual success as a learner. Students must come to this course with a solid writing ability and a general interest to improve the style and quality of their writing, and must be willing to accept criticism of their writing and presentation skills from both the teacher and their peers. Ultimately, students will work together and with the teacher to create a learning community in which everyone develops a deeper understanding of literature and those skills required to effectively communicate that understanding through both written analysis and verbal presentations. Students must select both courses.

| ENGLISH AS A SECOND LANGUAG13001 (9), 13002 (10), 13003 (11), 1300 |  |
| :---: | :---: |
| 18 weeks | Semester 1 or 2 |
| 1.0 Credit | Required |

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.

| 12013 CREATIVE WRITING I |  |
| :--- | :--- |
| 18 Weeks every other <br> day | Semester Grades 9-12 |
| .50 Credit | Elective |

Students will 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.

| $\mathbf{1 2 0 1 4}$ CREATIVE WRITING II |  |
| :--- | :--- |
| 18 Weeks every <br> other day | Semester Grades 9-12 |
| .50 Credit | Elective |

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. This course is portfolio based and students choose their content focus.

| $\mathbf{1 2 0 4 1}$ THEATRE ARTS AND DRAMA |  |
| :--- | :--- |
| 18 Weeks every <br> other day | Semester Grades 9-12 |
| .50 Credit | Elective |
| Prerequisite | Successful completion of core English courses |

Theater Arts and Drama invites students into the captivating world of the performing arts. This course provides a comprehensive exploration of the fundamental aspects of acting, including character development, emotional expression, and stage presence. Students will also delve into various theatrical styles and genres, such as pantomime, melodrama, improvisation, ethnodrama, verbatim theatre, one-act plays, and monologues, broadening their acting repertoire. Analysis of both classic plays and contemporary musicals is a key component, fostering critical thinking and deeper appreciation for dramatic works. Moreover, students will have the opportunity to create and perform their own dramatic and comedic scenes, gaining hands-on experience in the complete production process. This class is designed for both aspiring actors and those new to the world of drama, offering an inclusive and supportive environment for all.

| $\mathbf{1 2 0 2 2}$ JOURNALISM | Semester Grades 9-12 |
| :--- | :--- |
| 18 Weeks every other <br> day | Elective |
| .50 Credit |  |

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.

| 12062 BROADCAST JOURNALISM |  |
| :--- | :--- |
| 18 Weeks every other <br> day | Semester Grades 9-12 |
| .50 Credit | Elective |

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 criticalindustry! 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.

## 12034 INTRO TO VIDEO AND MEDIA PRODUCTION

| 18 Weeks every other <br> day | Semester Grades 9-12 |
| :--- | :--- |
| .50 Credit | Elective |

Watch film, TV or YouTube on a regular basis? Ever think about taking that further and creating your own media? This course, previously known as "TV Production I", 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 Intro to Video \& Media 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.

| $\mathbf{1 2 0 3 5}$ Advanced Media/TV Production |  |
| :--- | :--- |
| 18 Weeks every other <br> day | Semester Grades 10-12 |
| .50 Credit | Elective |
| Prerequisite | Successful completion of TV Production I |

This course is all about taking your *ideo production skills to the next level in an authentic and exciting way. Here, students will be developing and producing a television show that will air regularly on HHTV and online. This newsmagazine show, "Under the Hat," is bi-weekly program where we spotlight multiple facets of the school in a way never before seen, with interviews, skits, review and how-to segments, artistic performances, and more. In the high-intensity class, students will use everything they have learned to create this professional-quality show. Over the course of the semester, students will collaborate, create, and reflect, as they fulfill a variety of different and critical roles, as they meet various challenges and produce interesting and complex video segments, studio productions, man-on-the street interviews-which will come together as a 15-20 minute show-one that HH will be proud to call its own.

| $\mathbf{1 2 0 3 7}$ FILM PRODUCTION: FILMMAKING IN DEPTH |  |
| :--- | :--- |
| 18 Weeks every other <br> day | Semester Grades 10-12 |
| .50 Credit | Elective |
| Prerequisite | Successful completion of TV Production I |

Did you ever want to make the films you enjoy so much at the movies? Here you can! In Film Production, students take the skills they have developed in TV1, an produce the genres of films they love, including action, thriller, epic, drama and others by first understanding good script writing and storyboarding, then studying examples and finally using the techniques to produce their own short length and even small feature films. In addition to writing, directing and producing films, students should also be ready to do some acting and many of the other roles in film production.

Here, students will not only leave this course not only with a new appreciation of filmmaking, but will make narrative, experimental, and documentary films-and a portfolio film that they can call their very own. The very best will then be submitted to film festivals in the area. You will never look at films the same way, when you are making your own.

| 12037 EXPLORING CINEMA |  |
| :--- | :--- |
| 18 Weeks every other <br> day | Semester Grades 10-12 |
| .50 Credit | Elective |

Are you an avid movie goer? Is there a certain director or actor whom you admire? Do you enjoy talking to your friends about your favorite movies? If so, Exploring Cinema may be a class for you. In this .5 credit elective, students will actively investigate the film industry as well as the groundbreaking accomplishments of modern movie making. Students will arm themselves with the knowledge of how framing, lighting and camera movement combine to convey various meanings, moods and themes. Additionally, students will learn about pioneers in the film industry such as Akira Kurosawa, Alfred Hitchcock, Steven Spielberg, Peter Jackson and M. Night Shyamalan. Further, students will also examine some of the most famous heroes and villains in film history such as Indiana Jones, Gandalf the Grey, Darth Vader and Norman Bates. Moreover, students will apply their cinema knowledge and produce an alternate ending of a film. Students should be prepared to engage in script writing, story boarding, filming, acting and editing. A variety of film genres will be explored based on the lists created by the accredited American Film Institute.

| 12023 SPEECH AND DEBATE <br> 18 Weeks every other day Semester Grades 9-12 |  |
| :---: | :---: |
|  |  |
| . 50 Credit | Elective |

Enjoy debating with your friends and family? Like to win an argument? Want to better your public speaking skills so that you can ace your next presentation in class? If so, speech and debate might be the perfect elective for you! In this course, students will study public speaking occasions and develop skills as fair and critical listeners of spoken information and persuasion. Students will examine types of speeches and debates, scrutinize famous and current speeches and debates, prepare and Present their own speeches and participate in exciting class debates. Students will learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback, as well as speak off-the-cuff. Furthermore, students will learn how to create effective and powerful visual aids, mastering how to make persuasive class presentations.

## 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 students complete this work as a review to help prepare them for the sequential course for which they are scheduled.

Math Course Pathways

|  | $9^{\text {th }}$Required to take Math <br> both semesters |  | $10^{\text {th }}$ | 11th1 Math required; manystudents take 1 eachsemester |  | 12th <br> Math requirement dependent upon number of credits taken prior to senior year |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 Math required; students may opt to take 1 each semester |  |  |  |  |
| College Prep | Alg 1 | Prob/Stat | Alg II |  | oo | Pre-Calc |  |
| Honors | Prob/Stat | Alg II | Geo |  |  | AP Calc A | AP Calc <br> B |
|  |  |  | and/or AP Statistics | and/or AP Statistics |  | Or Calc H |  |
| Accelerated | Alg II | Geo | Pre-Calc | AP Calc A | AP Calc BC | Multi-Variable Calc |  |
|  |  |  | and/or AP Statistics | and/or AP Statistics |  |  |  |

* The above table includes possible paths through the math curriculum, it is not meant to show the only path available to students.

| $\mathbf{3 0 0 1 1}$ ALGEBRA I - CP |  |  |
| :--- | :--- | :---: |
| 18 weeks | Semester |  |
| 1.00 credit | Required |  |

This course includes the study of writing, solving and graphing linear equations and inequalities, systems of equation, functions, problem solving, radicals, exponents, polynomials, and factoring.

| 30021 INTRODUCTION TO PROBABILITY, STATISTICS AND EXTENDED TOPICS - H |  |
| :--- | :--- | :--- |
| $\mathbf{3 0 0 2 2}$ INTRODUCTION TO PROBABILITY, STATISTICS AND EXTENDED TOPICS - CP |  |
| 18 weeks | Semester |
| 1.00 credit | Required |

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.

| 30031 GEOMETRY - H |  |
| :--- | :--- |
| $\mathbf{3 0 0 3 2}$ GEOMETRY - CP |  |
| 18 weeks | Semester |
| 1.00 credit | Required |

This course covers topics such as fundamental properties of lines, angles and triangles, congruence, similarity, polygons, circles, and coordinate geometry. In addition, the course will introduce key trigonometric concepts including the study of the trigonometric functions, fundamental identities, right and oblique triangles, radian measure with application, and solving utilizing the trigonometric functions.

| $\mathbf{3 0 0 3 3}$ GEOMETRY - ACC |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Required |
| Prerequisite | Successful completion of Accelerated Algebra II |

This course covers topics such as fundamental properties of lines, angles and triangles, congruence, similarity, polygons, circles, and coordinate geometry. In addition, the course will introduce key trigonometric concepts including the study of the trigonometric functions, fundamental identities, right and oblique triangles, radian measure with application, solving utilizing the trigonometric functions, graphing trigonometric functions, and inverse trigonometric functions.

| $\mathbf{3 0 0 4 1}$ ALGEBRA II- $\mathbf{H}$ |  |
| :--- | :--- |
| $\mathbf{3 0 0 4 2}$ ALGEBRA II- CP |  |
| 18 weeks | Semester |
| 1.00 credit | Required |

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.

## 30043 ACC ACCELERATED ALGEBRA II

| 18 weeks | Semester |
| :--- | :--- |
| 1.00 credit | Required |
|  |  |

This course covers topics these algebraic topics: inequalities, polynomial expressions, radical expressions, graphing quadratic, radical, exponential, and logarithmic functions, inverse functions. In addition, probability (independent and dependent events, conditional probability) and descriptive statistics (measures of center and spread, correlation and random sampling) are also included.

| 30063 ACC ACCELERATED TRIGONOMETRY AND PRE-CALCULUS |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisite | Successful Completion of Accelerated Geometry |

This course covers graphs of trigonometric functions, identities, inverse trigonometric functions, trigonometric equations, polynomial functions, piecewise and rational functions, limits, parametric and polar coordinates.

| $\mathbf{3 0 0 7 1}$ PRE-CALCULUS $\mathbf{-} \mathbf{~ H}$ |  |
| :--- | :--- |
| $\mathbf{3 0 0 7 4}$ PRE-CALCULUS $\mathbf{~ C P}$ |  |
| $\mathbf{1 8}$ weeks | Semester |
| 1.00 credit | Elective |
| Prerequisite | Completion of Trigonometry and teacher recommendation. |

This course will include the study of many types of functions (including, but not limited to quadratic, polynomial, rational, exponential, and logarithmic). Students will be expected to graph, analyze and create models for all of these functions. Fractional decomposition will be explored as a way to further analyze and graph rational functions. Additionally, students will be introduced to parametric and polar equations and their graphs. An introduction to limits through the graphs of rational functions and an introduction to calculus through limits will be included. This course also includes graphing the six trigonometric functions and inverse trigonometric functions.

| $\mathbf{3 0 0 7 0}$ CALCULUS $\mathbf{- H}$ |  |
| :---: | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisite | Completion of Pre-Calculus. |

This course is a rigorous math course that applies topics explored in algebra, geometry, trigonometry and pre-calculus at a much deeper level. This includes a study of analytical geometry, function analysis, limits, continuity, differentiation, applications of derivatives and an introduction to integration. Students interested in a major in math or science at the post-secondary level would benefit from taking Calculus to gain familiarity with, and understanding of, concepts they will explore in depth at the college level within those majors.

## 30093 INTRODUCTION TO ENGINEERING - H



| 18 weeks | Semester |
| :---: | :--- |
| 1.00 credit | Elective |
| Prerequisites | Successful Completion of Geometry |

Students will learn how engineers use math, science and technology in an engineering problem solving process to benefit society. Course materials will be presented using projects and group learning activities that will help students gain experience with design and development. This course has the option to be Dual Enrollment, please ask your counselor for more details.

| 30094 ENGINEERING II $-\mathbf{H}$ |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisites | Completion of Intro to Engineering |

In Engineering 2, students apply the engineering design process they learned in Introduction to Engineering and uses industryleading design technology to engage in the open-ended problem solving of semester long, discipline specific engineering problems. Students will team with working professionals outside of the classroom to gain valuable experience tapping into the expertise of real-world professionals. Through problems that engage and challenge, students will have the option to explore and choose from several engineering topics that will help them prepare for their college curriculum as well as their future working experience. This course has the option to be Dual Enrollment, please ask your counselor for more details.

| $\mathbf{3 0 0 7 7}$ AP CALCULUS A |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisites | Accelerated Trigonometry/Pre-Calculus or Honors Pre-Calculus |

A course designed primarily for students who will major in mathematics, science, engineering, or business. Topics include concepts from analytic geometry, limits, differentiation of algebraic, trigonometric, exponential, and logarithmic functions, curve sketching and applications. A graphing calculator is required for class, homework, and testing. Classroom instruction and programs will be presented using a TI-84 Plus. Summer work is required for this course.

| $\mathbf{3 0 0 7 8}$ AP CALCULUS AB | Semester |
| :--- | :--- | :--- |
| 18 weeks | Elective |
| 1.00 credit | Completion of AP Calculus A |
| Prerequisites |  |

This course is a continuation of the Advanced Placement recommended list of eligible content for the Calculus AB exam. Integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of integration, and slope fields will be covered. A graphing calculator is required for class, homework, and testing. Classroom instruction and programs will be presented using a TI-84 Plus. Students that register to take the Advanced Placement Calculus AB exam must select both courses (30077 and 30078). Summer work is required for this course.

| 30079 AP CALCULUS BC | Semester |
| :--- | :--- | :--- |
| 18 weeks | Elective |
| 1.00 credit | Completion of AP Calculus A |
| Prerequisites |  |

AP This course is a continuation of the Advanced Placement recommended list of eligible content for the Calculus BC exam. Integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of integration, and slope fields will be covered. Additional topics include differentiation and integration of parametric equations, polar functions and vectors. Slope fields, series and convergence, Euler's method, L'Hopital's Rule and improper integrals are also included in this version of the calculus. A graphing calculator is required for class, homework and testing. Classroom instruction and programs will be presented using a TI-84 Plus. Students that register to take the Advanced Placement Calculus BC exam must select both courses (30077 and 30079). Summer work is required for this course.

| $\mathbf{3 0 0 8 0}$ MULTIVARIABLE CALCULUS - ACC |  |
| :--- | :--- | :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisites | Completion of AP Calculus BC |

This course is a continuation of the study of Calculus into three dimensions. Topics covered include parametric equations, polar, cylindrical, and spherical coordinates, vectors and the geometry of space, vector functions (derivatives, integrals, curvature), partial derivatives, optimization, multiple integration and its applications, and vector calculus (line integrals, vector analysis). These mathematical tools and methods are used extensively in the physical sciences, engineering, economics, and computer graphics. Classroom instruction and programs will be presented using Maple (a computer algebra system) and $\mathrm{TI}-$ CAS CX calculators, which will be provided for each student. This course has the option to be Dual Enrollment, please ask your counselor for more details.

| 30076 \& 30076S AP STATISTICS |  |
| :--- | :--- |
| 18 weeks every day, 18 weeks every <br> other day | 2 Semesters |
| 1.50 credit | Elective |
| Prerequisites | Completion of Algebra II (Accelerated or Honors) |

This course is an introduction to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include summarizing and comparing both univariate and bivariate data, planning and conducting surveys and experiments, probability, the normal distribution, sampling distributions, confidence intervals and tests of significance. Strong written and verbal communication skills will be vital to success in this course. 30076S Students taking AP Statistics are required to take an AP Statistics seminar course during semester 1.

## SCIENCE

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.

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

| 9 | Biology - H | Physical Science - CP |
| :---: | :---: | :---: |
| 10 | AP Environmental Science <br> And/or <br> Chemistry I-H <br> AP Biology | Environmental Science - CP <br> Biology - CP <br> Physics - CP |
| 11/12 | Physics - H Kinesiology - H Genetics - H AP Environmental Science <br> If majoring in Engineering/Technology: <br> AP Physics <br> If majoring in Medicine/Health: <br> AP Biology AP Chemistry | The following courses require strong math skills: <br> Chemistry I - CP Physics - CP <br> Kinesiology - CP <br> Disasters (.5)- CP <br> Forensics (.5) - CP <br> Marine Biology (.5) - CP |


| 40902 PHYSICAL SCIENCE - CP |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Required based upon phase. |

Students in physical science will learn about measurement, the physical properties of matter, basic chemistry, and physics concepts. The scientific method will be emphasized as students hypothesize, design and carry out experiments,-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.

| $\mathbf{4 0 2 0 2}$ ENVIRONMENTAL SCIENCE - CP |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Required based upon phase. |

Students in environmental science will explore each level of the biosphere - populations, ecological communities, ecosystems and terrestrial and aquatic biomes. During this class, students will read and discuss articles that connect learning to current environmental issues. Technology is used to graph data, perform research and create products that demonstrate learning. Students visit the Jarett Nature Center to conduct experiments.

| 41001 BIOLOGY - H |  |
| :--- | :--- |
| $\mathbf{4 1 0 0 2}$ BIOLOGY - CP |  |
| 18 weeks | Semester Grades $9-11$ |
| 1.00 credit | Required based upon phase. |

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. BIOLOGY is a Keystone course where students are required to take the Keystone Biology exam at the end of the course.

| 41101 CHEMISTRY - H |  |
| :--- | :--- |
| $\mathbf{4 1 1 0 2}$ CHEMISTRY - CP |  |
| 18 weeks | Semester Grades 9-11 |
| 1.00 credit | Required based upon phase. |
| Prerequisite | Successful completion of Biology, Algebra 1 and Intro to Probability and Statistics. |

The Chemistry course is designed to engage students with an exciting conceptual approach to its content, requiring a strong foundation in fundamental mathematical skills for successful comprehension. Content is supported with mathematical applications including unit conversions, solving for unknown variables, graphing data, and identifying mathematical relationships in data. Topics studied include states of matter, atomic structure, periodicity, chemical bonding, nomenclature, chemical reactions, kinetics, stoichiometry, solutions, kinetic molecular theory, gas-laws, thermochemistry, acid-base theory, and equilibrium. Each student performs laboratory activities each quarter which reflect the topic studied. Student involvement through "hands-on" experiences, teacher demonstrations, and classroom discussion will enable them to gain a thorough understanding of the concepts presented.

$$
\begin{aligned}
& 41201 \text { PHYSICS - H } \\
& 41202 \text { PHYSICS - CP }
\end{aligned}
$$



| 18 weeks | CP Semester Grades $10-12 ;$ Honors Semester grades 11-12 |
| :--- | :--- |
| 1.00 credit | Elective. |
| Prerequisite <br> Honors | Successful completion of Algebra II or taking it concurrently with this course. |
| Prerequisite CP | Successful completion of Algebra I |

Students studying physics will learn about the principles of nature in the area of mechanics including motion, forces, astrophysics, energy, collisions, and waves.

This course will provide students with opportunities to develop critical thinking skills. The focus of the course is to apply critical thinking skills that enable students to understand and solve various Physics problems using mathematical models, laboratory experiments, and computersimulations.

| 42071 \& 42071S AP PHYSICS C - MECHANICS |  |
| :--- | :--- |
| 18 weeks every day, <br> 18 weeks every other day | 2 Semesters Grades 11-12 |
| 1.50 credit | Elective |
| Prerequisite | Students concurrently enrolled in an AP Calculus course or have completed an AP <br> Calculus course. Honors Physics is NOT a prerequisite. |

This course is a college level study of the physical principles of nature, which combines lecture with laboratory work. Topics in mechanics include: vectors, Newton's laws of motion, work and energy, linear momentum, and collisions, rotational kinematics and dynamics, equilibrium, oscillations and gravitation. STUDENTS TAKING A.P. PHYSICS (SEMESTER 1) ARE REQUIRED TO TAKE AN A.P. PHYSICS SEMINAR COURSE NUMBER 42071 D DURING SEMESTER 2. STUDENTS MUST REGISTER FOR BOTH COURSES.

| 42072 \& 42072S AP PHYSICS C - ELECTRICITY and MAGNETISM |  |
| :--- | :--- |
| 18 weeks every day, <br> 18 weeks every other day | 2 Semesters Grades 11-12 |
| 1.50 credit | Elective |
| Prerequisite | Completed AP Mechanics and AP Calculus BC. |

This course is a calculus-based, college-level physics course, appropriate for students planning to specialize or major in physical science or engineering. Topics in electricity and magnetism include: Coulomb's law and electric field, Gauss' law of electrostatics and potential, capacitors and dielectrics, circuits, magnetic field, Ampere's law, Biot-Savart law, Faraday's law of induction and inductance and inductance-capacitance circuits. STUDENTS TAKING A.P. PHYSICS (SEMESTER 1) ARE REQUIRED TO TAKE AN A.P. PHYSICS SEMINAR COURSE NUMBER 42071S DURING SEMESTER 2. STUDENTS MUST REGISTER FOR BOTHCOURSES.

| 42061 \& 42061S AP CHEMISTRY |  |
| :--- | :--- |
| 18 weeks every day, |  |
| 18 weeks every other day | 2 Semesters Grades 11-12 |
| 1.50 credit | Elective |
| Prerequisites | Successful completion of CHEMISTRY I |
| Recommendation | It is recommended that students have a final grade of B or higher in Honors Chemistry or <br> College-Prep Chemistry and Mathematics though Algebra 2 with a final grade of B or <br> higher. |

Advanced Placement Chemistry is designed in accordance with the PA standards for high school chemistry and the College Board curriculum for AP Chemistry. This is a rigorous course utilizing Advanced Placement approved college texts and laboratory experiences that mirrors the freshman Chemistry 101 and 102 experience at most colleges. Success in this level of chemistry requires a high level of motivation and interest in chemistry, excellent study skills, sophisticated problem-solving skills, and a commitment to working outside of the classroom. In this course the topics covered in Chemistry are reviewed and expanded upon, particularly in the areas of chemical reactions, equilibrium, thermodynamics, and kinetics. Major emphasis is placed on more complex problem solving, critical thinking, and development of laboratory skills. Content covered in this course includes Atomic Structure and Properties, Molecular and Ionic Compound Structure and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium and Acid-Base Theory. Students are encouraged to take the Advanced Placement examination in May. Summer assignments are required.

STUDENTS TAKING A.P. CHEMISTRY (SEMESTER 1) ARE REQUIRED TO TAKE AN A.P. CHEMISTRY SEMINAR COURSE NUMBER 42061S DURING SEMESTER 2. STUDENTS MUST REGISTER FOR BOTH COURSES.

| $\mathbf{4 0 1 0 6}$ \& 40106S AP ENVIRONMENTAL SCIENCE |  |
| :--- | :--- |
| 18 weeks every day, <br> 18 weeks every other day | 2 Semesters Grades 10-12 |
| 1.50 credit | Elective |
| Prerequisites | Successful completion of BIOLOGY |

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. STUDENTS MUST REGISTER FOR BOTH COURSES.

| 42051 \& 42051S AP BIOLOGY |  |
| :--- | :--- |
| 18 weeks every day, | 2 Semesters Grades 10-12 |
| 18 weeks every other day |  |
| 1.50 credit | Elective |
| Prerequisites | Successful completion of BIOLOGY |

This course is a college-level study of biological principles which combines lecture and laboratory work. Topics will include biochemistry, cellular biology, molecular genetics, heredity, evolution, and taxonomy, surveys of the plant and animal kingdoms and population ecology. STUDENTS TAKING A.P. BIOLOGY (SEMESTER 1) ARE REQUIRED TO TAKE AN A.P. BIOLOGY SEMINAR COURSE NUMBER 42051S DURING SEMESTER 2. STUDENTS MUST REGISTER FOR BOTH COURSES.

| 42011 MEDICAL ANATOMY \& PHYSIOLOGY - HONORS |  |
| :--- | :--- |
| 18 weeks | Semester Grades 10-12 |
| 1.00 credit | Elective |
| Prerequisite | Successful completion of BIOLOGY |

This intensive course is geared towards students who enjoy and excel studying the life sciences and intend to focus on undergraduate medical sciences such as pre-med or nursing. Honors Kinesiology offers an in-depth examination of body systems and dissections of the fetal pig with strong correlations to human anatomy and physiology. Students will further delve into the art of medicine through comprehensive case studies and patient scenarios such as multiple systems trauma, cardiac arrest, etc. Case studies will enable students to delve deeply into affected organ systems by learning both the anatomy and physiology of each affected organ and make cross-connections with other organ systems. Students will begin to learn to assess patients, obtain vital signs, and develop differential diagnoses and treatment plans.

| $\mathbf{4 2 0 2 1}$ MEDICAL ANATOMY \& PHYSIOLOGY - CP |  |
| :--- | :--- |
| 18 weeks | Semester Grades 11-12 |
| 1.00 credit | Elective |
| Prerequisite | Successful completion of BIOLOGY |

This course is geared towards students who wish to investigate the inner workings of the human body, intend to major in health sciences after graduation, or are simply curious and wish to explore a fun, activity-filled life science. We start the course with an introduction to anatomy and physiology and then delve into the muscular, respiratory, digestive, cardiovascular, and nervous systems through comprehensive case studies and patient scenarios such as multiple systems trauma, cardiac arrest, etc... Case studies will enable students to delve deeply into affected organ systems by learning both the anatomy and physiology of each affected organ and make cross-connections with other organ systems. Students will begin to learn to assess patients, obtain vital signs, and develop differential diagnoses and treatment plans. We spend a large amount of time also-dissecting preserved fetal pig specimens to visualize the body systems. This course differs from the Honors course in two main ways; there is more instructor support and more opportunities for retakes/regrading.

| 42082 FORENSICS |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $11-12$ |
| 0.50 credit | Elective |

This course will provide students with an opportunity to play the role of a forensic scientist who will investigate various crime scenes. Students will apply basic chemistry principles used in fingerprinting, DNA analysis, crime scene management, and other investigative procedures. Students will research case studies of actual crimes and participate in discussions on the physical and scientific parameters involved in these incidents. In addition, students will work in the fields of cheiloscopy, hair analysis, handwriting analysis, ink chromatography, forensic pathology, fiber analysis, autopsy procedures, forensic odontology, forensic chemistry and many of the other associated fields of forensic science. Local and state forensic lab representatives and those involved with law enforcement will visit and lecture on actual crime scene investigation.


In this course, earth science, biology, chemistry and physics will be used to explain natural disasters. Students will examine environmental hazards resulting from natural geologic processes and from human modification of natural systems. Topics may include earthquakes, volcanic eruptions, tsunamis, limnic eruptions, extreme weather (heat waves, hail, storms, and tornados), cyclones, hurricanes, typhoons, floods and landslides, wildfires, blizzards, contractible diseases, famine, ice ages and asteroid collisions.

## 42086 GENETICS \& BIOTECHNOLOGY - H

| 18 weeks | Semester Grades $10-12$ |
| :--- | :--- |
| 1.00 credit | Elective |
| Prerequisites | Successful completion of Biology. |

Genetics and biotechnology have a direct application to our daily lives-from the food we eat to the discovery of treatments for diseases. In this hands- on course, we will cover principles of prokaryotic and eukaryotic cell genetics, patterns of Mendelian and non-Mendelian inheritance with an emphasis on biotechnological applications. Students will keep a proper laboratory notebook and get laboratory experiences with biotechnology techniques such as: pipetting skills, cell transformation, plasmid DNA preparation, gel electrophoresis, GMO detection with PCR and size exclusion and hydrophobic interaction chromatography. We will also look at biotechnology and pharmaceutical companies and career options within those industries. In addition, field trips and guest speakers are usually planned.

| 42085 MARINE BIOLOGY | Semester Grades 11-12 |
| :--- | :--- |
| 18 weeks, every other day | Slective |
| 0.50 credit | Ele\| |

This course will introduce students to the physical and biological aspects of the ocean. The physical ocean will be studied including ocean history, ocean chemistry, temperature, currents and tides, marine zones, estuaries, salt marshes and mangroves, continental shelves, coral reefs, the arctic and Antarctic, and the deep sea. Students will also learn about marine life-forms and study their classification. Included topics are zooplankton, marine invertebrates and vertebrates, adaptations to marine living, grazers and predators, marine life cycles, symbionts, parasites, hosts and cooperation, marine ecology, biotic structure and ecological regulation. In addition, marine conservation biology will be presented focusing on biodiversity, global warming, threatened and endangered species, habitat conservation, alien species and ocean resources.

## SOCIAL STUDIES

The Social Studies department operates with the goal that every student develops an understanding of the United States and gains an appreciation for our relationships to global problems and prospects worldwide. Students should be well versed in U.S. History, World history, and Civics in order to gain a working knowledge of government, economics, human behavior, current events, and global cultures. In all content areas, students will engage in 21 st century skills such as: civic literacy, critical thinking, problem solving, collaboration and communication skills, global awareness, and research literacy. The promotion of high level thinking skills will help prepare our students to navigate the increasing complexities of this world.

| 21012 UNITED STATES HISTORY - H |  |
| :--- | :--- |
| 21002 UNITED STATES HISTORY - CP |  |
| 18 weeks | Semester Grade 9 |
| 1.00 credit | Required |

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. 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.

| 25101 WORLD HISTORY - H |  |
| :--- | :--- |
| $\mathbf{2 5 1 0 2}$ WORLD HISTORY - CP |  |
| 18 weeks | Semester Grade 10 |
| 1.00 credit | Required |

World History is a required survey course that explores key events and global historical developments since 1450 C.E. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and connect the past to the modern world. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology for communication, collaboration and critical thinking.

## 26111 CIVICS - H <br> 26112 CIVICS - CP



| 18 weeks | Semester Grade 11 |
| :--- | :--- |
| 1.00 credit | Required |

Students will analyze the principles and practices of American Government through the lens of citizenship. This course will maintain that for a democracy to survive, its citizens must balance their own pursuits of happiness with the obligations and responsibilities of supporting a larger community. This course will help illustrate the mechanisms of local, state, and national government. From foreign policy to filibuster, students will evaluate the challenges and traditions of the American Government. Students will examine how citizens may participate in public affairs and construct an appreciation for constitutional history and law. Utilizing diverse academic skills including: research, reading, discussion, simulation, journalism, collaboration, and debate, students will develop their own authentic voices that speak the language of America. This course is designed to help students become responsible and well informed voters that continue to provide leadership and success for the United States of America.

| 22087 GEOPOLITICAL STUDIES $-\mathbf{H}$ |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{2 2 0 8 8}$ GEOPOLITICAL STUDIES $-\mathbf{C P}$ |  |  |  |
| 18 weeks | Semester Grade $11 \& 12$ |  |  |
| 1.00 credit | Elective |  |  |

This course can also be called "How to become an effective critical thinker in today's world." Understanding political agendas \& the art/science of persuasion are major focuses of this contemporary topics course. An examination of U.S. foreign policy, as well as an analysis of the changing role of the United States in foreign affairs emphasize the scope of study. Global events which influence the decisions of the USA underpins the course as well. Additional units of study include issues of terrorism, human rights, current events, and world leadership decisions. Critical and reliable research about various regional conflicts will also be a part of this valuable current topics course.

| 22031 PSYCHOLOGY - H |  |  |
| :--- | :--- | :--- | :--- | :--- |
| 22032 PSYCHOLOGY - CP |  |  |
| 18 weeks | Semester Grade 11 \& 12 |  |
| 1.00 credit | Elective |  |

The survey course will examine the Behavioral Sciences through in-class experiments, demonstrations, lecture/discussion, tapes and readings on these topics: introduction to psychology, sensory and nervous systems, cognitive processing and memory, personality theory, learning theory, intelligence, mental illness and the treatment of mental illness. An expectation of critical reading, rigorous research, and student engagement is a necessity for succeeding in this course. Independent study skills and meaningful literacy skills are a must for learning the most from this offering.

| 22033 ECONOMICS \& GOVERNMENT - H |  |  |
| :--- | :--- | :--- | :--- |
| 22034 ECONOMICS \& GOVERNMENT - CP |  |  |
| 18 weeks | Semester Grade 11 \& 12 |  |
| 1.00 credit | Elective |  |

This course will examine the principles of economics as they pertain to the United States and the World. In general, macroeconomic concepts will be discussed along with personal finance and a stock market simulation. The Constitution, Bill of Rights and the American political system will be at the core of this segment of the course. In addition, state and local government will be addressed as the students view our current society and the issues that confront all American citizens. Supreme Court cases will also be analyzed to better understand the unfolding interpretations and practice of law in our daily lives. An interest in Civic Values and active participation helps students succeed in this course.

| 22025 SOCIOLOGY - H |  |  |  |
| :--- | :--- | :--- | :--- |
| $\mathbf{2 2 0 3 5}$ SOCIOLOGY - CP |  |  |  |
| 18 weeks | Semester Grade 11 \& 12 |  |  |
| 1.00 credit | Elective |  |  |

The sociology course provides a survey of sociology concepts through the use of in-class experiments and demonstrations, lecture and discussion, videos and readings. The course covers theoretical perspectives of sociology, the components of culture (including norms, values, beliefs, language, and material culture), cultural relativity, socialization, social deviance, and race, class and gender stratification.

## 22092 HISTORY OF SPORTS IN AMERICA

| 18 weeks, every other day | Semester Grade 10-12 |
| :--- | :--- |
| 0.50 credit | Elective |

Sports in America have reflected the changes and growth of this country over the past 400 years. The American sporting landscape has grown from the infancy of baseball and football, in early America, to a more diverse and an economically advantageous sport dominated society. Along the way many figures, places, and events have helped shape and contribute to this phenomenon. Throughout the course students will study the historical and cultural significance as well as the social and economic parallels between the sports we participate in and American societal climate.

| 22036 MINORITY STUDIES IN THE US |  |  | 4 |
| :---: | :---: | :---: | :---: |
| 18 weeks, every other day | Semester |  |  |
| 0.50 credit | Elective |  |  |

This course will include the study of the political, economic, and cultural experiences of minority people in the United States. The focus will be examining the historical roots of African- Americans and Latinos extending into contemporary times. Other minority groups will be studied where appropriate. The course will be interdisciplinary with heavy emphasis on original texts. Analyzing current event and understanding the origins and backgrounds of modern issues will play a role in the exploration of this topic.

| 21111 HISTORY IN YOUR LIFETIME |  |
| :---: | :---: |
| 18 weeks, every other day | Semeste |
| 0.50 credit | Elective |

In this modern History elective, you will explore important events, study influential people, and examine the US and World's details during your lifetime. What history have I lived through? What chain has these events led to now? In what ways can I connect my present life with the time of my birth? By exploring the dynamic events of your lifetime and the years leading up to it, you will better understand the world you currently live in.

## 22037 GENOCIDE STUDIES - H

| 18 weeks, every other day | Semester Grade 10-12 |
| :--- | :--- |
| 0.50 credit | Elective |

In this course students will seek to understand the history and lasting impact of the Holocaust. Topics of study include Anti-Semitism that existed prior to the rise of Nazism, resistance by Jews and other religious and ethnic groups, and the stories of allies who took incredible risks to aid those targeted by Hitler's "Final Solution". Though the Holocaust slogan has become "Never Again," humanity has continued to enact genocides in Bosnia-Herzegovina, Rwanda, Sudan, and today in Syria. Modern genocides will be studied to identify the patterns and methods to best protect ourselves against injustice and harm. Students will seek to understand how and why genocide has recurred throughout the world. WARNING: The course will include some graphic content that some may find disturbing.

## ADVANCED PLACEMENT SOCIAL STUDIES ELECTIVES

Prerequisite for all AP: College Prep students need at least a $93 \%$ or above to move into AP courses. Honors students, need to earn an $83 \%$ or above. Any student may gain the recommendation of a Social Studies teacher to move phase.

Summer readings and assignments are required. Students will meet with their future AP teacher in May/June before school ends. A seminar is a requirement to take the full credit course. All Social Studies AP selections are 1.50 Credits schedule across both semesters.

| 22051 \& 22051S AP AMERICAN HISTORY it do |  |
| :---: | :---: |
| 18 weeks every day, 18 weeks every other day | 2 Semesters Grades 11-12 |
| 1.50 credit | Elective |

This is a college level course in U.S. History. Extensive reading, research and individual study are requirements. This course examines in great depth the scope of US History beginning at Pre- Columbian/Spanish Exploration through to Contemporary history. Major themes and patterns are studied to better understand the current state of our nation today as political, economic, military, social, and legal events are examined. Important famous and infamous people are profiled in order to see the rich diversity of USA's leadership in its darkest and brightest times of our nation's existence. Students taking AP American history are required to take an AP American history seminar course number 22051 S.

## 22061 \& 22061S AP EUROPEAN HISTORY 4 할

| 18 weeks every day, 18 <br> weeks every other day | 2 Semesters Grades $11-12$ |
| :--- | :--- |
| 1.50 credit | Elective |

AP European History focuses on developing students' ability to think conceptually about European history from 1450 to the present and apply historical thinking skills as they learn the required course content. Five themes of equal importance - Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society - provide areas of historical inquiry for investigation throughout the course. Significant time outside of class will be spent reading college level texts, including novels, to prepare for in class discussion, activities, and projects. The conceptual and interpretive nature of history will be focused on through the analysis of historical evidence and the crafting of persuasive historical arguments. Students taking AP European history are required to take an AP European history seminar course number 22061S


This is a college level course in psychology. The course will cover these areas: the origin of psychology, understanding research and development, the biology of behavior, sensation, perception, the psychology of consciousness, learning theory, remembering and forgetting, thinking and language, motivation and emotion, personality theory, abnormal psychology, therapy and social psychology. These topics are examined through classic experiments, inquiry based lecture, demonstrative films, small group projects and psychological research. Superior reading and writing skills are necessary to gain the most from this course. Student engagement and participation are musts to move learning forward in meaningful ways. Students must select both courses.

| $\mathbf{2 2 0 1 6}$ \& 22016 S AP US GOVERNMENT \& POLITICS |
| :--- | :--- | :--- | :--- |

This class will focus on the political journey of the United States, particularly the organization and structure of government, the intricacies of the Constitution and its subsequent Amendments, and the role of the "common citizen" as seen with and without special interest groups. This course is about the structure or workings of US Gov't. It will be taught at a college level and thus will demand much of your time and effort through independent study. This course provides instruction in each of the following six topics: Constitutional Underpinnings of the United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and the Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Liberties. Students must select both courses.

| 25104 \& 25104S AP WORLD HISTORY |  |
| :--- | :--- |
| 18 weeks every day, 18 <br> weeks every other day | 2 Semesters Grade 10 |
| 1.50 credit | Elective |

AP World History is a college level world history course that spans 8000 BC through modern times, covering all regions of the world. The course addresses world history through the lens of four historical thinking skills, five course themes, and six chronological periods. Essential historical content is studied by focusing on these items and using historically relevant events to illustrate these concepts and to practice the mastery of important historical skills. AP World History is a rigorous course that will require students to not just memorize historical events but develop a true understanding of history and of the world around them through making connections and analyzing historical data. It differs substantially in content and approach from other comprehensive and Honors World History courses offered at the school. Students must select both courses.

## 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.

| $\mathbf{6 0 2 0 1}$ GERMAN I |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisite | 73\% or above in 8th grade Language Cultures and English. 8th Graders recommended for the Academic <br> Phase of English I should put off this course until 10th Grade. |

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.

| 60202 GE | - 4 |  |
| :---: | :---: | :---: |
| 18 weeks | Semester |  |
| 1.00 credit | Elective |  |
| Prerequisite | 73\% or above in German I |  |

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.

| $\mathbf{6 0 2 0 3 H}$ GERMAN III | Semester |
| :--- | :--- |
| 18 weeks | Honors |
| 1.00 credit | $75 \%$ or above in German II or recommendation of teacher |
| Prerequisite |  |

This course builds on the grammar, conversation, pronunciation, and translation skills from Levels I and II. Intermediate reading, grammar, composition, conversation and culture are presented in this course.

| $\mathbf{6 0 2 0 4 H}$ GERMAN IV |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Honors |
| Prerequisite | $75 \%$ or above in German III or recommendation of teacher |

This course provides more advanced work in reading, conversation, writing and culture. This course includes readings in German literature and it reviews and studies grammatical principles, conversational idioms and composition from oral and written reports in German. It also provides a survey of German culture.

| $\mathbf{6 0 1 0 1}$ FRENCH I |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisite | $73 \%$ <br> Phase of above in 8th grade Language Cultures and English. 8th Graders recommended for the Academic |

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.

| 60102 FRENCH II |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Elective |
| Prerequisite | $73 \%$ or above in French I. |

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.

| 60103H FRENCH III |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Honors |
| Prerequisite | $75 \%$ or above in French II |

This course builds on the grammar, conversation, pronunciation, and translation skills from Levels I and II. Intermediate reading, grammar, composition, conversation and culture are presented in this course. Reinforcement of new material includes activities. Students will read cultural selections and short stories in French.

| $\mathbf{6 0 1 0 4 H}$ FRENCH IV |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Honors |
| Prerequisite | $73 \%$ or above in French III |

This course provides advanced work in reading, conversation, writing and culture. Some of the fine points of grammar are stressed. This course includes readings in French Literature.

| 60301 SPANISH I | Semester |
| :--- | :--- |
| 18 weeks | Elective |
| 1.00 credit | 73\% or above in 8th grade Language Cultures and English. 8th Graders recommended for the Academic <br> Phase of English I should put off this course until 10th Grade. |
| Prerequisite |  |

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.

| $\mathbf{6 0 3 0 2}$ SPANISH II | Semester |
| :--- | :--- |
| 18 weeks | Elective |
| 1.00 credit | $73 \%$ or above in Spanish I. |
| Prerequisite |  |

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.

| 60303H SPANISH III |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Honors |
| Prerequisite | $75 \%$ or above in Spanish II |

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 selections and short readings in Spanish.

| 5242 SPANISH IV | Fall Semester |
| :--- | :--- |
| 18 weeks | Honors |
| 1.00 credit | $73 \%$ or above in Spanish III |
| Prerequisite | ar\| |

In this course advanced literature, grammar, composition, conversation, and culture are studied. The course includes lessons in geography, history, customs, art, music, and lifestyles through readings in Spanish literature.

| 60306 AP SPANISH LANGUAGE \& CULTURE |  |
| :--- | :--- |
| Full Year | Spring Semester |
| 1.0 credit | AP |
| Prerequisite | $93 \%$ or above in Spanish IV |

Advanced Placement Spanish is a college level course for 11th and 12th graders. Extensive reading, writing, and individual study are required.

## 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.

| 81014 DRIVER EDUCATION | Semester Grades $10-12$ |
| :--- | :--- |
| 18 weeks, every other day | Sem |
| .50 credit | Elective |

Driver Education is designed to develop a positive and safe attitude in the overall development of the teenage driver. Class topics include, defensive driving, distracted driving, adverse weather, insurance and many more. In-class driver simulation will be provided to test students' ability to handle everyday driving situations as well as more difficult scenarios like collision avoidance. Following the completion of 30 hours of classroom theory, documentation will be provided for a possible insurancediscount.

| 81011 HEALTH 10 |  |  |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 18 weeks, every other day | Semester |  |  |  |  |  |  |
| .50 credit | Required |  |  |  |  |  |  |

This course is designed to assist students in establishing attitudes and habits that emphasize the preservation and enrichment of healthy lifestyles.

| 81211 HEALTH 12 |  |
| :---: | :---: |
| 9 weeks | Quarter |
| . 23 credit | Required |

This is a required senior course used in conjunction with Senior Physical Education. This course analyzes various aspects of contemporary life affecting personal and family living. This course also includes adult, child and infant CPR training, AED use, safety and first aid training (each student will have the opportunity to become certified in these parts of the course).

## 82003 PHYSICAL EDUCATION MAJOR

| 18 weeks, every other day | Semester Grades $11-12$ |
| :--- | :--- |
| .50 credit | Elective |

This course offers the serious physical education student an opportunity to study physical education in depth, to develop a varied background in physical education, and to learn about officiating interscholastic sports. Those students selecting this course must have prior approval from the Physical Education Department.

| $\mathbf{8 2 0 4 8}$ PE ELECTIVE |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $10-12$ |
| .50 credit | Elective |

This course provides an opportunity for students to continue to improve their health and fitness by participating in an additional Physical Education course beyond the graduation requirement. This course is open to all students, $10-12$.

## 82047 STRENGTH and CONDITIONING

| 18 weeks, every other day | Semester Grades $10-12$ |
| :--- | :--- |
| .50 credit | Elective |

This course has been developed for all students interested in a high-level fitness program. The course will include an intense concentration of performance related fitness activities. Classes will be teacher driven and will focus on improving speed, power, coordination, agility, balance, and reaction time. This course is open to all students, $10-12$.

| $\mathbf{8 2 0 4 4}$ INTRODUCTION TO MOUNTAINEERING \& SURVIVAL |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $10-12$ |
| .50 credit | Elective |

Have you seen the show Survivorman? Now is your chance to experience it! This course is an introduction to the fundamentals of mountaineering, wilderness survival and bushcraft. (basically, all of the cool stuff you see on survival television shows). Do you want to get outside beyond the walls of HH during the day? We will be outside $85 \%$ of the time. You will have a chance to build shelters, create fire, cook over a campfire, practice outdoor digital photography, tie 20 different knots, climb rock walls, practice Wilderness First Aid and experience guest speakers that have climbed Mt. Everest. This class will prepare you for a lifetime of safe adventures in the outdoors. There is a $\mathbf{\$ 1 0}$ lab fee for supplies used in course.

| $\mathbf{8 0 9 1 4}$ PHYSICAL EDUCATION GRADES $9-11$ |  |
| :--- | :--- |
|  | Semester Grades $9-11$ |
| .50 credit | Required |

This course is offered to any student interested in an intense, competitive physical education class. The curriculum is designed as a high intensity, competitive class that focuses on team and individual sports with an emphasis on skill development and playing strategies.

| 81214 PHYSICAL EDUCATION GRADE 12 |  |
| :--- | :--- |
| 9 weeks, every other day | Quarter Grade 12 |
| .25 credit | Required |

Physical Education 12 is a required senior course used in conjunction with Senior Health to culminate the students' high school career. The concentration of this course is to help students understand the benefits of an active lifestyle. This is accomplished through exposure to a selection of lifetime and fitness activities.

## 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.

## 52022 ACCOUNTING I

| 18 weeks | Semester Grades $10-12$ |
| :--- | :--- |
| 1.00 credit | Elective |

This is an excellent course for anyone undecided about a choice of career or college major as well as for those students planning a college career in Accounting, Business Administration, Marketing, Finance, or Management. Accounting I will provide students with an understanding of terminology, principles, and procedures that can be applied to keeping financial records for personal use, service, and merchandising businesses. The students will also explore possible careers that utilize accounting skills. Computerized accounting software and a simulation will be used to illustrate accounting concepts.

| 7010E ACCOUNTING II |  |
| :--- | :--- |
| 18 weeks | Semester Grades 11-12 |
| 1.00 credit | Elective |
| Prerequisite | ACCOUNTING I |

This course is an excellent head start for anyone studying business and/or immediate employment beyond high school. Accounting II continues the developing skills introduced in Accounting 1. Accounting for a merchandising business organized as a corporation will be explored including Adjusting Entries, Closing Entries, Depreciation, Intangible Assets, Financial Statement Analysis and Valuation.

| 52015 INTRODUCTION TO BUSINESS |  |  |
| :--- | :--- | :---: |
| 18 weeks, every other day | Semester Grades 9-12 |  |
| .50 credit | Elective |  |

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 ofbusiness to society in which they are citizens, consumers, and producers.

| 52037 FINANCIAL LITERACY | Semester Grades 11-12 |
| :--- | :--- |
| 18 weeks | Elective |
| 1.00 credit |  |

This hands-on course is a must for ALL students. The course is designed to assist students in the exploration of personal finance. Students will discover new ways to maximize their earnings potential, develop strategies for managing resources, explore skills for the wise use of credit, and gain insight into the different ways of investing money. Students will participate in many online learning activities including financial simulations in addition to visits from outside guest speakers. Topics to be covered include personal budgeting, banking and investing, credit, tax preparation, planning for your financial future, and insurance.

| $\mathbf{5 2 0 7 1}$ RETAIL MANAGEMENT I |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 11-12 |
| 0.50 credit | Elective |

Retail Management examines the overall organizational structure and relationships within a retail organization. It emphasizes sales supporting functions and current trends in the industry. Students will also participate in hands on projects that include; receiving, marking, stock, warehousing, delivery, packing, adjustments, credit, accounts payable, security, workrooms, and personnel.

| 90054 PATHWAYS | Semester Grades 9-12 |
| :--- | :--- |
| 18 weeks, every other day | Elective |
| .50 credit |  |

"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 yourfuture.

- Unit 1: Who Am I?
- Unit 2: What Do I Want?
- Unit 3: How Do I Get There?

| 52053 ENTREPRENEURSHIP | To |
| :--- | :--- |
| $\mathbf{1 8}$ weeks | Semester Grades 11-12 |
| 1.00 credit | Elective |

This course explores small business management and marketing concepts. Communication and critical thinking skills are fostered through class discussion, presentations, group collaboration, application of theories, on-line and real life simulations. A project-based \& hands on course, students have the opportunity to work together with others on a task to problem solve, develop, design, market and present in a "Shark Tank" atmosphere. Students will be grouped into teams and create surveys, data posters, promotional advertisements, logos and other marketing materials. At the completion of this course each student will have produced a written business plan and delivered a presentation of that plan. This course will also introduce students to the fundamentals of marketing and takes an integrated approach to learning key marketing concepts. Marketing functions are not presented as independent activities, but rather as a set of skills and knowledge that is combined with economics, finance, and careerplanning.


Introduction to Computer Science is an entry-level course that introduces coding, control statements, logical reasoning and problem-solving. Content will include circuitry, number systems, discrete mathematics, Python programming and more! 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 or Python programming language.

| $\mathbf{5 3 0 9 1}$ WEB DESIGN I | Semester Grades $9-12$ |
| :--- | :--- | :--- |
| 18 weeks, every other day | Elective |
| 0.50 credit | Ela |

In this project-based course the students will learn to create and manipulate creative web pages using JavaScript, 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!

| 53042 INTRODUCTION COMPUTER/VIDEO GAME PROGRAMMING | Semester Grades 9-12 |  |
| :--- | :--- | :--- | :--- | :--- |
| 18 weeks, every other day | Elective |  |
| 0.50 credit | ase |  |

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.

| 53043 COMPUTER/VIDEO GAME PROGRAMMING II <br> 18 weeks, every other day Semester Grades 9-12 |  |
| :---: | :---: |
|  |  |
| 0.50 credit | Elective |

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.

| 53031 AP COMPUTER SCIENCE |  |
| :--- | :--- |
| 53031S AP COMPUTER SCIENCE SEMINAR |  |
| 18 weeks; | Semester 1 and 2 Grades 10-12 |
| 18 weeks, every other day | Elective |
| 1.50 credit | Prerequisite: Introduction to Java or Python |

The goals of the AP Computer Science course are comparable to those in an introductory course for students of computer science offered in college and university computer science departments. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a firstsemester college- level course in computer science. It also includes the study of data structures, design, and abstraction. The AP Computer Science course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require involvement with technology.

56073 PYTHON: AN INTRODUCTION TO PROGRAMMING

## 24

| 18 weeks | Semester Grades $9-12$ |
| :--- | :--- |
| 1.00 credit | Elective |
|  | Prerequisite: Introduction to Computer Science |

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.

| 53082 JAVA: AN INTRODUCTION TO SOFTWARE ENGINEERING |  |  |  |
| :--- | :--- | :--- | :---: |
| 18 weeks | Semester Grades $10-12$ |  |  |
| 1.00 credit | Elective HONORS |  |  |
|  | Prerequisite: Introduction to Computer Science and Completion of Geometry |  |  |

This course is an introduction to software engineering, using the Java programming language. Java is a modern, object-oriented language. The major advantages of Java include its portability and use on the Internet. The course focus is on developing high quality, working software that solves real problems. Students who do satisfactorily in this course will be prepared to take the Advanced Placement Computer Science course.

| $\mathbf{5 3 0 7 2}$ MOBILE APP DEVELOPMENT |  |
| :--- | :--- |
| 18 weeks | Semester Grades $9-12$ |
| 0.50 credit | Elective |
|  | Prerequisite: Introduction to Computer Science and Completion of Geometry |

Mobile APP Development is an entry level course that focuses on mobile design and mobile functionality. The student will build multiple real functioning mobile applications that can be used on Android and iOS devices. Coding languages may include XML, JAVA, Objective-C, Swift and JavaScript. Great course to understand the behind the scenes process on building mobile apps.

| 53075 ADVANCED PROGRAMMING |  |
| :--- | :--- |
| 18 weeks | Semester Grades $11-12$ |
| 1.00 credit | Elective |
|  | Prerequisite: JAVA, AP, CSA, Python |

Advanced Programming is a higher-level project-based computer science course that dives into cyber security, virtual reality, augmented reality, LAN networks, GUl's, Binary Trees, I/O streams and much more. Projects will include setting up servers, building computers, coding fully functional real-world applications, home automation, circuit boards and more. Take your computer science skills to the next level

## MUSIC

The following course offerings give students a variety of opportunities for involvement in both the performing and nonperforming aspects of music. Large Ensembles, including Band, Choir, and Orchestra are offered, in addition to Guitar and Piano class, along with specialty courses for advanced musicians and those wishing to study music at the college level. Music courses are not phased and are not included in class rank or grade point average.

| 77121 BAND |  |
| :--- | :--- |
| Every other day | Full Year Grades 9-12 |
| 1.00 credit | Elective |

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, AllState and National Music Festivals. Students are strongly encouraged to schedule for both Fall and Spring semesters. Full Band Rehearsal during Lunch and Learn once a week is required.

## 77321 BAND/CHONCERT CHOIR

| Every other day | Full Year Grades 9-12 |
| :--- | :--- |
| 1.00 credit | Elective |

This is for those students who desire to participate in both band and concert choir. Students are strongly encouraged to schedule for both Fall and Spring semesters. Band/Choir students are expected to attend both Full Band rehearsal and Full Concert Choir rehearsal during two separate Lunch and Learns each week.

## 77421 CONCERT CHOIR

| Every other day | Full Year Grades 9-12 |
| :--- | :--- |
| 1.00 credit | Elective |

This course is open to all interested students who enjoy singing in a creative, positive, and fun environment! Students will learn vocal technique and performance skills while performing choral literature of the highest caliber. Students are required to attend all rehearsals and performances of the ensemble. No previous experience is required. Membership is a prerequisite for participation in other small ensembles, District, Regional, All-State and National Music Festivals. Students are strongly encouraged to schedule for both Fall and Spring semesters. Full Concert Choir rehearsal during Lunch and Learn once a week is required.

| 77724 MADRIGALS <br> HONORS |  |  |
| :--- | :--- | :---: |
|  |  |  |
| 18 Weeks, every other day | Semester 1 only; Grades 10-12 |  |
| 0.50 credit | Elective HONORS |  |
|  | Prerequisite: By permission of the instructor, By audition only |  |

Madrigals is one of two premier honors-level singing ensembles at HHHS. This select SATB choir performs challenging repertoire from all composition periods and genres. Students in Madrigals also sing as part of the larger Concert Choir and are required to spend extra time learning both sets of repertoire. Madrigals has an extensive performance schedule during the Holiday season and the group is often requested to perform at important community events, including numerous National Anthems. Members are self-motivated and willing to put in extra time and energy to make the ensemble successful. Students must audition in January of the previous year to enroll. The class is only offered the 1st semester. Full Concert Choir rehearsal during Lunch and Learn once a week is required.

| 77637 TREBLE CHOIR <br> HONORS |  |
| :--- | :--- |
| 18 Weeks, every other day | Semester 2 only; Grades 10-12 |
| 0.50 credit | Elective HONORS |
|  | Prerequisite: By permission of the instructor in Concert Choir. Audition Only. |

Chamber Singers-Treble Choir is one of two premier honors-level singing ensembles at HHHS. The choir is a select, advanced SSAA ensemble, singing music spanning all composition periods and genres. Chamber Singers-Treble Choir has an extensive performance schedule during the Spring Semester and are often requested to perform at important community events. Students in Chamber Singers also sing as part of the larger Concert Choir and are required to spend extra time learning both sets of repertoire. Members are self-motivated and willing to put in extra time and energy to make the ensemble successful. Students must audition in January of the previous year to enroll. This class is only offered the 2nd semester. Full Concert Choir rehearsal during Lunch and Learn once a week is required.

## 77638 MUSIC APPRECIATION - AMERICAN POPULAR MUSIC

| 18 weeks, every other day | Semester Grades 9-12 |
| :--- | :--- |
| 1.00 credit | Elective |

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.

## 77639 VOCAL PERFROMANCE \& CONTEMPORARY PRACTICES

| 18 weeks, every other day | Semester Grades 9-12 |
| :--- | :--- |
| 1.00 credit | Elective |
|  | Prerequisite: Participation in Concert Choir or another choral ensemble is mandatory |

This course is designed for students who are interested in developing and strengthening vocal technique and performance skills at an advanced level. Students will study vocal literature from every genre including musical theatre, pop, and classic art song repertoire. In addition, students will explore performance practice for the voice and have extensive opportunity to perform in class. Students will also experience instruction on music theory, in addition to song writing and creative techniques inspired by popular vocal performers and singers. Please note: this course is for students who have experience with singing and/or playing an instrument, and reading music notation.

| 77561 MUSIC MAJOR | Semester 1 only; Grades 10-12 |
| :--- | :--- |
| 18 weeks | Elective |
| 1.00 credit |  |
|  |  |

Music Major is designed for the highly motivated music student who wishes to develop greater skills on their specific instrument or voice and also learn music theory, history and improve their reading and writing skills. Students will be required to perform notated repertoire from accepted repertoire for their instrument and/or voice. Please note: this course is for students who have experience with singing and/or playing an instrument, and ability to read music notation are required.

| STRINGS ENSEMBLE |  |
| :--- | :--- |
| 18 weeks, every other day | Semester |
| .50 credit | Elective |
|  | Semester 1-77135 |
|  | Semester 2-77136 |

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. FULL Orchestra Rehearsal during Lunch and Learn once a week is required.

| 77523 PIANO LAB |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $9-12$ |
| 0.50 credit | Elective |

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.

| 77516 GUITAR I |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $9-12$ |
| 0.50 credit | Elective |

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.

| 77629 ROCK ENSEMBLE |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $9-12$ |
| 0.50 credit | Elective |

Rock Ensemble is a class for the student who is either in a rock band or wants to be in a rock band and wants to know the way to develop musical talents and abilities to be successful. Students who are proficient performers on guitar, electric bass, piano, drum set, or vocals who are interested in exploring and performing Rock and/or Pop music should consider this course. Please note that this is not a course for beginners. Please check out Piano lab and Guitar I to learn how to play

# ART, TECHNOLOGY EDUCATION \& FAMILY AND CONSUMERSCIENCES 

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. 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.

| 71021 ART MAJOR I |  |
| :--- | :--- |
| 18 weeks | Grades $9-12$ |
| 1.00 credit | Elective |

Art Major I is an inviting course for students looking to become better artists. Students will learn how to manipulate the Elements of Art and Principles of Design, as well as develop foundational skills in a wide variety of both traditional and technology-aided mediums to communicate ideas creatively. This course is designed to show students how investing in their own artistic development can open avenues for lifelong learning and professional success.

| 71022 ART MAJOR II |  |
| :--- | :--- |
| 18 weeks | Grades 10-12 |
| 1.00 credit | Elective |
| Prerequisite: | Successful completion of Art Major I |

Art Major II is a course for the advanced art student who intends to broaden their creative skills and visions through original content-driven work. Coursework will focus on the Elements of Art and Principles of Design as well as the mastery of media and critiquing. Projects focus on the basic portfolio elements required for admittance to college-level art programs. Additional HATS or independent studio time is required.

| 71062 DRAWING | 而 |
| :--- | :--- |
| 18 Weeks every other day | Semester Grades $9-12$ |
| .50 credit | Elective |

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. Emphasis will be on improving transferable skills such as observation of details, fine motor control, and creative problem solving.

| 71023 PORTFOLIO |  |
| :--- | :--- |
| 18 Weeks | Semester Grades 11-12 |
| 1.00 credit | Honors Elective |
|  | Prerequisite: Successful completion of Art Major II |

This course is for the serious art student who is interested in creating an extensive portfolio for college admissions and possible art-related career. Art projects are structured as creative advanced-level problem-solving assignments designed to increase technical skill, conceptual creativity, planning skills and critiquing. Students enrolling in AP Studio Art should not sign up for Portfolio. This course usually runs in the fall semester only. Summer assignments are required for this course.

| 71006 SCULPTURE | O. |
| :--- | :--- |
| 18 Weeks every other day | Semester Grades 9-12 |
| .50 credit | Elective |

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 moldmaking 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

## 71013 ART HISTORY AND ART APPRECIATION

| 18 weeks | Semester Grades 11-12 |
| :--- | :--- |
| 1.00 Credit | Elective |

Students will explore the major art movements from prehistoric to modern times. This course is for the student interested in taking a critical look at why art is created and its importance in society. Course will work parallel with AP Art History curriculum, but students will not be required to take the AP Art History test. This course requires a high degree of commitment to academic work.

| 71012 AP ART HISTORY |  |
| :--- | :--- |
| $\mathbf{7 1 0 1 2 S}$ AP ART HISTORY SEMINAR |  |
| 18 weeks | 1 Semester daily, 1 semester every other day - Grades 11-12 |
| 1.50 Credit | Elective |

AP Students will explore the major art movements and their significance to societyfrom prehistoric to modern times. Students will learn how and why art is a crucial part of our history and culture. This course prepares students to take the AP Art History exam. Students are required to take this exam. This course requires a high degree of commitment to academic work.
Students taking AP Art history are required to take an AP Art history seminar course number 71012S. Students must select both courses.

| 71011 AP STUDIO ART |  |
| :--- | :--- |
| 71011 S AP STUDIO ART SEMINAR |  |
| 18 weeks | 1 Semester daily, 1 semester every other day - Grades 11-12 |
| 1.50 Credit | Elective |
|  | Portfolio review and approval of instructor. Successful completion of Art Major II |

Advanced Placement Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students must be aware that AP Studio Art involves significantly more commitment than the typical high school art course. Emphasis will be placed on the areas of breadth of portfolio, quality of artwork, and a concentration of individual interests. All students must present a completed portfolio to the AP Examination Committee for evaluation in May. Summer assignments are required for this course. Students will take the 1.0 credit course in the fall semester, and the 0.5 credit seminar course in the spring semester.

| $71072 \quad$ INTRO TO PAINTING |  |
| :--- | :--- |
| 18 Weeks every other day | Semester Grades 9-12 |
| .50 credit | Elective |

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, acrylic painting.

| 71064 ILLUSTRATIVE DRAWING FOR COMIC BOOK ART |  |
| :--- | :--- |
| 18 weeks every other day | Semester Grades 9-12 |
| .50 Credit | Elective |

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 traditional and digital drawing media will be used throughout the course.

| 71044 CERAMICS I |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 9-12 |
| 0.50 credit | Elective |

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.

| 71045 CERAMICS II |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 10-12 |
| 0.50 credit | Elective |
|  | Prerequisite: Successful completion of Ceramics I and instructor's approval |

This course will build upon the knowledge and techniques of Ceramics I. Focus will be on the pottery wheel and increasing students' skills at hand building and sculpture. All students will develop their design sensibility by learning about the formal properties of art.

| 71036 JEWELRY |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 9-12 |
| 0.50 credit | Elective |

This course will focus primarily on creating handmade jewelry using a variety of tools, materials and techniques. Students will learn how to cut, sand and cold join metal to create contemporary pieces of wearable art. Other materials such as polymer clay, resin and wire will be used to help students develop a strong design sensibility and aid in their creativity. This course not only follow the current trends of handmade jewelry, but also new trends in computer aided jewelry design. Adobe Illustrator and Adobe Photoshop will also be utilized when planning, designing and creating jewelry. There is a $\$ 5$ lab fee for this course.

| 71053 COMPUTER GRAPHICS I:Digital Art \& Design |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 9-12 |
| 0.50 credit | Elective |

In Computer Graphics I, students will learn to use computer technology as a tool to create art with a primary focus on digital art and graphic design. This course will cover the basic functions and tools in Adobe Photoshop and Adobe lllustrator. Using Photoshop and Illustrator, students will learn various ways to edit and manipulate images, text, and explore the techniques of vector drawing and motion graphics. A strong emphasis will be placed on the principles of graphics design.

| 71054 COMPUTER GRAPHICS II: Digital Art \& Design |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 10-12 |
| 0.50 credit | Elective |
|  | Prerequisite: Successful completion of Computer Graphics I and approval of the instructor |

In Computer Graphics II students will learn to use computer technology as a tool to create digital art and graphic design projects. This course will build on the basic functions and tools in Adobe Photoshop and Adobe lllustrator. A strong emphasis will be placed on the principles of graphic design.

| $715079^{\text {th }}$ GRADE DIGITAL PHOTOGRAPHY |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grade 9 only |
| 0.50 credit | Elective |

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. Smart phone photography skills incorporated as well.

| 71055 DIGITAL PHOTOGRAPHY I |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 10-12 |
| 0.50 credit | Elective |

This introductory course provides students with an extensive overview of the world of Photography; everything from how an image is made to how an image is manipulated. Through a hands- on, learn by doing approach, students learn the technical aspects of operating a digital camera. Understanding how to take better photos is learned through picture taking assignments that apply compositional and seeing techniques. Basic and intermediate skills in Adobe Photoshop also will be learned in order to do photo re-touching and creative manipulations. Additionally, Smart phone photography and stop motion make this a course not to be missed!

| 71056 DIGITAL PHOTOGRAPHY II |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 11-12 |
| 0.50 credit | Elective |
|  | Prerequisite: Successful completion of Digital Photography I and approval of instructor |

This course is designed to cater to the individual needs of students that have a strong interest in fine tuning their photographic skills. Advanced picture-taking and Photoshop techniques will be explored with an emphasis on creating images with purpose and meaning. Projects will involve more outside picture taking as well as field trips.

## FAMILY AND CONSUMER SCIENCES

| 73004 BEST OF BAKING | Semester Grades $9-12$ |
| :--- | :--- |
| 18 weeks, every other day | Elective |
| .50 credit | ler\| |

This course will provide students with a background in kitchen safety and the principles of basic baking skills, including measuring techniques and common kitchen practices. Students will study and prepare quick breads, pastries, cakes and cookies and healthy alternatives. Students will learn through written assignments, teacher demonstrations and projects, as well as participation in the culinary lab. A performance project will be required.


This course provides an opportunity for the student to learn to plan, purchase, cook, and serve tasty meals with an emphasis on good nutrition, cooking techniques and saving money. Students will learn through written assignments, videos, teacher demonstrations and projects as well as participation in culinary labs.

| 73013 FOOD AND NUTRITION II |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $9-12$ |
| .50 credit | Elective |
|  | Prerequisite: Successful completion of Food and Nutrition I |

This course will also provide an opportunity for the student to learn to plan, purchase, cook, and serve tasty meals with an emphasis on good nutrition, cooking techniques, multicultural foods and saving money. Students will learn through written assignments, videos, teacher demonstrations and projects as well as participation in culinary labs.

| 73014 FOOD FOR LIFE |  |
| :--- | :--- |
|  | 7. |
| 18 weeks, every other day | Semester Grades $9-12$ |
| .50 credit | Elective |
|  | Prerequisite: Successful completion of Food and Nutrition I |

Students will plan and prepare nutritionally significant foods that meet the needs of people throughout the life span. An emphasis on special diets for health issues, small appliance use and foods associated with all meals will be part of this course.

| 74010 <br> 74011 <br> SEWNING I <br> 18 weeks every day or every <br> other day | Semester Grades $9-12$ |
| :--- | :--- |
| 1.0 Credit $(\ldots 11)$ or | Elective |
| .50 credit $(\ldots 10)$ |  |

This course is designed to introduce students to textiles and basic sewing skills. Students will learn about different fabrics, and use a variety of construction techniques including hand and machine sewing. Students will have the opportunity to experiment with different types of sewing equipment. Students will complete several sewing projects, such as a pillowcase, gym bag, pajama pants or shorts and slippers. Students may need to supply a portion of their own supplies and materials. Cost will be kept to a minimum.

| SEWING II, III, IV | Semester Grades 10-12 |
| :--- | :--- |
| 18 weeks every <br> day or every <br> other day | Elective - SEWING II - 74013; SEWING III - 74015 ; SEWING IV - 74017 |
| 1.0 credit | Elective - SEWING II - 74012 ; SEWING III - 74014 ; SEWING IV - 74016 |
| 0.5 Credit | Prerequisite: Successful Completion of Sewing I |

In this course, students will further their sewing skills and select projects based on their individual level of expertise. Students may need to supply their own patterns and fabrics. Students will learn SEW many new techniques, creating tote bags, pillows, recycling
denim and more. Understanding the historical influences of fashion will be discussed. Students will have the option to use the embroidery machine.

| 73062 MANAGING INDEPENDENCE/TAKING CHARGE OF YOUR LIFE |  |  |  |
| :--- | :--- | :---: | :---: |
| 18 weeks, every other day | Semester Grades $10-12$ |  |  |
| .50 credit | Elective |  |  |

You'll soon be on your own! This course will give you the information you need to "take charge of your life." You'll become more aware of consumer issues such as budgeting, banking, using credit cards, insurance needs, selecting your first car and apartment, consumer rights and responsibilities and how advertising affects your spending habits.

| 73073 UNDERSTANDING CHILDREN | Semester Grades $10-12$ |
| :--- | :--- |
| 18 weeks, every other day | Elective |
| .50 credit |  |

This course is designed for students interested in learning how children develop from conception to three years of age. The topics of pregnancy and childbirth will be covered as well as voluntary simulation experiences using "Real Care Baby" through RealityWorks, Inc. and the "Empathy Belly". Emphasis will also be placed on theorists such as Piaget and Erikson and others who have made a major contribution to the study of children and how they develop. Students planning careers in education, managing and working in day care centers, pediatrics, nursing and social work will benefit from this course as well as those students planning on being a parent.

| 73032 INTERIOR DESIGN AND HOUSING I |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades $10-12$ |
| .50 credit | Elective |

This course is for students interested in exploring the world of Interior Design as well as the financial and legal considerations of home ownership. Topics include color schemes, elements and principles of design, furniture styles and arrangement, architectural styles, window, wall and floor treatments. Students considering a career in the field of interior design are encouraged to enroll in thiscourse.

| 73033 INTERIOR DESIGN AND HOUSING II |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 11-12 |
| .50 credit | Elective |
|  | Prerequisite: Successful Completion of Interior Design and Housing I |

Students will continue using design theory established in Level I, by applying this knowledge to room designs for people with special needs, a child's room/nursery, color theme designs, and the creation of a bathroom. The Final Project is recreating a design for an existing room in the student's home or a future residence. Students will use a specific theme, an assigned object and will attempt to stay within a specific budget.

## TECHNOLOGY \& ENGINEERING EDUCATION



| 72103 INTRODUCTION TO TECHNOLOGY \& ENGINEERING |  |
| :--- | :--- |
| 18 weeks, every other day | Semester Grades 9 |
| .50 credit | Elective |

Students will have the opportunity to explore the various areas of Technology Education here at the High School. Students will use programs like AutoCAD for drawing and design. The Manufacturing lab will also be used for prototyping and creating various projects. The goal of this class is to be introduced into all things Technology Education.

| 72224 DIGITAL MEDIA TECHNOLOGY LEVEL I |  |
| :--- | :--- |
| $\mathbf{7 2 2 2 3}$ DIGITAL MEDIA TECHNOLOGY LEVEL I |  |
| 18 weeks | Semester Grades $9-12$ |
| 1.0 Credit $(\ldots 24)$ or | Elective |
| .50 credit $(\ldots 23)$ |  |

This course will explore the areas of digital photography and video using Canon Rebel T3i SLR cameras. Students will learn critical skills in the areas of digital photography, digital video editing/production using Adobe Lightroom \& Adobe Premiere software. We will also address the careers and future skills needed to be successful in a career outside of school.

| $\mathbf{7 2 1 3 1}$ MANUFACTURING/ENGINEERING TECHNOLOGY |  |
| :--- | :--- |
| 18 weeks | Semester Grades $10-12$ |
| 1.00 credit | Elective |
|  | Prerequisite: Successful completion of Intro to Probability and Statistics |

Students will explore and develop the skills needed to be successful in a manufacturing environment. There is an emphasis on teamwork, problem solving, critical thinking and engineering of projects and the processes related to these areas. Projects include custom designed skateboards, wooden Bluetooth speakers, Adirondack chairs and other custom projects.

## 72012 TECHNICAL DRAFTING \& DRAWING

72013 TECHNICAL DRAFTING \& DRAWING

| 18 weeks | Semester Grades $9-12$ |
| :--- | :--- |
| 1.00 Credit $(\ldots 12)$ or | Elective |
| .50 credit $(\ldots 13)$ |  |

Technical drawing is open to any student who wishes to be a drafter, an engineer, a designer, an architect, a product designer, manufacturer or any other profession that requires knowledge of technical or blueprint drawing. Technical Drawing is more commonly known 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 AutoCAD, students will work on creating drawings for their own design, product, or project as part of this course.

| $\mathbf{7 2 0 2 2}$ ARCHITECTURAL DRAWING |  |
| :--- | :--- |
| $\mathbf{7 2 0 2 3}$ ARCHITECTURAL DRAWING |  |
| 18 weeks | Semester Grades $9-12$ |
| 1.00 Credit $(\ldots .22)$ or | Elective |
| .50 credit $(\ldots 23)$ |  |
|  | Prerequisite: Successful completion of Technical Drawing |

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 great for students who wish to learn more about house structures, design, and creation. Post-high school pathways can include architect/architecture, carpenter/manufacturer, homeowner/flipper, 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.

## 72033 ENGINEERING DRAWING AND DESIGN

| 18 weeks | Semester Grades: $10-12$ |
| :--- | :--- |
| .50 credit | Elective |
|  |  |

Engineering Drawing and Design students will explore 3D parametric modeling on the computer via AutoDesk Inventor. Students will learn focus on the overall concept of the Engineering Design Process, and how that effects project creation, 3D modeling, production, product design, and prototyping. Students will use AutoCAD and Inventor to create their products, in partnership with the 3D modeling machines: Laser and 3D Printer, to create physical models of their work. Students will also participate in design challenges throughout the course!

| 72024 ARCHITECTURAL DESIGN II |  |
| :--- | :--- |
| 18 weeks | Semester Grades 11-12 |
| 1.00 Credit | Elective |
|  | Prerequisite: Successful completion of Architectural Drawing |

This course is for the students who enjoyed Architectural Drawing, and want to continue into a 3D Perspective of architecture. Whether students are interested in being home owners, pursuing architecture or interior design post high school, or other career paths. This course builds on knowledge gained in Architectural Drawing. Students will use AutoDesk and Revit, 3-D architectural modeling programs. Additional topics include Green Energy/Buildings, ADA Laws and Applications, Design in Architecture, the expansion of Architecture outside of houses (amusement parks, stadiums, restaurants, etc.). Students will produce various plans and renders of their design to expand more upon their interests within Architecture.

## 72105 INTRODUCTION TO ROBOTICS

| 18 weeks | Semester Grades:9-12 |
| :--- | :--- |
| .50 credit | Elective |
|  |  |

This course is for students interested in learning more about robotics from the design standpoint. This course will cover machines and machine safety, engineering design process, prototype development, and group-based problem solving. Students will focus on the overall concept of the Engineering Design Process, and how that affects project creation, 3D modeling, production, product design, and prototyping. Students will use AutoCAD and Inventor to create their products, in partnership with the 3D modeling machines: Laser, 3D Printer, and CNC.

## PROGRAMS OF SPECIAL EDUCATION

Special Education services and supports are available to eligible students attending HHHS. 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, Lifeskills and Autistic Support, as well as related services for eligible students (i.e. speech/language therapy, physical therapy, occupational therapy, hearing therapy, vision therapy. The IEP team determines how special education services will be provided to the students in the least restrictive setting.

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

## 82012 ADAPTIVE PHYSICAL EDUCATION

| As per IEP | Year long |
| :--- | :--- |
| 1.50 credit |  |

Selected by the IEP team based on individual student need.

| ENLGISH $9-12$ |  |
| :--- | :--- |
| Every other day | FULL YEAR |
| 1.00 Credit | Required |
| Course Numbers | ENGLISH $9-19098$ |
|  | ENGLISH 10-19101 |
|  | ENGLISH 11-19111 |
|  | ENGLISH 12-19121 |

Placement in any of the following courses is based on performance data. 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 in 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 class participation, homework, classwork, projects, quizzes, and tests.

| 19201 LITERACY STRATEGIES |  |
| :--- | :--- |
| 18 weeks | Semester |
| 0.5 or 1.00 Credit | Elective |
|  | Grades 9 -12 Selected by the IEP team based on individual student need |

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.


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.

| $\mathbf{3 9 1 0 4}$ MATH $\mathbf{1 0}$ |  |
| :--- | :--- |
| Every other day | FULL YEAR |
| 1.00 Credit | Required |

Designed for those students who have successfully completed Math 9, and to continue their study of Algebraic concepts. Topics to be covered include further exploration of algebraic equations, proportions, graphing in the coordinate plane and the use of variables. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement the text.

| $\mathbf{3 9 1 1 4}$ MATH $\mathbf{1 1}$ |  |
| :--- | :--- |
| Every other day | FULL YEAR |
| 1.00 Credit | Required |

Designed for those students who have successfully completed Math 10, or who are recommended by their previous math teacher for the course. Students will be introduced to the computational aspects of geometry. Topics may include points, lines, planes, graphing, angles, polygons, parallel and perpendicular lines, congruency, and proofs. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement thetext.


Designed to provide an emphasis on consumer-based uses of mathematics such as: earning money, credit/debit/loans, banking, housing, taxes, budgeting and travel/vacation.

| 49091 SCIENCE 9 | Semester |
| :--- | :--- |
| 18 weeks | Required |
| 1.00 credit |  |

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.

|  |  |
| :--- | :--- |
| 49101 SCIENCE 10A |  |
| 49103 SCIENCE 10B |  |
| 18 weeks | Semester |
| 1.00 credit | Required |

49101 This is an introductory course that covers basic topics of biology. This course will cover a review of the scientific method, characteristics of life, diversity of cells, cell structures and functions, and basic topics of biochemistry, DNA, heredity, and evolution. Students will learn through hands on experiences such as nature walks, experiments, demonstrations, and virtual simulations.

49103 This is an introductory course that covers topics of environmental studies. This course will cover ecosystems and their special relationships. It will cover how material is recycled through an ecosystem and endangered/ extinction of species.

| 49111 SCIENCE 11 | Semester |
| :--- | :--- |
| 18 weeks | Required |
| 1.00 credit |  |

This is an introductory course that covers topics of Forensics for the first quarter and weather-related Disasters for quarter two. In Q1, Forensics, concepts covered are; crime scene investigation personnel, their jobs and how crime scene investigation is done. Other topics covered are types of evidence and tools used by investigators to determine the victim or how a crime is committed. In Q2, Disasters, topics covered are: types of disasters, characteristics of the disaster types and how areas are responding to these disasters before, during and after a catastrophic event. Other topics covered are researching a disaster and exploration of new techniques developed by the national government to handle the impacts of the different disaster types.

| 2009 SOCIAL STUDIES 9 |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 credit | Required |

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.

| 29101 SOCIAL STUDIES 10 |  |  |
| :--- | :--- | :--- |
| 18 weeks | Semester |  |
| 1.00 credit | Required |  |

This required study of History explores key events and global historical developments since 1450 C.E. As a result, students will be able to understand how these events of the past provide direct links to the issues and progress and/or problems of today.

## 29111 SOCIAL STUDIES 11



| 18 weeks | Semester |
| :--- | :--- |
| 1.00 credit | Required |

The study of American Government/Civics is designed to help students understand how the present governmental system was developed, its components and their jobs. The students will study the history of government, government theory, and government as it is today on both the National and State level.

| 89100 PERSONAL PERSPECTIVES |  |
| :--- | :--- |
| 18 weeks every other day | Semester |
| 0.50 credit or 1.0 Credit | Grades $9-12$ Selected by the IEP team based on individual student need. |
| Semester $189100 \& 89101$ |  |
| Semester 289102 \& 89103 |  |

This course focuses on students' executive functioning skills. Students learn to identify their strengths and weaknesses in areas which may include but are not limited to organization, flexibility, working memory, impulse/emotional control, selfmonitoring, 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.

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

| 29100 SOCIAL STUDIES $\mathbf{9 - 1 2}$ |  |
| :--- | :--- |
| 18 weeks | Semester |
| 100 credit | Selected by the IEP team based on individual student need. |

History is an overview that provides students with a thematic examination of the political, economic, cultural, environmental, and social factors that have defined history. The course begins with an introduction to the world and continues with a focus on the expansion of the West and the growing interdependence of people, cultures, and globalization throughout the world. The history course is designed to provide students with the opportunity to view history as a mosaic that values the contributions of the many peoples inhabiting our diverse world. The course is also designed to serve the needs of both postsecondary and career readiness by assisting students to develop good citizenship skills and an understanding of the connectedness of the human experience.

| 39100 MATH 9-12 | Semester |
| :--- | :--- |
| 18 weeks | Selected by the IEP team based on individual student need. |
| 100 credit |  |

General Mathematics aims to develop students' understanding of concepts and techniques drawn from number and algebra, trigonometry and world geometry, sequences, finance, networks and decision mathematics and statistics, in order to solve applied problems. The course is also designed to serve the needs of both post-secondary and career readiness by assisting students to develop math readiness skills.

| 49100 SCIENCE $\mathbf{9 - 1 2}$ |  |
| :--- | :--- |
| 18 weeks | Semester |
| 100 credit | Selected by the IEP team based on individual student need. |

General Science provides an introduction to four major areas in science; energy and matter, the living world, planet earth, and space. Students become acquainted with the basic ideas upon which a number of sciences are built, including Physics, Chemistry, Biology, Earth Science and Astronomy.


This course includes a review of grammar skills, the teaching of intermediate composition skills, and an examination of various literary genres that include the short story, poetry, drama, non-fiction, and the novel. Emphasis on vocabulary development, composition skills, critical reading, and critical writing skills. Students will discover ways to take a critical approach to reading and writing as they connect the meanings of cultural texts. Independent thinking will be fostered through logical and insightful analysis, interactions with literature, and reading and writing.

| 89200 PERSONAL PERSPECTIVES |  |
| :--- | :--- |
| 18 weeks every other day | Semester |
| 0.50 credit or 1.0 Credit | Grades 9-12 Selected by the IEP team based on individual student need. |
| Semester 1 89200 \& 89201 |  |
| Semester 2 89202 \& 89203 |  |

Personal Perspectives course focuses on students' age-appropriate social skills and competencies development, including communication, problem solving, decision making, self-management, and peer relations. Students work to develop organizational skills, flexible thinking, impulse/emotional control, self-monitoring, task initiation, prosocial communication, and group collaboration.

## Autistic Support: (High Incidence)

## 89300 PERSONAL PERSPECTIVES

| 18 weeks | Semester |
| :--- | :--- |
| 0.50 credit or 1.0 Credit | Grades $9-12$ Selected by the IEP team based on individual student need. |

Personal Perspectives course focuses on students' age-appropriate social skills and development of activities of daily living. Cours focuses on competencies development, including communication, problem solving, decision making, selfmanagement, and peer relations. Students work to develop organizational skills, flexible thinking, impulse/emotional control, self-monitoring, task initiation, pro social communication.

| 90038 ENGLISH/READING 9-12 |  |
| :--- | :--- |
| Daily | FULL YEAR |
|  | Selected by the IEP team based on individual student need. |


| 90037 MATH 9-12 |  |
| :--- | :--- |
| Daily | FULL YEAR |
|  | Selected by the IEP team based on individual student need. |

## Low Incidence-Life Skills and Autistic Support:

Special Education Courses - Life Skills \& Autistic Support
Student must be recommended for these courses by the IEP team.

| 90042 ENGLISH/READING 9-12 |  |
| :--- | :--- |
| Daily | FULL YEAR |
|  | Selected by the IEP team based on individual student need. |

This course is designed as a highly structured, multi-sensory language development that focuses on word recognition, comprehension, and fluency with research-based instruction in vocabulary, comprehension, and reading fluency. Uses strategies of errorless learning, positive reinforcement, manipulatives, oral and sight word vocabulary, social skills enrichment, and progress monitoring.
90041 MATH 9-12

| Daily | FULL YEAR |
| :--- | :--- |
|  | Selected by the IEP team based on individual student need. |

This course is designed to develop a student's understanding of basic math concepts and skills. Functional math skill instruction focuses on the goal developed for the individual student by the IEP team. Math skill development focuses on increasing a student's ability to read and write numbers, be able to count in increments, and perform basic operations such as addition and subtraction, how to use money, keep track of time, and measure items necessary for daily living in order for students to live as independently as possible in the community.

| $\mathbf{9 0 0 4 3}$ SCIENCE $\mathbf{9 - 1 2}$ |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.0 credit | Selected by the IEP team based on individual student need. |

Analyze and explain the nature of science in the search for understanding the natural world and its connection to technological systems. Focus is on process skills that students use to study and investigate, observing, classifying, communicating, measuring, inferring, and predicting.

| 98323 PERSONAL PERSPECTIVES |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.0 Credit | Grades $9-12$ Selected by the IEP team based on individual student need. |

Personal Perspectives course focuses on students' age-appropriate social competencies and interpersonal skills that help students learn to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, and cope with and manage their daily lives in a healthy and productive manner.

## 90000 TRANSITION CLASS (Outside Building)

| 18 weeks | Semester |
| :--- | :--- |
| 1.0 Credit | Grades $9-12$ Selected by the IEP team based on individual student need. |

The focus of Transition is to teach functional skills in academics, daily living, vocational, recreation/leisure and community participation for students at their individual ability levels. Community-Based Instruction (CBI) is an integral part of the curriculum. CBI instruction incorporates IEP goals/objectives into lessons that are implemented outside of the school environment, providing experiences that will prepare students for tasks in the community. A student's goals/objectives reflect an emphasis on functional skills at the individual's level of ability. Some appropriate experiences may include riding the bus, shopping at the grocery store, visiting a community recreational activity, traveling to a doctor's office, making a small purchase at a store, etc.

| $\mathbf{9 0 0 0 4}$ TRANSITION CLASS (PAES \& Inside Building) |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.0 Credit | Grades $9-12$ Selected by the IEP team based on individual student need. |

In this course, students identify their strengths and needs by performing as many whole PAES jobs as possible followed by discovering which subtasks of other jobs can be performed. If Accommodations or Modifications are necessary, PAES documents the necessary supports. The lab has 5 components - Consumer/Service, Business/Marketing, Processing/Production, Construction/Industrial, and Computer Technology.

| 90025/26 TRANSITION PLANNING |  |
| :--- | :--- |
| 18 weeks every other day | Semester |
| 0.50 credit | Grades $10-12$ Selected by the IEP team based on individual student need. |
| $90025-$ S1 |  |
| $90026-$ S2 |  |

Transition planning assist students as they plan for life after high school in a proactive and coordinated way. This course provides students with the tools and the confidence to assume responsibility for their educational and employment decisions as they move into adulthood.

## COMMUNITY-BASED LEARNING

Community-based learning opportunities help students carry out authentic work in professional settings related to their interests. Graduating from high school having developed a postsecondary plan that is grounded in at least tentative career choices and has a high probability of success is more important now than it has ever been. Community-based learning electives help students develop future plans and investigate their ideas for their future.

Simply getting a college degree, regardless of major, will not be all that helpful for those entering the twenty-first century workplace. The specific field of study matters a great deal-far more than simply getting a diploma. Students should focus their energies acquiring the specific skills and kinds of knowledge demanded by occupations that are both growing rapidly and paying well.
-Workforce 2020 (Judy \& D'Amico)

| 90055 SENIOR INTERNSHIP I |  |
| :--- | :--- |
| 18 weeks | Semester |
| *This course cannot be dropped. <br>  <br>  <br>  <br> Students who can provide their own transportation to and from their internship will <br> have the ability to explore a wider range of internship opportunities. |  |

Senior Internship is a career exploratory learning opportunity for students who wish to verify career choice. It is an excellent way to determine if a career pathway is the best option to pursue before beginning post-secondary education. Senior interns are active participants in the internship acquisition process. They are mentored by a teacher throughout the semester and by a community-mentor at the internship site. All student interns meet bi-weekly to share experiences and to participate in topical discussions relevant to the internship experience. Each intern will maintain a reflection journal, complete a culminating project and help plan and attend a community-mentor recognition event.
*To participate in the Senior Internship experience students MUST MEET THE FOLLOWING CRITERIA:

1. Strong attendance record during junior year;
2. Exemplary behavior record; and
3. Recommendations from the school counselor;
4. Attend a spring semester meeting and complete paperwork acknowledging no drop policy

| $\mathbf{9 0 0 5 6}$ SENIOR INTERNSHIP II |  |
| :--- | :--- |
| 18 weeks | Semester |
| 1.00 Credit | Elective |
|  | Prerequisite: $\mathbf{8 5 \%}$ or above in Senior Internship I |

Seniors wishing to intern all school year may also elect Senior Internship II. This allows the student to (1) stay in the same internship all school year or (2) try a second internship in the second semester. To choose this option, register for both Senior Internship I and Senior Internship II. The same requirements and criteria exist as in the Senior Internship I course.

| $\mathbf{9 0 0 6 6}$ WORK INITIATIVES I \& II (WIN) |  |
| :--- | :--- |
| 18 weeks | Semester |
| $1.00-4.00$ Credit | Elective- Junior or Senior |
|  | Prerequisite: Paid job |

Working Initiatives (WIN) provides students with the opportunity to be released from school, to participate in a paid worked based learning experience, and to earn credit toward graduation. Students are responsible for finding their own employment and transportation. To earn credits, a minimum of 15 hours per week of work is required. Please note: Students must have a job, that withholds taxes and follows all payroll laws, prior to Sept. 1.

90067 Juniors and seniors wishing to participate in WIN for the entire school year should also select Work Initiatives Practicum II.

| EARLY RELEASE <br> 99013 (Half Year) <br> 99012 (Full Year) |  |
| :--- | :--- |
| 18 weeks | Semester |
|  | Elective- Grades 11-12, must have your own transportation. |

A student requesting early release must be in good academic standing at the time they apply for early release. Students who take advantage of early dismissal must leave the school building and campus immediately upon their dismissal from their final regular class of the day. Students must consult with their counselor during registration to make sure that any request for early release meets the above criteria and is planned as an integral part of their high school education. Discussion with family will occur prior to the student scheduling Early Release. Scheduling conflicts maypreclude a student from taking early release.

## 900017 SCHOLARS LEADERSHIP SEMINAR

| 18 weeks | Semester |
| :--- | :--- |
| 0.5 Credit | $11^{\text {th }}$ or $12^{\text {th }}$ grade students only on the Scholar's Diploma track |

Leadership is the key to success in every profession or structure of an organization. This required course for the Scholar's Diploma has been designed to help students develop, practice and enhance leadership skills while building leadership capacity. In addition to leadership dialogue with local community and corporate leaders, students will engage in experiential learning opportunities and will be challenged to:

- Develop action plans to address global, regional and local community issues using multiple perspectives
- Plan and conduct a study and/or investigation
- Plan and produce communication in various forms
- Collaborate to solve authentic problems
- Develop frameworks for effective teamwork, self-direction, social responsibility, accountability and other life skills

| 90016 ADVENTURE BASED EDUCATION |  |
| :--- | :--- |
| 18 weeks | Semester |
| 0.50 Credit | Elective $-12^{\mathrm{TH}}$ ONLY |

This half credit, senior only elective course is designed for students to engage in highly interactive and experiential learning that is specifically designed to aid individuals in the process of discovering and developing the skills necessary for postsecondary success. Students will engage in group/cooperative activities which includes activities on low and high ropes courses. These activities are designed to foster the development of 21 st century skills such as communication, leadership, teamwork, collaboration and problem solving.

| 90061 HATTERS HELPING HATTERS |  |  |
| :--- | :--- | :--- |
| 18 weeks | Semester |  |
| 0.50 Credit | Elective |  |

Hatters Helping Hatters is an opportunity for students who want to serve within the high school community through community service. Examples of opportunity include working with teachers in classrooms, assisting special needs children in classes, supporting the TV studio, assisting with technology, and working in various high school offices and/or with the athletic director. Opportunities are limited and are need based. HHH is a pass/fail learning experience. Please discuss with your school counselor if interested in service-to-school learning experiences available during the schoolyear.

| 90061 LINK CREW CLASS |  |  |
| :--- | :--- | :--- |
| 18 weeks | Semester |  |
| 0.50 Credit | Elective |  |

Only Link Leaders can take this course. Link Leaders are students who have consistent attendance, a willingness to help others, are comfortable talking in front of groups, and have a positive attitude. Students need to follow an application process for selection into Link Crew, as only Link Leaders are eligible for the class. To be selected for Link Crew, students must apply and come to an informational meeting in early February, and interview mid-February. Selected students will find out if they are accepted in late February or early March. It is strongly recommended for any student in Link Crew Club, to take Link Crew class at least once. Every semester is different for students, so students may take the course more than once and are encouraged to do so. In class, students learn the basics of facilitating both large and small groups, evaluate presentation and facilitation styles, and work in teams on school wide projects. Units of study include: Team and Climate Building, Organization, Leadership, Communication, Facilitating and Teaching and Personal Development.

## 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 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.

| GIFTED SUPPORT PROGRAM |  | 風 $\square^{\circ}$ |
| :---: | :---: | :---: |
| 36 weeks | Year long |  |
| 0.50 Credit | Elective |  |
| 97009 Enrichment 9 | \| 97010 En | nent 11 \| 97012 |



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.

## Dual Enrollment Opportunities

Hatboro-Horsham High School is proud to offer Dual Enrollment in multiple formats to all students. The program has been recently expanded for students to potentially earn college credit while enrolled at Hatboro-Horsham at a reduced rate.

The paths for students to be considered dual enrolled:

1. Concurrent enrollment (Dual Credit Program) - Concurrent Enrollment or Dual Credit programs allow high school students enrolled in a class taught at the high school to receive college credit. Any high school course offered for dual credit will have been approved by the appropriate academic department at MCCC, Harrisburg University (CiHS), or Seton Hall University (Project Acceleration) as being comparable to the same course given on their respective campus. Dual credit differs from Advanced Placement in that the student does not take a national qualifying exam to receive the credit.
2. Advanced Placement Courses - Advanced Placement is a curriculum developed by College Board and taught at schools across the United States and internationally. Hatboro-Horsham offers 18 AP courses to give students the chance to tackle college-level work while they are still in high school. Students interested in earning college credit may take the AP exam at the end of the course. HHSD pays for 1 exam, all additional exams at the student's expense. (VHS AP courses REQUIRE taking the exam and there is an additional VHS fee.)
3. Off-Campus Dual Enrollment - This program allows high school students to enroll in a class taught at local universities for college credit while still enrolled here at HHHS. We are currently partnered with MCCC but will review other institutions individually. Approval of the Request for Outside Coursework form is required prior to registration.
4. ECAT Dual Enrollment - ECAT is an often-overlooked option for students seeking post-secondary-level coursework. However, ECAT can provide a robust, practical curriculum that can allow students to qualify for college credit. Opportunities vary depending on the program selected.

The WHAT: Dual enrollment affords high school students the opportunity to take college courses at a discounted price with the possibility of earning both high school and college credit, essentially being "dually enrolled."

The WHERE: Dual enrollment courses can be taken either ON CAMPUS (at HHHS) or OFF CAMPUS (at a local college or virtually).

The WHY: There are a variety of different reasons students choose to participate in dual enrollment courses including wanting to experience a college-level course, taking a course in an area of interest not offered at HHHS, or attempting to earn college credits prior to entering college. This is a family decision and varies from student to student.

The HOW: It is very important to note that the transferability of dual enrollment credits depends on the institution the student attends after high school. Each college differs. Upon completion of the course, students should request an official transcript from the college granting the dual enrollment credit (not HHHS) and submit that college transcript to the college they will be attending after high school. The final transcript must be shared with HHHS to be included in course history and counted for credit requirements.

Students are encouraged to utilize the following resources to determine if dual enrollment credit will transfer:
$\rightarrow$ Individual college websites (below are examples):

Kutztown University<br>Lehigh University (scroll down to High School Dual Enrollment Programs) PSU - Transfer Credit Tool<br>Temple University

## Advanced Placement Courses

Advanced Placement is a curriculum developed by College Board and taught at schools across the United States and internationally. Hatboro-Horsham offers 18 AP courses to give students the chance to tackle college-level work while they are still in high school. Students interested in earning college credit may take the AP exam at the end of the course at their own expense.

Students can use the AP Credit Policy Search Tool to determine what score they will need to achieve on the AP Exam in order for their college of choice to apply credit for the course.

AP courses are weighted.

| 2D Art and Design | - Environmental Science |
| :---: | :---: |
| - Biology | - European History |
| - Calculus AB | - Government \& Politics |
| - Calculus BC | - Physics C: Electricity \& Magnetism |
| - Chemistry | - Physics C: Mechanics |
| - Computer Science A | - Psychology |
| - English Language and Composition | - Spanish Language \& Culture |
| - English Literature and Composition | - Statistics |
|  | - United States History |
|  | - World History |

Students can find all information pertaining to AP Class and Exam Registration on the high school website by clicking here.

## Concurrent Enrollment (Dual Credit Program)

ON-CAMPUS (at HHHS) Dual Enrollment Opportunities

With ON CAMPUS dual enrollment courses, HHHS faculty teach the course, but students in these courses may choose to also enroll through the college to earn college credit. Each college has a distinct fee and registration process.

NOTE: It is not necessary to participate in the dual enrollment aspect (paying and registering through the college) to remain in the class at HHHS.

The following are ON CAMPUS dual enrollment offerings broken down by the college awarding the dual enrollment credit.

1. Montgomery County Community College (Link to General Information on MCCC Dual Enrollment)

COST: \$209 per course
REGISTRATION:

1. Complete an MCCC Application (indicate you are a HS student seeking dual enrollment)
2. Complete the MCCC Dual Enrollment Registration Form.

| HHHS Course Title | MCCC Subject \& Course \# | MCCC Course Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| Introduction to Engineering | EGR 102 | Introduction to Engineering | 3.0 |

2. Seton Hall University (Project Acceleration)

COST: \$105 per credit
REGISTRATION: Seton Hall registration must be completed online at Seton Hall Course Registration Link. After registering, students will receive an email in 3-5 days to pay and register for specific courses. HHHS students can find registration information here: Seton Hall Project Acceleration Registration.

| HHHS Course Title | Seton Hall <br> University Subject <br> and Course \# | HHHS <br> Instructor | Seton Hall <br> University Course <br> Title | Registration <br> Term | Credit <br> Hours |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Multi-Variable Calculus | MATH2411-PHA | Gaffney | Calculus III | Fall | 4.0 |

3. Harrisburg University (Link to General Information on CiHS )

COST: \$100 per credit
REGISTRATION: Registration must be completed online at Harrisburg University Registration Link. After registering, students will receive an email in 3-5 days to pay and register for specific courses.

| HHHS Course <br> Title | Harrisburg <br> University Subject <br> and Course \# | HHHS <br> Instructor | Harrisburg University <br> Course Title | Registration <br> Term | Credit <br> Hours |
| :--- | :--- | :--- | :--- | :--- | :---: |
| AP Biology | BIOL 102 \& 103 | Enge | General Biology \& Lab | Fall/Spring | 4.0 |
| AP Environmental <br> Science | ENVS 101 | Simon | Intro to Environmental Science | Fall | 4.0 |
| AP Chemistry | CHEM 151 \& 152 | Leddy | General Chemistry \& Lab | Fall | 4.0 |
| AP Mechanics | PHY 210 | McElrath | General Physics I | Fall | 4.0 |
| AP E \& M | PHY 220 | McElrath | General Physics II | Fall | 4.0 |
| AP Statistics | MATH 280 | Lochel/Evans | Introductory Statistics | Fall | 3.0 |
| AP Calculus AB | MATH 220 | Gaffney | Calculus I | Fall | 3.0 |
|  |  |  |  | Fall | 3.0 |
|  <br> Composition | ENGL 105 | Hilker | College Composition |  |  |
|  |  |  |  |  |  |

## OFF-CAMPUS Dual Enrollment Opportunities

With OFF-CAMPUS dual enrollment courses, students travel to local colleges/universities or virtually take a course taught by a college professor.

Please be aware of the following:

- Courses can be taken during the school day OR after school hours.
- Transportation \& tuition costs are the responsibility of the student.
- Students are responsible for exploring the transferability of dual enrollment credits to the college they want to attend after graduation.
- Students must meet the course prerequisites for the college course (refer to college course catalog for details).
- Students must contact their school counselor and complete the outside coursework form prior to registering for a course.
- After registering for a dual enrollment course, please email a screenshot or forward the email with confirmation of the registration to your school counselor.
- Upon completion of the course, to add the course to the HHHS transcript, you must provide a college transcript to your school counselor.

The following are OFF-CAMPUS dual enrollment sites commonly used by HHHS students:

1. Montgomery County Community College (Link to MCCC Dual Enrollment information)

COST: $\$ 209$ per course
CONTACT: dualenrollment@MC3.edu
REGISTRATION:

1. Search for a course here (online, remote, and in-person courses are available) and be sure to select the appropriate term/semester.
*If you click on the "Course" column, you can access additional information about the course including prerequisites, course description and whether a placement test is required before enrolling. Check if you are Exempt.
a. Complete the MCCC Application (indicate you are a HS student seeking dual enrollment).
b. Complete the MCCC DE Registration Form.
2. Montgomery County Community College - College Readiness Academy

Contact your School Counselor for information regarding this program.

## 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.

## Eastern Center for Arts and Technology 2024-2025 High School Program Offerings



Arts, Human Services and Hospitality Career Cluster
Cosmetology
Culinary Arts
Design Photography, and Illustration

## Business, Computer and Public Safety Career Cluster

Business and Technology Professional
Networking and Cybersecurity
Protective Services

## Construction Career Cluster

Construction Technology
Electrical Technology
Heating, Ventilation and Air Conditioning

## Health Sciences Career Cluster

Allied Health
Exercise Science and Rehabilitation
Veterinary Science

Transportation and Manufacturing Career Cluster
Automotive Technology
Collision Repair Technology
Robotics and Automated Technology
Welding Technology

## PROGRAMS AT EASTERN CENTER FOR ARTS AND TECHNOLOGY

EASTERN is accredited by the Middle States Association of Colleges and Schools. The campus is located in Willow Grove and is owned by nine school districts in Eastern Montgomery County. Districts include Abington, Bryn Athyn, Cheltenham, Hatboro-Horsham, Jenkintown, Lower Moreland, Springfield, Upper Dublin and Upper Moreland.

More information about EASTERN is available at www.eastech.org.
Programs taken at EASTERN are considered part of the high school program and count as elective credit toward graduation. Programs enrich the student's high school experience. They give students the opportunity to reinforce their career path after high school, get a head start in collegiate studies in that field and get ready for employment. Most of the half-day programs offer advanced placement college credit opportunities for students continuing their education after high school in similar majors.

Career programs are scheduled 5 days a week for 2 hours 45 minutes from 7:45 a.m.-10:30 a.m. or 12:00 p.m. to $2: 45$ p.m. in 16 career areas and are primarily offered to 11th and 12th grade students. They are recommended as a two-year sequence for students, except for Allied Health, which is a senior-only option. If space is available, one-year seniors are accepted into all programs. -A work experience program is available to qualified second-year students incorporating on-site job experiences with classroom learning.
-Many programs offer advanced placement/college credit options at colleges like Pennsylvania College of Technology, Harcum College, Universal Technical Institute, and Montgomery County Community College.

EASTERN students may qualify for up to 12 free college credits through Perkins statewide articulation agreements. All statewide articulation agreements can be found at www.collegetransfer.net/Search/PABureauofCTESOARPrograms/tabid/3381/Default.aspx

Students/parents will be solely responsible for tuition and fees for MCCC dual enrollment.

Please note that there are course material fees for tools of the trade and required clothing related to several programs. Families with a financial need should contact Ferne Andre, 215-784-4800 Ext. 314, or Amy Shields at 215-784-4806.

# EASTERN CENTER FOR ARTS AND TECHNOLOGY <br> 2024-2025 <br> PROGRAM INFORMATION 

## Arts, Human Services and Hospitality Career Cluster

## COSMETOLOGY

Save thousands of dollars by taking this program in high school! This two-year program will provide the skills necessary to begin a career in the cosmetology field. In Pennsylvania, as well as other states, cosmetologists must be licensed to practice in the field. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for a career as a cosmetologist. After obtaining a cosmetology license, graduates can find opportunities in occupations such as a salon, salon management, teaching, product representation, and development and design.
- Postsecondary/Advanced Placement: Students have continued their education at Bucks County Community College, Community College of Philadelphia, and Bucks County School of Beauty Culture.
- Industry Certifications: After completion of 900 hours, students can take the Pennsylvania State Board of Cosmetology licensing exam. When students pass the exam, they will receive their license at the completion of the required 1,250 hours.
- Materials and fees: Approximately \$500-\$650


## CULINARY ARTS

Don't be afraid to take whisks! Build your culinary skills and techniques at EASTERN so you can compete in this field. Students also have the potential to earn up to nine transferable college credits through a statewide articulation agreement with Montgomery County Community College. This two-year half-day program enables students to acquire a variety of skills including soup and sauce preparation, preparation of meat, fish and poultry entrees, baking, kitchen sanitation, purchasing and inventory controls. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as a prep cook, cook, or chef. With further education and experience, students can find opportunities in occupations such as food and beverage management, grocery and retail prepared foods, country club food services, cafeteria production and fast food franchise food production.
- Postsecondary/Advanced Placement: Students have continued their education at Bucks County Community College, Culinary Institute of America, Indiana University of PA, Delaware Valley College, Johnson and Wales University, Millersville University, Montgomery County Community College, Penn State, Temple University, Walnut Hill College, and Widener University.

Culinary Arts students continuing their education in this field may also qualify for articulation credit with Montgomery County Community College.

- Industry Certifications: Students can earn ServSafe Food Handlers certification, which is an entrylevel food safety training and certificate program administered by the National Restaurant Association; ServSafe Manager certification, which is required in a food services supervisory role; and S/P2 - Culinary, which is an online certification that teaches safety, sanitation, and career readiness skills.
- Materials and fees: Approximately $\$ 135-\$ 150$


## DESIGN, PHOTOGRAPHY, AND ILLUSTRATION

You'll develop your own portfolio! This two-year career program covers everything from conceptual drawing and design to a professional portfolio. Students learn the value and application of their unique styles in both design and illustration and how to use industry-standard software on the Macintosh platform. Core software includes Adobe InDesign, Adobe Photoshop and Adobe Illustrator. Upon completion of the program, students will have a portfolio consisting of items for entry into their postsecondary school of choice as well as National Portfolio Day. Senior students will have their portfolios reviewed by art school representatives. One-year seniors will be considered if space is available.

- Career Pathways: The program prepares students for careers in commercial illustration, image editing and graphic design. With further education and experience, students can find opportunities in occupations such as graphic design, commercial illustration, digital imaging design, animation, computer-generated graphic art, and multi-media specialist.
- Postsecondary/Advanced Placement: Students have continued their education at Fashion Institute of Technology, Full Sail University, Hussian College, IUP, Kutztown University, Marywood University, Montgomery County Community College, Pennsylvania College of Art and Design, Penn State Abington, Temple/Tyler School of Art, University of the Arts and West Chester University.

Students may qualify for advanced placement college credits at Kutztown University, Pennsylvania College of Art and Design, and Hussian College.

- Industry Certifications: Students can take the Adobe Certified Associate (ACA) certification exam in Photoshop, Illustrator or InDesign. ACA certification offers students a foundation for success by validating their digital skills.
- Materials and fees: Approximately \$125-\$155.


## Business, Computer and Public Safety Career Cluster

## BUSINESS AND TECHNOLOGY PROFESSIONAL

Earn college credits while in high school and explore the possibilities of professionalism! Some of the bestpaying jobs in the U.S. are those that require computer skills, professionalism and communication skills. The Business and Technology Professional program will prepare students for a career in a professional business environment. In this two-year half-day program, students study business math, accounting, and the current Microsoft Office applications including Word, Excel, PowerPoint, Office 365, as well as other communications technologies. Students will enhance their communication, problem-solving, interpersonal, and soft skills. One-year seniors will be considered if space is available.

- Career Pathways: The program prepares students for entry-level employment as data input specialist, customer service representative, and department coordinator. With further education and experience, students can find opportunities in occupations such as human resources, legal office manager, health records management, accounting clerk and office manager.
- Postsecondary/Advanced Placement: Students have continued their education at Clarion University, Community College of Philadelphia, Johnson and Wales University, Montgomery County Community College, Northampton Community College, Pennsylvania College of Technology, Temple University, Millersville University, Bloomsburg University, and Shippensburg University.

Business and Technology Professional students may participate in dual enrollment with Montgomery County Community College for 9 transferable college credits.

- Industry Certifications: Students can obtain Microsoft Office Specialist - Word and Excel certifications, and OSHA - General Industry.
- Materials and fees: Year 1 - approximately $\$ 400$; Year 2 - approximately $\$ 200$. Fees are subject to change based on MCCC tuition rates. Access to a working computer (Windows) is a must.


## NETWORKING AND CYBERSECURITY

Be a college student while still in high school! While in EASTERN's Networking and Cybersecurity program, you can choose to enroll in Montgomery County Community College for up to 12 transferable credits! In this two-year half-day program, students take the TestOut Windows Server Certification in the first year of the program and are prepared for other industry certification exams. One-year seniors will be considered if space is available in the program. More and more businesses need network administrators now. Get your start here!

- Career Pathways: The program prepares students for careers in network, systems administration, and cybersecurity. With further education and experience, students can find opportunities in occupations such as network and computer administrator, computer network support specialist, network engineer and security.
- Postsecondary/Advanced Placement:Students have continued their education at Montgomery County Community College, Penn State Abington, Pennsylvania College of Technology, Temple University, Drexel University, and IUP.

Students may participate in dual enrollment for up to 12 transferable college credits at Montgomery County Community College.

- Industry Certifications: Students can obtain, TestOut Microsoft Server, CompTIA ITF+, CompTIA A+, CompTIA Network + , CompTIA Security + , Cisco CCT, and Cisco Network Security Badge.
- Prerequisites: Strong math background recommended.
- Materials and fees: Approximately $\$ 400-\$ 600$ per year (includes college tuition and books). Access to a working computer (Windows) is a must.


## PROTECTIVE SERVICES

Action, adventure and saving lives! You'll earn several certifications to give you a head start on careers in this field. This two-year half-day class is a multi-disciplined program developed in consultation with a countywide advisory committee of law enforcement, fire science, security professionals and post-secondary institutions. Detailed instructions are provided on leadership, criminal, motor vehicle crash and fire investigation, first responders, security systems, terrorism, firefighting, hazardous materials and emergency communications. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students to entry-level careers in firefighting, security, emergency medicine, law enforcement, and corrections. With further education and experience, students can find opportunities in occupations such as fire marshal or fire line officer, police department administrator or police line officer, industrial security administrator, corrections, EMS, Transportation Security Administration careers or commercial security administrator.
- Postsecondary/Advanced Placement: Students have continued their education at Alvernia University, Bloomsburg University, Community College of Philadelphia, Bucks County Community College, Kutztown University, Lock Haven, Millersville University, Montgomery County Community College, Penn State, Shippensburg University, and all branches of the U.S. Military.
- Industry Certifications: Students can earn Hazardous Materials Awareness and Operations, through testing by Bucks County Community College, and CPR, First Aid, and Emergency Medical Responder through testing by the American Red Cross or American Heart Association. Firefighting skills are developed in preparation for the Firefighter 1 program. Students also earn certificates in the National Incident Management System levels 100, 200, 700, and 800.
- Materials and fees: Approximately $\$ 200$


## Construction Career Cluster

## CONSTRUCTION TECHNOLOGY

Lay the foundation for a towering future! Get satisfaction from building projects and working with current materials used in the field to refine your construction skills. This two-year career program is the first step for students interested in pursuing a successful career in the construction field. Students will work on both residential and commercial construction in the school's lab area. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as carpenter preapprentice, exterior remodeling and installation, and roofing and siding. With further education and experience, students can find opportunities in occupations such as general contractor, renovations and remodeling specialist, architect, finish carpenter or specialty contractor.
- Postsecondary/Advanced Placement: Students have continued their education at Montgomery County Community College, Pennsylvania College of Technology, Penn State Abington, Thaddeus Stevens College of Technology and Williamson Trade School.

Students may qualify for advanced placement college credit at Pennsylvania College of Technology or want to consider an apprenticeship program after high school.

- Industry Certifications: Students can earn Occupational Safety and Health Administration 10 certification, and S/P2 - Construction, which is an online certification that teaches safety and career readiness skills
- Materials and fees: Approximately \$85-\$100


## ELECTRICAL TECHNOLOGY

A world without electricity is hard to imagine! Our training will provide the essential hands-on and safety skills that a student needs to pursue a rewarding career in the electrical construction industry. This two-year multi-faceted career program enables the student to learn the basics of electricity as well as residential and commercial wiring, data cabling, basic fiber optic installation, and residential and commercial lighting control systems. New to the program is an Emergency Systems Demonstration area, including the operation and maintenance of a generator. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as electrician's helper, maintenance helper, or electrician upon completion of the Journeymen's certification. With further education and experience, students can find opportunities in occupations such as residential or commercial electrician, and electrical engineering.
- Postsecondary/Advanced Placement: Students have continued their education at Bucks County Community College, EASTERN's Continuing Education Electrician Program, Montgomery County Community College, Pennsylvania College of Technology, Temple University, Thaddeus Stevens College of Technology and Williamson Trade School. Students may also qualify for advanced placement college credit at Pennsylvania College of Technology or want to consider an apprenticeship program after high school.
- Industry Certifications: Students can earn their Occupational Safety and Health Administration 10 certification, Mobile Ladder Safety Articulated Ladder Safety, Single and Extension Ladder Safety, and Step Ladder Safety Training provided by the American Ladder Institute, and S/P2 Construction, an online certification that teaches safety and career readiness skills.
- Prerequisites: Students must have good color vision and the ability to climb moderate heights on a ladder.
- Materials and fees: Approximately \$75


## HEATING, VENTILATION AND AIR CONDITIONING

A cool career in a hot industry! Everyone wants to be comfortable in their home or place of business. Maintaining proper cooling and heating are not luxuries - they are necessities. There is always a demand for these services. This two-year career program provides a comprehensive foundation of the basic theories and principles of heating, air conditioning and heat pump systems. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as heating and air conditioning installation technician, heating and air conditioning service technician, retail sales, and heating and air conditioning helper. With further education and experience, students can find opportunities in occupations such as residential heating, air conditioning, and building maintenance.
- Postsecondary/Advanced Placement: Students have continued their education at Orleans Technical College, Pennsylvania College of Technology, Penn State Abington, and Thaddeus Stevens College of Technology.

Students may also qualify for advanced placement college credit at Pennsylvania College of Technology. Through a college credit articulation agreement with the University of Northwestern Ohio, students can earn up to 6 credits for Service and Procedures.

- Industry Certifications: Students can earn Occupational Safety and Health Administration 10, Tracpipe, Gastite Certification, Environmental Protection Agency Refrigerant Handling, and SP/2 Construction, which is an online certification that teaches safety and career readiness skills.
- Materials and fees: Approximately \$95-\$145


## Health Sciences Career Cluster

## ALLIED HEALTH

Be sure a career pathway in healthcare is right for you! This one-year senior-only program is designed for students with rigorous academic preparation who plan to continue their education in college to prepare for a career in the health field. Students have the opportunity to explore careers in the healthcare field through job shadowing, guest speakers, and facility tours. Opportunities are dependent upon the availability of the clinical sites and speakers. This program offers the potential of earning college credits at Montgomery County Community College at a reduced tuition rate. This unique opportunity provides students with a first-hand look at the many healthcare careers available to them.

- Career Pathways: Students prepare for a career in the health field requiring postsecondary education. With further education and experience, students can find opportunities in occupations such as nurse, radiology technologist, physician's assistant, and licensed practical nurse.
- Postsecondary/Advanced Placement: Students have continued their education at Bloomsburg University, Delaware State University, Villanova University, University of Pittsburgh, Gwynedd Mercy University, Holy Family University, Jefferson School of Medicine, LaSalle University, Montgomery County Community College, Penn State University, West Chester University, and Widener University.

Students can also earn up to 6 transferable credits at Montgomery County Community College through dual enrollment for Medical Terminology and Medical Law \& Ethics courses.

- Industry Certifications: Students can earn CPR, AED, and First Aid Training through the Emergency Care and Safety Institute (ECSI).
- Prerequisites: Lab-based science or AP Biology. High-level Math (post Algebra I) Recommendations: High school GPA of 2.5 or higher, No disciplinary issues at the participating high school, Good attendance
- Job Shadowing Requirements:
- Police check as mandated by state law
- Child abuse clearance
- Physical exam
- PPD (tuberculosis skin test)
- Flu shot
- COVID-19 vaccination and boosters
- Materials and fees: Approximately \$350-\$375 (not including MCCC tuition)


## EXERCISE SCIENCE AND REHABILITATION

Turn your love of exercise, training, and wellness into an exciting and lucrative career! EASTERN's newest program, Exercise Science and Rehabilitation, will provide an in-depth look at the many career opportunities in this field, learn how to treat sports-related injuries, and provide personal training. This program will involve studying the body under physical stress such as exercise, physical sports, or occupational therapy. This helps physical therapists, coaches, and trainers ensure the safety and health of their patients and clients. Oneyear seniors will be considered if space is available in the program.

- Career Pathways: Whether you choose an entry-level position, earn a bachelor's degree or certification, or continue to medical school, there's a unique path for everyone in this field. The program will help prepare students for careers in physical therapy, athletic training, personal fitness, and sports medicine. Topics include routine rehabilitation, the roles and responsibilities of rehabilitation providers, anatomy and physiology, nutrition and wellness, and therapeutic techniques.
- Postsecondary/Advanced Placement: The employment outlook for careers in this field show continued growth. Our goal is to ensure our students are ready for a related postsecondary program or able to confidently enter the field in an entry-level position. Local related postsecondary programs are available at Thomas Jefferson University, Temple University, and Rutgers University.
- Industry Certifications: Students can potentially earn OSHA Healthcare, CPR/ First Aid, AMCA Physical Therapy Aide, and the classroom preparation needed for ACSM Certified Personal Trainer (requires a high school diploma to sit for certification).
- Materials and fees: Approximately \$100-\$375


## VETERINARY SCIENCE

Turn your love of animals into an exciting career! Veterinary Science provides the opportunity to prepare for careers in the animal care industry and will provide students with a working knowledge of small animal industries. In this two-year half-day program, students will learn to support veterinarians by assisting with animal examinations; treatment administration and monitoring; managing animal and related health record information; and how to perform a range of selected practice-related duties. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment in pet and pet supply stores, grooming salons, kennels, animal humane societies, farms, and ranches. With further education and experience, students can find opportunities in occupations such as veterinary technician, veterinary assistant, and animal research.
- Postsecondary/Advanced Placement: Students have continued their education at Harcum College, Manor College, and Delaware Valley University. Students who complete EASTERN's Veterinary Science program with an average grade of "B" or better may receive 3 credit hours for Harcum College's ACM 101 - Introduction to Animal Center Management.
- Industry Certifications: Students can earn Occupational Safety and Health Administration 10 Healthcare.
- Recommendations:
- High school GPA of 2.5 or higher
- No disciplinary issues at the participating high school
- Good attendance
- Grade of ' $C$ ' or better in Algebra I and II
- Grade of 'C' or better in Biology or Advanced Science Course (College Prep Level)
- No Animal Allergies
- Materials and fees: Approximately \$100-\$375


## Transportation and Manufacturing Career Cluster

## AUTOMOTIVE TECHNOLOGY

Fast cars...great jobs! Automotive is a complex and technology-driven industry that is constantly changing. This two-year career program is designed for the student who is serious about working in the automotive industry. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as automotive technician trainee, maintenance and light repair, and new car prep. With further education and experience, students can find opportunities in occupations such as automotive service, engineering and design, manufacturer representative, and automotive insurance industry/damage appraisal and testing.
- Postsecondary/Advanced Placement: Students have continued their education at the Automotive Training Center, Lincoln Tech, Ohio Technical College, Pennsylvania College of Technology, Thaddeus Stevens College of Technology, Universal Technical Institute, and the University of Northwestern Ohio.

Students have worked at dealerships that offer training/employment of students getting them right into their field. Postsecondary is particularly important if students want to pursue diesel, heavy equipment, racing, power sport, or marine.

EASTERN has established college credit articulation programs with Ohio Technical College, Universal Technical Institute, and the University of Northwestern Ohio.

- Industry Certifications: Students can earn Valvoline Oil, SP/2 in Automotive Service Safety, SP/2 in Automotive Service Pollution Prevention, Resume Building, and Automotive Lift Institute Certification. Students will prepare to sit for the Automotive Series exams in the ASE entry-level certification program. Students can test for a two-year ASE Entry Level certification in eight ASE Auto Mechanic Certifications. Students are also prepared to sit for the PA State Inspection and PA State Emissions Licenses. Per Pennsylvania State regulations, students must be 18 years old and register at an approved testing facility. Dealerships offer factory certifications to students.
- Materials and fees: Approximately \$100-\$150


## COLLISION REPAIR TECHNOLOGY

Customize your future! You'll meet industry standards to be a success in this field. A student enrolled in this two-year career program benefits from a combination of classroom instruction and hands-on experience needed to carry out repairs on motor vehicles. Students benefit from the use of the I-Car (Inter-Industry Conference on Auto Collision Repair) enhanced curriculum. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as automotive refinisher, sheet metal/cosmetic repair, frame/structural repair, and automotive refinisher's helper. With further education and experience, students can find opportunities in occupations such as automotive manufacturing representative, insurance industry damage appraisal and testing, metal fabrication, safety design engineering, and collision test engineering.
- Postsecondary/Advanced Placement: Students have continued their education at the Automotive Training Center, Lincoln Tech, Ohio Technical College, Pennsylvania College of Technology, Universal Technical Institute, and WyoTech.

Students may qualify for advanced placement college credit at Pennsylvania College of Technology. Through a college credit articulation agreement with Ohio Technical College, Collision Repair Technology students can earn up to two Auto Body courses.

- Industry Certifications: Students can earn PPG Refinishing, 3M Collision Repair, and SP/2, which is an online certification that teaches safety and career readiness skills.
- Materials and fees: Approximately \$130-\$175


## ROBOTICS AND AUTOMATED TECHNOLOGY

Are you inspired by innovation and new technology? In this two-year program, you will learn to design and build robotic devices and diagnose and repair state-of-the-art automated equipment. Students will perform activities and obtain knowledge in areas such as electronics, robotics, mechanical systems, fluid power systems, programmable logic controllers, and control systems. One-year seniors will be considered if space is available.

- Career Pathways: Students prepare for a career in the robotics and automated technology field or prepare for postsecondary education in mechatronics engineering. With further education and experience, students can find opportunities in occupations such as Mechatronics Technician, Mechanical Engineer, Electrical Controls Engineer, and Manufacturing Engineer.
- Postsecondary/Advanced Placement: Students can continue their education at postsecondary schools such as Montgomery County Community College, Delaware County Community College, Penn State University, Lehigh University, University of Pennsylvania, Temple University, and Widener University.
- Industry Certifications: Students can potentially earn OSHA 10-Hour General Industry Manufacturing Certification, and Universal Robotics 32-Hour ANSI/IACET Co-bot certification.
- Materials and fees: Approximately $\$ 75$


## WELDING TECHNOLOGY

Good welders make good money...learn how at EASTERN! This two-year career program is designed for the student who is interested in the industrial engineering field. Students will learn about the properties of different types of metals and how to join them using state-of-the-art welding equipment. One-year seniors will be considered if space is available in the program.

- Career Pathways: The program prepares students for entry-level employment as combination welder and welding production assistant. With further education and experience, students can find opportunities in occupations such as mechanical, aerospace, or industrial engineering, business owner, equipment sales, and welding engineer.
- Postsecondary/Advanced Placement: Students have continued their education at Divers Academy International, Lincoln Tech, Penn College of Technology, and Thaddeus Stevens.

Students may also qualify for advanced placement college credit at Pennsylvania College of Technology.

- Industry Certifications: Students can earn Occupational Safety and Health Administration 10 and S/P2, and students that meet program task requirements have the opportunity to take the American Welding Society D1.1 qualification test to certify them for welding on structural steel.
- Materials and fees: Approximately $\$ 260$

