MISSION STATEMENT

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

Superintendent of Schools - Dr. James Crisfield
Assistant Superintendent of Schools - Gary Abbamont
Business Administrator/Board Secretary - Wade Coleman
Director of Personnel - Cathy Rossi
Director of Secondary Teaching and Learning and Assessment - Jennifer Schmidt
Director of Student Services - Dr. Kelle Heim-McCloskey
Coordinator of School and Community Information - Kristen Rawlings
High School Principal - Dr. Lynne Blair
Associate Principal/Scheduling & Grade Reporting - Tom Andrzejewski
Assistant Principal/A-K - Karen Gebhardt
Assistant Principal/L-Z - Lisa Kelly
Coordinator of Athletics/Activities - James Cairnes

GUIDANCE & COUNSELING DEPARTMENT - 215-619-8112

Antoinette Perrotta - A-Dh ext. 8038
Cailin Diebolt - Di-Ho; Autistic/Funct Supp ext. 8033
Marissa Samit - Hp - Mc ext. 8037
Vince Yasenchak - Md-Sb ext. 8036
Felicia Glover - Sc - Z ext. 8034
Stacy Anderson - College & Career ext. 8035
Cindy Moyer - Resource Counselor ext. 8039
Lucia Gil - School Psychologist ext. 8202
Wissahickon High School is a four-year, public high school in Montgomery County, PA with a strong tradition of academic rigor and excellence, enriching co- and extracurricular offerings and a dedicated character education program.

**Students**
- Enrollment 9-12: 1,467
- Senior Class: 357
- Minority Enrollment: 21%
- Economically Disadvantaged: 19%

**Faculty**
- Number of Faculty: 377
- % with Master’s Degree: 85%

Enrollment CEEB Code: ……………………390065

**Accolades**
WHS is ranked 11th best high school in Pennsylvania by U.S. News & World Report out of 1,501 high schools in Pennsylvania. Niche.com ranks WSD as the 19th best school district in PA and 12th for best teachers in a PA school district.

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

**Character Education**
WHS students participate in character building activities and community service in the classroom, through extracurricular activities and a required graduation project.

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

**Graduation Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.00</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4.00</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3.00</td>
</tr>
<tr>
<td>Science*</td>
<td>3.00</td>
</tr>
<tr>
<td>Math, Science or Computer Science*</td>
<td>1.00</td>
</tr>
<tr>
<td>Wellness (9th grade)</td>
<td>1.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.00</td>
</tr>
<tr>
<td>Health</td>
<td>0.50</td>
</tr>
<tr>
<td>Graduation Project</td>
<td>0.80</td>
</tr>
<tr>
<td>Electives **</td>
<td>8.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26.80</strong></td>
</tr>
</tbody>
</table>

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

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

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

**Administration**
- Superintendent: Dr. James A. Crisfield
- Assistant Superintendent: Gary Abbamont
- Principal: Dr. Lynne Blair
- Associate Principal: Mr. Thomas Andrzejewski
- Assistant Principal: Ms. Karen Gebhardt
- Assistant Principal: Mrs. Lisa Kelly
- Athletic Director: Mr. Jim Cairnes

**Counseling Staff**
- Ms. Antoinette Perrotta (A-Dh) aperrotta@wsdweb.org
- Mrs. Cailin Diebolt (Di-Ho) ediebolt@wsdweb.org
- Mrs. Marissa Samit (Hp-Mc) msamit@wsdweb.org
- Mr. Vince Yashemchak (Md-Sb) vyashemchak@wsdweb.org
- Mrs. Felicia Glover (Sc-Z) fglover@wsdweb.org
- Ms. Stacy Anderson (College) sanderson@wsdweb.org
- Ms. Cindy Moyer (Resource) cmoyer@wsdweb.org
- Mrs. Deneen Glennon (Secretary)
Most Rigorous Course Offerings

Honors Courses | WHS offers 67 Honors courses. For students interested in the performing or visual arts, the curriculum includes 15 Honors Arts/Music offerings.

Advanced Placement | WHS offers 23 Advanced Placement® courses and exams. In the Class of 2019, 43% took at least one AP exam and received a score of 3 or better. In the class of 2020, 60% took at least one AP course by the end of junior year. **NEW FOR 2019-20:** Students will no longer be required to sit for the AP Exam. WHS will continue to pay for two exams per students per year and all exams for students with financial need.

<table>
<thead>
<tr>
<th>AP Courses Offered</th>
<th>2019 AP Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (10th - 12th)</td>
<td>Number of exams administered</td>
</tr>
<tr>
<td>Biology (11th or 12th)</td>
<td>Percent of exams resulting in 3+</td>
</tr>
<tr>
<td>Calculus AB (10th -12th)</td>
<td>Percent of Class taking at least one test</td>
</tr>
<tr>
<td>Calculus BC (11th or 12th)</td>
<td>Percent of Testers in Class of 2019</td>
</tr>
<tr>
<td>Chemistry (12th)</td>
<td>Scoring 3+ on at least one exam</td>
</tr>
<tr>
<td>Computer Science A (11th or 12th)</td>
<td>AP Scholar</td>
</tr>
<tr>
<td>English Language (11th)</td>
<td>AP Scholar with Honor</td>
</tr>
<tr>
<td>English Literature (12th)</td>
<td>AP Scholar with Distinction</td>
</tr>
<tr>
<td>European History (10th -12th)</td>
<td>National AP Scholar</td>
</tr>
<tr>
<td>French Language (12th)</td>
<td></td>
</tr>
<tr>
<td>German Language (12th)</td>
<td></td>
</tr>
<tr>
<td>Japanese Language (12th)</td>
<td></td>
</tr>
<tr>
<td>Microeconomics (12th)</td>
<td></td>
</tr>
<tr>
<td>Macroeconomics (12th)</td>
<td></td>
</tr>
<tr>
<td>Physics 1 (11th or 12th)</td>
<td></td>
</tr>
<tr>
<td>Physics 2 (12th)</td>
<td></td>
</tr>
<tr>
<td>Psychology (11th or 12th)</td>
<td></td>
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<tr>
<td>Research (11th or 12th)</td>
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<tr>
<td>Spanish Language (12th)</td>
<td></td>
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<tr>
<td>Statistics (11th or 12th)</td>
<td></td>
</tr>
<tr>
<td>Studio Art: 2-D (11th or 12th)</td>
<td></td>
</tr>
<tr>
<td>US Government &amp; Politics (12th)</td>
<td></td>
</tr>
<tr>
<td>US History (11th)</td>
<td></td>
</tr>
</tbody>
</table>

College Admission Testing - Class of 2019

Scholastic Aptitude Test (SAT) Results | 77% of the Class of 2019 (244 students) took an SAT

| Class of 2019 SAT Mean Scores | ACT Results | 31% of the Class of 2019 (97 students) participated in the ACT |
|-------------------------------|-------------|
| Highest Possible Score = 1600 | Class of 2019 ACT Mean Scores |
|                               | Highest Possible Score = 36 |

- Evidenced Based Reading & Writing: 591
- Math: 617
- Mean: 1208

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHS</td>
<td>26.6</td>
<td>26.8</td>
<td>26.2</td>
<td>25.6</td>
<td>26.4</td>
</tr>
</tbody>
</table>

National Merit Scholar Recognition Class of 2019

- Finalists: 7
- Commended: 17
Grading System

COMBINED GRADING SCALE: The high school grading scale changed beginning with the 2017-2018 school year. The Class of 2020 will have a GPA calculated using a combination of both grading scales on the right.

WEIGHTED GPA DISTRIBUTION

Class of 2020 - 357 students
Highest Weighted GPA - 5.46

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

<table>
<thead>
<tr>
<th>Weighted GPA Distribution</th>
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</thead>
<tbody>
<tr>
<td>% OF SENIOR CLASS</td>
</tr>
<tr>
<td>2.0-2.49</td>
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<tr>
<td>16</td>
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</table>

<table>
<thead>
<tr>
<th>Grading Scale Prior to 2017-2018</th>
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</thead>
<tbody>
<tr>
<td>Letter Grade</td>
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<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Special Programs

Dual Enrollment | Students earn college credit for enrolling in Web Design and Advanced Computer Programming at Montgomery County Community College. 21 students enrolled in 2018-2019.

Social Lab | A voluntary yearlong senior course allowing students to complete an internship in the community for elective credit. 36 students are enrolled in 2019-2020.

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

Technical Career Center | 97 students enrolled in one of 22 programs at the North Montco Technical Career Center. Seven are enrolled in the highly competitive Allied Health Technology program where students interested in a medical or health science career participate in clinical rotations and classes at Abington Lansdale Hospital. Three students are enrolled in the Biotechnology program - a laboratory intensive program which offers students eight college credits.
92% of 2019 Graduates Elected to Attend one of 108 Colleges/Universities

- Albright College
- Arcadia University
- Bentley University
- Bloomsburg University of Pennsylvania
- Boston College
- Boston University
- Broward College
- Clark Atlanta University
- Clemson University
- Colgate University
- College of Charleston
- College of William & Mary
- Colorado College
- Cornell University
- Delaware Valley University
- DeSales University
- Drexel University
- Duke University
- Duquesne University
- East Stroudsburg University of Pennsylvania
- Elizabethtown College
- Elon University
- Emory University
- Florida Atlantic University
- Florida Gulf Coast University
- Fordham University
- Franklin & Marshall College
- Georgia Institute of Technology
- Gettysburg College
- Hampton University
- Harcum College
- Indiana University at Bloomington
- Ithaca College
- Johns Hopkins University
- Johnson & Wales University (Providence)
- Juniata College
- Kenyon College
- Kutztown University of Pennsylvania
- La Salle University
- Lehigh University
- LIM College (Laboratory Institute of Merchandising)
- Lincoln University
- Loyola University Maryland
- Lynn University
- Miami Dade College - All Campuses
- Michigan State University
- Monmouth University
- Montgomery County Community College
- Muhlenberg College
- New York University
- Northampton Community College
- Northeastern University
- Northern Vermont University
- Northwestern University
- Oakwood University
- Pace University, New York City
- Pennsylvania State University
- Pennsylvania State University - Abington
- Pennsylvania State University - Altoona
- Princeton University
- Purdue University
- Rochester Institute of Technology
- Saint Francis University
- Saint Joseph’s University
- Santa Rosa Junior College
- Seton Hall University
- Shippensburg University of Pennsylvania
- Skidmore College
- Southern Methodist University
- Stevens Institute of Technology
- Stony Brook University
- Susquehanna University
- Syracuse University
- Temple University
- The Beauty Institute
- The College of New Jersey
- The Culinary Institute of America
- The George Washington University
- The Ohio State University
- The University of Scranton
- The University of Tampa
- Thomas Jefferson University
- Towson University
- Tufts University
- Tulane University
- United States Naval Academy
- University of California, Berkeley
- University of California, Los Angeles
- University of Colorado at Boulder
- University of Dayton
- University of Delaware
- University of Maine
- University of Maryland, College Park
- University of Massachusetts, Amherst
- University of Michigan
- University of Pennsylvania
- University of Pittsburgh
- University of South Florida
- University of Wisconsin, Madison
- Ursinus College
- Vanderbilt University
- Vassar College
- Villanova University
- Wesleyan University
- West Chester University of Pennsylvania
- West Virginia University
- Widener University
- Worcester Polytechnic Institute
INTRODUCTION

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

In developing a program of studies, consideration should be made regarding the selection of courses, that are appropriate for both present and future needs. Special care should be taken in selecting the level of difficulty of a course and the number of challenging courses that are selected. All student course request sheets must contain the signature of a parent or a guardian approving the student's planned program of study for the year.

Students will not be permitted to have more than one study hall course per semester.

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<td>Grade 9</td>
<td>17</td>
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<tr>
<td>Grade 10</td>
<td>18</td>
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<td>Grade 11</td>
<td>19</td>
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<tr>
<td>Grade 12</td>
<td>20</td>
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<tr>
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<td>32</td>
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<tr>
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<td>33</td>
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<tr>
<td>Business Education</td>
<td>35</td>
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<tr>
<td>English</td>
<td>37</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>41</td>
</tr>
<tr>
<td>Mathematics</td>
<td>42</td>
</tr>
<tr>
<td>Music</td>
<td>47</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>49</td>
</tr>
<tr>
<td>Science</td>
<td>52</td>
</tr>
<tr>
<td>Social Studies</td>
<td>58</td>
</tr>
<tr>
<td>Special Education</td>
<td>68</td>
</tr>
<tr>
<td>Technology &amp; Computer Science</td>
<td>69</td>
</tr>
<tr>
<td>World Languages</td>
<td>72</td>
</tr>
<tr>
<td>Vocational Technical Education</td>
<td>80</td>
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<tr>
<td>Co-Curricular Activities</td>
<td>86</td>
</tr>
<tr>
<td>NCAA Eligibility</td>
<td>91</td>
</tr>
</tbody>
</table>

Important Dates:

- **Week of January 6, 2020**: Course selection materials will be distributed in homeroom.
- **January 9, 2020**: Program of Studies Night
  - High School Auditorium
  - Time: 7:00 p.m.
- **January, 2020**: Students begin to enter Course Selections electronically.
- **Weeks of February 3 - February 24, 2020**: Secondary Guidance Counselors will meet individually with students to discuss their selections.
- **Week of March 16, 2020**: Course Verification Sheets sent home or posted to Portal.
- **March 30, 2020**: Deadline to return Course Verification Sheets with corrections for level or elective changes and Parental Waiver of Recommendations.
- **May 8, 2020**: Deadline to turn in syllabus for Alternative Course Work.
- **August 13, 2020**: Deadline to take final exams for Alternative Course Work and Tutoring in Lieu of Summer School.
CHANGES AND REMINDERS

DESCRIPTION UPDATES AND ADDITIONS:

GRADUATION PROJECT: Students will begin the Graduation Project in 11th grade. (p. 10)

GRADUATION REQUIREMENTS: Students are required to take 8 course blocks with no more than one study hall at a time. (p. 10)

KEYSTONE EXAMS: The Pennsylvania State Legislature has passed Act 158 which changes the graduation requirements relating to Keystone Exam proficiency for students graduating in the class of 2022 and beyond. (p. 11)

NEW AND UPDATED COURSES:

ART (p. 33)
- Art Media I & II has been renamed Art I & II.
- Honors Art has been renamed Art III H.
- Portfolio Art has been renamed Art IV H.
- 3-D Expression has been renamed Creative Expression and its description updated.
- AP Art Studio 3D is a new course being offered in the 2020-2021 school year.

MATHEMATICS (p. 42)
- Mathematical Applications: This is a new course being offered in the 2020-2021 school year.
- Senior Math is no longer being offered.

PHYSICAL EDUCATION AND HEALTH (p. 51)
- SHAPE has been renamed Fitness.

SCIENCE (p. 57)
- Medical Interventions: This is a new course being offered in the 2020-21 school year.

SOCIAL STUDIES (p. 58)
- United States History A/H: New course description.

SPECIAL EDUCATION (p. 69)
- New descriptions for Study Support and Study Skills to denote the differences between the two courses.

TECHNOLOGY EDUCATION (p. 71)
- Computer Integrated Manufacturing: This is a new course being offered in the 2020-21 school year.

KEYSTONE REMEDIATION
- The Keystone Remediation courses in Algebra I, Biology, and Literature are discontinued.
WHS GRADUATION REQUIREMENTS

Course Requirements | Credits Earned
---|---
English | 4.00
Social Studies | 4.00
Mathematics* | 3.00
Science* | 3.00
Mathematics, Science, or Computer Science* | 1.00
Wellness (9TH Grade) | 1.00
Physical Education | 1.00
Health | 0.50
Graduation Project | 0.80
Electives** | 8.50
Total | 26.80

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

**Two years of World Language are required, but exceptions are considered on an individual basis.

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

North Montco Technical Career Center Programs: Some WHS students participate in a hybrid of courses, some select courses at NMTCC with the balance of their core programming at WHS. Once these students return to WHS, they will be required to register for one of our Virtual High School courses and report to the high school library where they will engage with that on-line course.

Promotion Requirements:

<table>
<thead>
<tr>
<th>For Promotion</th>
<th>Required Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Grade 9 to Grade 10</td>
<td>6 Credits</td>
</tr>
<tr>
<td>From Grade 10 to Grade 11</td>
<td>A Minimum of 12.50 Credits Overall</td>
</tr>
<tr>
<td>From Grade 11 to Grade 12</td>
<td>A Minimum of 19.00 Credits Overall</td>
</tr>
</tbody>
</table>

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

Graduation Project: Students must satisfactorily complete the Wissahickon School District Graduation Project as a requirement for graduating from WHS. Students will begin this project in 11th grade.

Keystone Assessments: Achieving a proficient score on all three of the PA Keystone Exams (Algebra, Biology, and Literature) is one way for Pennsylvania students to demonstrate their proficiency for post-secondary work. In addition, however, the Pennsylvania Department of Education (PDE) has established alternative pathways by which a student is able to demonstrate post-secondary readiness. This is now a high school graduation requirement beginning with the class of 2022 and beyond.

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

The Keystone Exams are end-of-course assessments designed to measure students’ attainment of the academic content in Algebra 1, Biology, and Literature. The exams serve a dual purpose of determining accountability measures and demonstrating proficiency in order to meet State mandated high school graduation requirements. Beginning with the Class of 2022, alternative pathways for students to demonstrate proficiency and meet the statewide graduation requirement have been established (see below).

<table>
<thead>
<tr>
<th>5 Pathways for a Student to Demonstrate Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Score proficient or advance on each Keystone Exam: Algebra I, Biology, Literature</td>
</tr>
<tr>
<td>2. Earn a satisfactory composite score on the Algebra I, Biology, and Literature Keystone Exams.</td>
</tr>
<tr>
<td>3. Earn a passing grade on the course associated with each Keystone Exam, and satisfactorily complete one of the following: (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre-apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.</td>
</tr>
<tr>
<td>4. Earn a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.</td>
</tr>
<tr>
<td>5. Earn a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student’s career portfolio aligned to student goals and career plan. Examples of evidence will include ACT WorkKeys, SAT subject tests, AP, IB, and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.</td>
</tr>
</tbody>
</table>

Supplemental Instruction: A student who does not demonstrate proficiency on a Keystone Exam may choose to participate in supplemental instructional support or online remediation in order to assist them in attaining proficiency in the Keystone academic standards. Students will have the opportunity to retest in the associated Keystone Exam. Supplemental instruction could include the following:

1. Intervention/Enrichment Period (IE): Students can choose to be scheduled during their IE period to receive reinforcement of Keystone content and skills.
2. Summer Program/Online Remedial Program or After School Remedial Program

GRADING SCALE

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

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

4. A weighted GPA will be calculated in the following manner:
   A. Each Advanced Placement level course in which a pupil has received a grade of "C-" or better in grades 9-12 will award the pupil .10 bonus points per credit.
   B. Each Honors or Gifted level course in which a pupil has received a grade of "C-" or better in grades 9-12 will award the pupil .05 bonus points per credit.
   C. Special Education courses will be weighted the same as Academic level courses.
5. Wissahickon does not rank students numerically. The range of unweighted and weighted GPAs will be provided on the high school profile. Colleges may request in writing (to the WHS Guidance Department) specific student class rank information. If this information is required for admission to a particular school or to qualify for a scholarship or specialty program, the Guidance Department will advise whether the student was in the top 5% or the appropriate percentile into which the student would fall, based upon the weighted GPA.
GRADUATION SPEAKERS (VALEDICTORIAN)
The valedictorian for the graduating class is the senior with the highest weighted GPA at the end of the 3rd marking period of the Senior year. The valedictorian and a second graduation speaker elected by a faculty panel from student auditions of submitted speeches will be the student speakers at graduation.

COURSE LEVELING & EXPECTATIONS

Advanced Placement
An AP course follows the prescribed college-board curriculum, challenges students with college level work in both rigor and expectations, and prepares all students for the AP exam. Students enrolled in an AP course undertake a rigorous workload that involves extensive reading, writing, problem solving and critical thinking. Essential to success in this course is the ability to learn independently outside the classroom. **Students who earn a C or better receive a weighted grade in an Advanced Placement course. AP or college courses not taken at WHS will not be listed on WSD report cards or transcript.** Beginning in the 2019-2020 school year, students enrolled in AP courses are not required to take the AP examination in May. WHS will cover the cost of two exams per year per student. The cost of all subsequent exams is the student’s responsibility. WHS will cover the cost of all exams for students who have financial need.

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

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

HOMEWORK AND GRADING POLICY

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

PARENTAL WAIVER OF RECOMMENDATIONS

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

1. Contact your son or daughter's teacher and discuss their recommendation with them.
2. Contact your son or daughter's guidance counselor to discuss the recommendation.
3. If you wish to waive the recommendation, you should ask your son or daughter's guidance counselor for the Recommendation Waiver Form, complete the form and return it to the guidance counselor by: **March 30, 2020.**

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

CHANGES IN COURSE SELECTION

Until **March 30, 2020**, students and parents can make requests for changes in elective courses. **Changes after this time are for corrections only. It is important for students and parents to give serious consideration to what courses/levels are selected for each year.**

Wissahickon High School strives to place students in appropriate courses. Students and parents are provided with course information, meetings with counselors, parent information nights, and course verification letters to ensure that course requests are seriously considered and entered accurately.

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

Starting in the 2019-2020 school year, to be eligible for the Distinguished Scholarship Roll, students must have earned a marking period cumulative unweighted GPA of at least 3.75. For the Scholarship Roll, students must have earned a marking period cumulative unweighted GPA of at least 3.50.

**9th GRADE ACADEMY**

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

To assist students in making the transition from middle school to high school, Wissahickon High School utilizes an “Academy” approach. The 9th Grade Academy is a small learning community comprised of three teams of teachers. Each team consists of a Mathematics, Science, Social Studies, Language Arts and Special Education teacher. The teams meet on a regular basis (2 times per 6 day cycle) to analyze data, share best practices, conduct cross-curricular planning and have student specific conversations to help support all 9th grade students. In doing this, students should benefit from having a more personalized High School experience.

The goals of the 9th Grade Academy are to increase academic performance for all students, implement 21st century teaching and learning through the 1:1 laptops, and build community with student collaboration. Wissahickon High School seeks to develop a community of learners in which all 9th grade students feel comfortable and willing to take learning risks. A focus on each student developing a personal 5 - year plan is also a component of the 9th Grade Academy. The 9th Grade Teams work with students to help them develop high school, post secondary and professional goals that will support them in developing 21st Century skills to make them marketable in a global economy.

**NATIONAL HONOR SOCIETY (NHS)**

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

VIRTUAL HIGH SCHOOL

Wissahickon High School offers students an opportunity to engage in online classes through the Virtual High School. Students may take courses not currently offered in the curriculum. You can get more information regarding VHS by contacting your guidance counselor or by accessing VHS at http://vhlslearning.org/. Please be advised that actual courses taken through VHS will not appear on student transcripts until their completion, but the final grade will be calculated in the GPA, and final credit will be awarded based on the VHS course level completed. Seats are limited so students are encouraged to meet all deadlines and submission dates.

ALTERNATIVE COURSEWORK

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

1. The student needs to meet with their Counselor to discuss and to receive a contract that states the following:
   a. The student needs to submit the course syllabus with contract signed by student and parent to the Scheduling Office by May 8, 2020.
   b. The syllabus will be submitted to the department chairperson for comparison to the school curriculum. Please note that WHS cannot guarantee that the syllabus approved is delivered in an effective or complete way. There can be great variety in the way educational providers implement instruction.
   c. The student and parents will be notified within two weeks of submitted contract and syllabus if the request has been approved.
2. If approved the student must:
   a. Complete the course and turn in proof of course completion (transcript, report card, etc.)
   b. Turn in a portfolio of the course work completed to the Scheduling Office for approval.
   c. By August 13, 2020, students are to take the Wissahickon Midterm and/or Final Exam for the corresponding honors course and get an 90% to move to the next course in the sequence.
   d. Students will receive academic credit on their transcript. The grade they earn on the Wissahickon final is the grade they will receive in the course. No honors weighting (bonus points) will be received for these courses, but the grade is calculated into the GPA.
3. There will be NO exceptions to this procedure.
4. Since it culminates in an Keystone Exam, Alternative Coursework for Biology will not be available to incoming 9th grade students.

SOCIAL LAB

The Social Lab Internship Program is a voluntary senior experience where students are able to spend half of their school day at an internship in the field of their choice while earning academic credit. Students are able to enroll in 1 additional year-long or two semester-long courses as well as the required English, Social Studies, and Math/Science courses.

INDEPENDENT STUDY

The purpose of Independent Study is to allow students to achieve a course of study which under normal conditions is not offered in the Wissahickon School District. Students will be required to develop a plan of study/syllabus and have that plan approved by the sponsoring teacher, Department Chair, Guidance Counselor, and the Assistant Principal of Scheduling. The student must be a 12th grader, be in good academic standing and not credit deficient, and have exhausted all the WHS classes in that course area. Students will receive a grade for the course from the sponsoring teacher. Students will receive Honors weighting and it is calculated into the GPA.

ADVANCED PLACEMENT (AP) CAPSTONE

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

The AP Capstone program seeks to empower students by:

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion,
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts,
- enabling them to collect and analyze information with accuracy and precision,
- cultivating their abilities to craft, communicate, and defend evidence-based arguments, and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interest and curiosity.

To earn the AP Capstone Diploma, students must earn a score of 3 or higher in both AP Seminar and AP Research as well as a score of 3 or higher on four additional AP Exams of their choosing. The exams may be taken at any time during high school and need not be concurrent with the AP Seminar and the AP Research courses. No specific AP courses, other than AP Seminar and AP Research, are required for the AP Capstone Diploma.
TUTORING IN LIEU OF SUMMER SCHOOL OR REPEATING COURSE

Before any student begins tutoring for remediation for credit for a failed course in lieu of taking a summer school course or repeating the course during the following regular school year, a conference with the Guidance Counselor must be held and a tutoring contract must be signed by the parent, the counselor, and an administrator. The tutoring may not commence until an administrator has verified the credentials of the tutor. A tutoring log must also be kept by the student and a tutoring contract must be signed by the parent, the counselor, and an administrator. The tutoring may not commence until after commencement for seniors or until after the last student day for all other students. Tutoring may not commence until after the original semester has been completed. If the failed course ends in the spring, the tutoring may not commence until after commencement for seniors or until after the last student day for all other students.

1. Tutoring for credit in lieu of a summer school course or repeating the course involves a minimum of sixty (60) hours of direct instruction for a 1.0 credit course and thirty (30) hours of tutoring for a .5 credit course. The direct instruction may not include the time utilized by the tutor or the student for reading the text or related materials, researching a topic or paper, paper development and writing, studying, outlining materials, or quiz or test-taking.
2. The duration of the tutoring must be at least one day for every two hours of tutoring required. Tutoring for a 1.0 credit course must be at least 30 days; tutoring for a .5 credit course must be at least 15 days. A student may be tutored for only one course at a time. The student must forward a copy of the tutoring log to the WHS Scheduling office.
3. To obtain the course credit, the student must pass a Wissahickon High School Departmental final examination at the conclusion of the required hours of tutoring. The final grade will be the final exam grade. The grade will be entered as a separate grade on the transcript and will be treated for grade point average and for class rank purposes the same as any course taken during summer school.
4. Tutoring may not commence until after the original semester has been completed. If the failed course ends in the spring, the tutoring may not commence until after commencement for seniors or until after the last student day for all other students.
5. The tutor must be state certified in the subject area. All costs for tutoring are incurred at the parent/student's expense. A copy of the teacher's certification must be forwarded to the WHS Scheduling office.
6. Tutors must follow the approved course outline for the course. Any and all course requirements must be assigned and successfully completed by the student prior to the final examination which will be administered by a representative of the high school.
WISSAHICKON VIRTUAL ACADEMY (WVA)

The Wissahickon Virtual Academy is managed and delivered by the Wissahickon School District. Course offerings are available at various academic levels to support and encourage rigor. The curriculum aligns with the district’s credit requirements and assesses Pennsylvania state standards. Thus, WVA students receive the same challenging and rewarding education as its neighborhood schools.

The Wissahickon Virtual Academy offers computer-based courses that students complete over the Internet. Students receive a district-issued laptop computer to complete coursework. Students may complete their courses at any location with Internet access – school-based classroom, computer lab, home, etc. WVA students will have access to all co-curricular sports and activities at the Wissahickon School District, including in person teacher support. The WVA is enrolling students in grades 6-12 for the school year 2019-2020.
9th GRADE COURSE OFFERINGS

REQUIRED COURSES:

**English**
- Language, Literature and Writing I - Honors/Academic
- Language, Literature and Writing I Gifted

**Social Studies**
- Global History I – Honors/Academic
- Global History I Gifted

**Mathematics**
- Algebra Ib - Academic
- Algebra I - Academic
- Geometry - Honors/Academic
- Algebra II - Honors/Academic
- Pre-Calculus—Honors

**Science**
- Biology—Honors/Academic

**World Languages**
- French I - Academic
- French II - Honors/Academic
- German I - Academic
- German II - Honors
- Spanish I - Academic
- Spanish II Honors/Academic
- Japanese I - Academic
- Japanese II - Honors
- ESL - Beginner, Intermediate or Advanced

**Physical Education**
- 9th Grade Wellness

ELECTIVES:

**Art**
- Graphics Design I - Academic
- Graphics Design II - Honors
- Web Design - Academic
- Art I & II - Academic
- Ceramics I - Academic
- Ceramics II - Honors
- Creative Expression - Academic
- Photography I - Academic
- Photography II - Honors

**Business Education**
- Introduction to Business
- Computer Applications

**English**
- Creative Writing
- Public Speaking
- Journalism Today
- Actor's Workshop

**Music**
- Band ** - Honors/Academic
- Chorus ** - Honors/Academic
- Classic Guitar** - Honors/Academic
- String Ensemble ** - Honors/Academic
- Music History** - Honors/Academic
- Music Theory and Technology - Honors

Technology & Computer Science
- Computer Programming for Non-Engineers in Python
- Computer Programming for Engineers in C++
- Game Design Practice and Theory
- Android Application Development
- Advanced Computer Programming in JAVA
- Digital Media
- Mass Media and Society—Honors/Academic
- Cinematography and Film Making—Honors/Academic
- Video Editing—Honors/Academic
- Robotics: Design, Build, and Program
- Introduction to Engineering Design (PLTW)

SPECIAL EDUCATION
- English 9
- Basic Algebra
- Study Skills - 9th grade
- Study Support

Two (2) credits of world language is required for graduation. While world language is not mandatory in 9th grade, it is strongly recommended.

** May be taken as a semester or yearlong course.
**REQUIRED COURSES:**

**English**
- Language, Literature, and Writing II - Honors/Academic
- Language, Literature, and Writing I Gifted

**Social Studies**
- Global History II - Honors/Academic
- Global History I Gifted

**Mathematics**
- Algebra II - Honors/Academic
- Geometry - Honors/Academic
- Pre-Calculus - Honors/Academic
- AP Calculus I

**Science**
- AP Biology
- Chemistry - Honors/Academic
- Physics - Honors/Academic
- AP Physics
- Anatomy & Physiology - Honors/Academic
- Forensics - Honors/Academic
- Environmental Science - Honors/Academic

**World Languages**
- French I - Academic
- French II & III - Honors/Academic
- German I - Academic
- German II & III - Honors
- Spanish I - Academic
- Spanish II & III - Honors/Academic
- Japanese I - Academic
- Japanese II & III - Honors
- ESL - Beginner, Intermediate or Advanced

**Physical Education**
- Adventure Education
- Dance Fusion
- Racquet Sports
- Lifetime Activities
- Competitive Sports
- Elite Competitive
- Fitness
- PE PALS
- Lifeguard Training
- Recreational Swimming

**ELECTIVES:**

**Advanced Placement (AP) Capstone**
- AP Seminar

**Art**
- Photography I - Academic
- Photography II & III - Honors
- Graphic Design I - Academic
- Graphic Design II & III - Honors
- Web Design - Academic
- Art I & II - Academic
- Ceramics I - Academic
- Ceramics II & III - Honors
- Art III H** (single or double period)
- Creative Expression - Academic

**Business Education**
- Business Management
- Computer Applications
- International Business
- Introduction to Business
- Marketing
- Personal Finance
- Personal and Business Law
- Entrepreneurship

**Business Education**
- Accounting I — Honors/Academic

**English**
- Creative Writing
- Public Speaking
- Journalism Today
- Yearbook
- Actor's Workshop
- SAT Verbal Prep.

**Family & Consumer Sciences**
- Nutrition and Food Preparation
- Baking & Convenience Foods
- Child Development & Parenting I

**Math**
- SAT Math Prep

**Music**
- Band ** - Honors/Academic
- Chorus ** - Honors/Academic
- Classic Guitar** - Honors/Academic
- String Ensemble ** - Honors/Academic
- Music Theory and Technology - Honors (yearlong)
- Music History ** - Honors/Academic

**Social Studies**
- AP European History
- Psychology

**Science**
- Research Methodology H
- Oceanography - Honors/Academic
- Sports Medicine - Honors/Academic
- Principles of Biomedical Science (PLTW)

**Technology & Computer Science**
- Digital Media
- Mass Media and Society - Honors/Academic
- Cinematography and Film Making - Honors/Academic
- Video Editing - Honors/Academic
- Robotics: Design, Build, and Program
- Computer Programming for Engineers in C++
- Computer Programming for Non-Engineers in Python
- Advanced Computer Programming in JAVA
- Game Design Practice and Theory
- Android Application Development
- Introduction to Engineering Design (PLTW) - Honors/Academic
- Civil Engineering and Architecture (PLTW) - Honors/Academic
- Computer Integrated Manufacturing (PLTW)-Honors/ Academic

**SPECIAL EDUCATION**

**English 10**
- Basic Geometry
- Study Skills - 10th grade
- Study Support

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Two (2) credits of world language is required for graduation, however, world language is not mandatory in 10th grade but strongly recommended. **May be taken as a semester or yearlong course.**
# 11th Grade Course Offerings

## Required Courses:

### English
- Language, Literature and Writing III - Honors/Academic
- AP English/Language

### Social Studies
- US History- Honors/Academic
- AP American History

### Mathematics
- Algebra II - Honors/Academic
- Geometry - Academic
- Pre-Calculus - Honors/Academic
- Probability & Statistics - Academic
- Calculus - Honors
- AP Calculus I & II
- AP Statistics
- Mathematical Applications-Academic

### Science
- Physics—Honors/Academic
- Chemistry—Honors/Academic
- AP Chemistry
- AP Biology
- AP Physics I & 2
- Anatomy & Physiology—Honors/Academic
- Environmental Science—Honors/Academic
- Forensics—Honors/Academic
- Biochemistry—Honors/Academic
- AP Environmental Science

### World Languages
- French I, II, III, & IV - Academic
- French II, III, IV - Honors
- German I - Academic
- German II, III, IV - Honors
- Spanish I, II, III, & IV - Academic
- Spanish II, III, IV - Honors
- Japanese I - Academic
- Japanese II, III, & IV - Honors
- ESL - Beginner, Intermediate or Advanced

### Physical Education
- 11th Grade Health

### Electives:

#### Advanced Placement (AP) Capstone
- AP Seminar
- AP Research

#### Art
- Photography I - Academic
- Photography II & III - Honors
- Graphic Design I - Academic
- Graphic Design II & III—Honors
- Web Design - Academic
- Art I & II - Academic
- Art Media Mentorship
- Ceramics I - Academic
- Ceramics II & III- Honors
- Art III H (single or double period)
- Creative Expression - Academic

#### Business Education
- Introduction to Business
- Business Management
- Marketing
- Accounting I & II - Academic/Honors
- International Business
- Computer Applications
- Personal Finance
- Personal and Business Law
- Entrepreneurship

### English
- Creative Writing
- Public Speaking
- Journalism Today
- Yearbook
- Actor's Workshop
- British Writers/American Humanities
- Art, Literature and Ideas
- SAT Verbal Prep.

### Family & Consumer Sciences
- Nutrition and Food Preparation
- Baking & Convenience Foods
- Gourmet and International Foods
- Child Development & Parenting I & II

### Math
- SAT Math Prep

### Music
- Band ** - Honors/Academic
- Chorus ** - Honors/Academic
- Classic Guitar** - Honors/Academic
- String Ensemble ** - Honors/Academic
- Voice Lab **
- Music Theory and Technology (yearlong)
- Music History ** - Honors/Academic

### Physical Education
- Adventure Education
- Dance Fusion
- Racquet Sports
- Lifetime Activities
- Competitive Sports
- Elite Competitive
- PE PALS
- Fitness
- Lifeguard Training
- Recreational Swimming

### Science
- Astronomy– Honors/Academic
- Sports Medicine– Honors/Academic
- Oceanography– Honors/Academic
- Research and Methodology H
- Principles of Biomedical Science (PLTW)- Academic
- Medical Interventions (PLTW)- Academic

### Social Studies
- Psychology
- Sociology
- AP Psychology
- War & Peace in History
- AP European History

### Technology & Computer Science
- Digital Media
- Mass Media and Society—Honors/Academic
- Cinematography and Film Making—Honors/Academic
- Video Production Portfolio—Honors/Academic
- Video Editing—Honors/Academic
- Computer Programming for Engineers in C++
- Computer Programming for Non-Engineers in Python
- Game Design Practice and Theory
- Android Application Development
- Advanced Computer Programming in Java
- Advanced Placement Computer Science
- Robotics: Design, Build, and Program
- Introduction to Engineering Design (PLTW) - Honors/Academic
- Civil Engineering and Architecture (PLTW) - Honors/Academic
- Computer Integrated Manufacturing (PLTW) -Honors/Academic

### Special Education
- English 11
- Basic Algebra II
- Study Skills - 11th grade / Study Support

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Two (2) credits of world language is required for graduation, however, world language is not mandatory in 10th grade but strongly recommended.

** May be taken as a semester or yearlong course.
Two (2) credits of world language is required for graduation, however, world language is not mandatory in 10th grade but strongly recommended. ** May be taken as a semester or yearlong course.
The School Counseling Department of Wissahickon High School supports all students academically and developmentally. Counselors collaborate with high school staff members, parents and outside agencies in servicing our students. In addition to meeting with students individually and in small groups, the counselors deliver a developmental school counseling curriculum to students and parents based upon standards and best practices.

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

**Sample Student Programming Topics**
- Transitioning to High School
- Getting Involved
- Career Exploration
- Find the Right College Fit
- North Montco Career & Technical Center
- Introduction to College Testing
- NCAA/Athletics
- Financial Aid
- College Application Process
- Resumes/Cover Letters
- Job Applications
- Academic Balance
- Personality Traits
- Mental Health

**Sample Parent Programming Topics**
- College 101: An Introduction to the College Process
- Navigating Naviance: How to make the Most Out of the Naviance Program
- Financial Aid Night: An Introduction to the Financial Aid Process
- FAFSA Completion Night: An Interactive Workshop to Complete the Federal Financial Aid Application
- Hot Topics in Student Mental Health

**Naviance**

Naviance is an online college and career planning tool for students and families of Wissahickon High School. Student accounts are created automatically during middle school or at the time of registration with the school district. Parents wishing to create their own account can contact Ms. Stacy Anderson, College Counselor, at sanderson@wsdweb.org. Naviance allows WHS families to search for career information and to view historical WHS college application data, allowing students to have more accurate information when planning their college list.

**Discipline Disclosure**

Wissahickon expects all students to model a high level of citizenship and responsibility and subscribes to best practices from the National Association for College Admission Counseling (NACAC). Therefore, when students are asked on college applications about disciplinary actions, students are expected to answer truthfully and completely. For instance, the Common Application asks the applicant a question related to discipline from the school and from the law:

"Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution."

Wissahickon school counselors will check the box that states "school policy prevents me from responding" for any serious suspensions or expulsions. Please keep in mind that it is possible for other sources to disclose information (i.e. social media) about student behavior.

Additionally, counselors may report any academic or enrollment "change of status" during senior year. Seniors are encouraged to work with their counselor when such incidents occur.
GENERAL TIMELINE FOR COLLEGE-BOUND STUDENTS

9th Grade
- Get acquainted with Naviance (an online college planning tool)
- Explore academic and career goals with an interest inventory
- Get involved at WHS and in the community to build a resume
- Earn good grades that will help boost the cumulative GPA

10th Grade
- Take Pre-ACT in October (WHS will pay for all sophomores to take this test)
- Maintain rigorous course that demonstrate academic ability
- Stay involved in school and community

11th Grade
Fall Semester
- Review your high school transcript to make sure that you are on track to graduate and meet college requirements
- Develop a standardized testing plan (PSAT, SAT, ACT, Subject Tests)
- Take PSAT in October (WHS will pay for all juniors to take this test)
- Attend college representative visits in the counseling office
- Conduct college searches on Naviance and develop college list
- Visit colleges and attend college fairs or regional evening programs

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

12th Grade
Fall Semester
- Complete senior questionnaire for counselor recommendation
- Follow-up with teachers writing recommendations about earliest deadlines
- Take the SAT or ACT for final time
- Complete Common Application, Coalition Application or a School Specific Application
- Finish applications by Thanksgiving!
- Update Naviance with college list
- Check transcript for accuracy
- Send you standardized test scores to colleges from College Board or ACT
- Meet with Ms. Anderson to get questions answered
- Attend college rep visits (those individuals often read your applications!)
- Finalize college essay and seek feedback from teachers, counselors, friends, and parents
- Meet deadlines
- Complete Free Application for Federal Student Aid (FAFSA)
- Complete CSS Profile for institutional aid, if required by college
- Attend Senior Parent Admissions Program WHS (September)

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

K-5
Career Awareness

6-8
Career Exploration

9-12
Wissahickon High School Trojan Pathways
- Arts & Communications
- Business & Information Systems
- Engineering & Industrial Technology
- Human Services
- Science & Health

Apprenticeship or On-the-Job Training
Community College or Trade/Technical School
4 Year College or University
Military Or Workforce

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

- Arts & Communications (AC)
- Human Services (HS)
- Science & Health (SH)
- Business & Information Systems (BIS)
- Engineering & Industrial Technology (EIT)
What are Trojan Pathways?
Trojan Pathways provide students with a direction for making informed course decisions. Each pathway is a flexible career grouping that will help students choose electives based on their post-secondary and career goals. Students identify with a pathway based upon their interests, experiences, and abilities. Trojan Pathways are divided into a number of focus areas which allow students to investigate career options within more specific industries. Each pathway provides students and parents with information regarding specific options within a focus area and the level of training or education needed to attain those careers.

What are the benefits of using Trojan Pathways?
- Assist students making appropriate choices during course selection
- Identify links between specific courses and potential career choices
- Provide an extension of classroom instruction relating to career exploration

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

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

- SAT Math Prep (.5 credit)
- SAT Verbal Prep (.5 credit)
- Public Speaking (.5 credit)
- Social Lab Internship (4 credits)
- AP Seminar (1 credit)
- Computer Applications (.5 credit)
- Personal Finances (.5 credit)
- Entrepreneurship (.5 credit)
- Lifetime Activities (.5 credit)
- Fitness (.5 credit)
- AP Research (1 credit)

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

Graduation Requirements
To receive a diploma and participate in the commencement ceremony, a student must satisfactorily complete the graduation requirements as set forth by the Commonwealth of Pennsylvania State Board of Education and the Wissahickon Board of Directors. These graduation requirements can be found in the 2020-2021 Program of Studies.
## ARTS AND COMMUNICATION (AC)

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

### PATHWAY FOCUS AREAS

**Performing Arts (PA)**

**Visual Arts (VA)**

**Publishing Arts (PU)**

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

### SAMPLE CAREERS

#### Entry Level (OJT)

- **Announcer (PA)**
- **Background Artist (VA)**
- **Blogger (PU)**
- **Copy Editor (PU)**
- **Costume Designer (VA)**
- **Dancer (PA)**
- **Digital Photographer (VA)**
- **Floral Designer (VA)**
- **Instrument Repairperson (PA)**
- **Landscape Artist (VA)**
- **Model (PA)**
- **Newsroom Assistant (PU)**
- **Production Assistant (PA)**
- **Promotional Writer (PU)**
- **Public/Motivational Speaker (PA)**
- **Sign Maker (VA)**
- **Sound Technician (VA)**
- **Stunt Performer (PA)**
- **Videographer (VA)**
- **Web Page Designer (PU)**

#### Technical/Skilled (1-3 years)

- **Actor (PA)**
- **Audio Technician (PA,PU)**
- **Artist—Fine or Craft (VA)**
- **Book Illustrator (VA, PU)**
- **Broadcast Technician (PU)**
- **CADD Designer (VA)**
- **Camera Technician (PA,PU)**
- **Choreographer (PA)**
- **Community Theater Director (PA)**
- **Dancer (PA)**
- **Design/Lighting Technician (PA, PU)**
- **Film Editor (PU)**
- **Fashion Designer (VA)**
- **Jeweler (VA)**
- **Make-up Artist (VA)**
- **Media Specialist (PU)**
- **Musician (PA)**
- **Photographer (VA)**
- **Retail Display Artist (VA)**
- **Set Designer (PA, VA)**
- **Web Designer (VA,PU)**

#### Professional (4+ years)

- **Advertising Specialist (PA)**
- **Animator (VA)**
- **Art or Music Teacher (PA, VA)**
- **Art or Music Therapist (PA, VA)**
- **Art or Music Critic (PA, VA)**
- **Artist—Fine or Craft (VA)**
- **Copy Writer (PU, PA)**
- **Editor (PU)**
- **Graphic Designer (VA,PU)**
- **Industrial Designer (VA)**
- **Interior Designer (VA)**
- **Journalist (PU)**
- **Museum Curator (VA)**
- **Photographer (VA)**
- **Public Relations Manager (PU)**
- **Set Designer (PA)**
- **Art/Music/Dance Teacher (PA, PU)**
- **Translator (PU)**
- **TV/Film/Radio Personality (PU)**
- **Voice Over Specialist (PA)**
- **Web Designer (PU)**

### CONSIDER THESE WHS ELECTIVES:

#### Performing Arts (PA)

- Actor's Workshop (9-12)
- Art, Literature, & Ideas (11-12)
- British Writers (11-12)
- Creative Writing (9-12)
- Public Speaking (9-12)
- SAT Verbal Prep (10-12)
- Band (9-12)*
- Chorus (9-12)*
- Classic Guitar (9-12)*
- Music History (9-12)*
- Music Theory & Tech H (9-12)*
- String Ensemble (9-12)*
- Sports & Entertainment Marketing (10-12)

#### Visual Arts (VA)

- Creative Expression (9-12)
- AP 2D Art and Design (12)
- Art 1 (9-12)
- Art II (9-12)
- Art Media Mentorship (11-12)
- Ceramics I (9-12)
- Ceramics II H (9-12)
- Ceramics III H (10-12)
- Graphic Design I (9-12)
- Graphic Design II H (9-12)
- Graphic Design III H (10-12)
- Art III (10-12)*
- Photography I (9-12)
- Photography II H (9-12)
- Photography III H (10-12)
- Web Design (9-12)
- Art IV H (10-12)*
- Computer Aided Drafting I (9-12)
- Design & Technology I (9-12)
- Intro to Business (9-12)
- Marketing (10-12)
- Art, Literature, & Ideas (11-12)
- Creative Writing (9-12)

#### Publishing Arts (PU)

- Art, Literature, & Ideas (11-12)
- Jewish History Today (9-12)
- Yearbook (10-12)
- Graphic Design I (9-12)
- Graphic Design II H (9-12)
- Graphic Design III H (10-12)
- Photography I (9-12)
- Photography II H (9-12)
- Photography III H (10-12)
- Intro to TV/Video (9-12)
- Television I AVH (10-12)*
- Television II AVH (11-12)*
- Advanced Video Editing (11-12)
- Intro to Business (9-12)
- Marketing (10-12)

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

*General Electives—See Intro Page*

NMTCC: Visual Communications (10-12)
**BUSINESS & INFORMATION SYSTEMS (BIS)**
This pathway is designed to prepare students in the world of business, finance, and information.

**PATHWAY FOCUS AREAS**
Marketing & Sales (MS)  Information Technology (IT)  Business Management (BM)  Finance (F)

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

**SAMPLE CAREERS**

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

**CONSIDER THESE WHS ELECTIVES:**

<table>
<thead>
<tr>
<th>Marketing &amp; Sales (MS)</th>
<th>Information Technology (IT)</th>
<th>Business Management (BM)</th>
<th>Finance (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art I (9-12)</td>
<td>Intro to Computer Programming (9-12)</td>
<td>Accounting I A/H (10-12)*</td>
<td>Accounting I A/H (10-12)*</td>
</tr>
<tr>
<td>Art II (9-12)</td>
<td>Computer Programming (9-12)</td>
<td>Accounting II A/H (11-12)*</td>
<td>Accounting I A/H (10-12)*</td>
</tr>
<tr>
<td>Graphic Design I (9-12)</td>
<td>Advanced Computer Programming H (10-12)</td>
<td>Business Management (10-12)</td>
<td>Business Management (10-12)</td>
</tr>
<tr>
<td>Graphic Design II H (10-12)</td>
<td>Computer Science (11-12)*</td>
<td>International Business (10-12)</td>
<td>International Business (10-12)</td>
</tr>
<tr>
<td>Graphic Design III H (10-12)</td>
<td>Business Management (10-12)</td>
<td>Intro to Business (9-12)</td>
<td>Intro to Business (9-12)</td>
</tr>
<tr>
<td>Photography I (9-12)</td>
<td>Intro to Business (9-12)</td>
<td>Marketing (10-12)</td>
<td>Personal &amp; Business Law (10-12)</td>
</tr>
<tr>
<td>Web Design (9-12)</td>
<td>Technology Exploration (9-12)</td>
<td>Retail Management (10-12)</td>
<td>Retail Management (10-12)</td>
</tr>
<tr>
<td>Accounting 2 A/H (10-12)*</td>
<td>Computer Aided Drafting I (9-12)</td>
<td>Sports &amp; Entertainment Marketing (10-12)</td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td>Business Management (10-12)</td>
<td>Computer Aided Drafting II (9-12)</td>
<td>Intro to Computer Programming (9-12)</td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td>International Business (10-12)</td>
<td>Robotics (9-12)</td>
<td>Yearbook (10-12)</td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td>Intro to Business (9-12)</td>
<td>Computer Integrated Manufacturing (10-12)*</td>
<td><em>General Electives—See Intro Page</em></td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td>Marketing (10-12)</td>
<td><em>General Electives—See Intro Page</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Management (10-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports &amp; Entertainment Marketing (10-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearbook (10-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Aided Drafting I (9-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Denotes course that is/can be full year (1 credit)
ENGINEERING AND INDUSTRIAL TECHNOLOGY (EIT)
This pathway is designed to enhance students' interests, awareness and application to careers related to technologies necessary to design, develop, install and maintain physical systems.

**PATHWAY FOCUS AREAS**
- Construction (C)
- Engineering & Engineering Technology (ET)
- Manufacturing (M)
- Transportation, Distribution and Logistics (TDL)

### Are you interested in...?
- Applying math/science to real problems
- Building with your hands
- Computer technology
- Design and architecture
- How things work
- Solving problems and puzzles
- Tools and equipment
- Working in a lab setting
- Working as part of a team

### Can you...?
- Develop creative solutions to problems
- Follow diagrams
- Improve things to function better
- Organize reports and people
- Solve complex math/science problems
- Stay current with new technology
- Think in a logical sequence
- Understand verbal and written directions
- Understand science and math principles

### Possible Paths...
- Alternative Power/Energy Production
- Architecture
- Automotive
- Building Construction
- Computers & Technology
- Engineering—all types
- Electronics/Robotics
- Manufacturing
- Military

### SAMPLE CAREERS

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

### CONSIDER THESE WHS ELECTIVES:

<table>
<thead>
<tr>
<th>Construction (C)</th>
<th>Engineering &amp; Engineering Technology (ET)</th>
<th>Manufacturing (M)</th>
<th>Transportation, Distribution &amp; Logistics (TDL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D Expression (9-12)</td>
<td>Creative Expression (9-12)</td>
<td>Ceramics I (9-12)</td>
<td>Computer Aided Drafting I (9-12)</td>
</tr>
<tr>
<td>Art I (9-12)</td>
<td>Ceramics II H (9-12)</td>
<td>Computer Integrated Manufacturing (10-12)</td>
<td>Computer Aided Drafting II (9-12)</td>
</tr>
<tr>
<td>Art II (9-12)</td>
<td>Ceramics II H (9-12)</td>
<td>Design &amp; Tech II (9-12)</td>
<td>Design &amp; Tech II (9-12)</td>
</tr>
<tr>
<td>Ceramics I (9-12)</td>
<td>Ceramics II H (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Ceramics II H (9-12)</td>
<td>Creative Expression (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Ceramics III H (10-12)</td>
<td>Intro to Computer Programming (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Computer Aided Drafting I (9-12)</td>
<td>Computer Programming (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Computer Integrated Manufacturing (10-12)</td>
<td>AP Computer Science (11-12)*</td>
<td>AP Computer Science (11-12)*</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Computer Technology Exploration (9-12)</td>
<td>Business Management (10-12)</td>
<td>Business Management (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Design &amp; Tech I (9-12)</td>
<td>Intro to Business (9-12)</td>
<td>International Business (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Design &amp; Tech II (9-12)</td>
<td>Computer Aided Drafting I (9-12)</td>
<td>Intro to Business (9-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Principles of Engineering (10-12)</td>
<td>Computer Aided Drafting II (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Robotics (9-12)</td>
<td>Design &amp; Tech II (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Technology Exploration (9-12)</td>
<td>Design &amp; Tech II (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Business Management (10-12)</td>
<td>Design &amp; Tech II (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td>Intro to Business (9-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
<td>Principles of Engineering (10-12)</td>
</tr>
<tr>
<td><em>General Electives—See Intro Page</em></td>
<td><em>General Electives—See Intro Page</em></td>
<td><em>General Electives—See Intro Page</em></td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td>NMTCC: Construction Trades (10-12)</td>
<td>NMTCC: Construction Trades (10-12)</td>
<td>NMTCC: Engineering/Manufacturing (10-12)</td>
<td>NMTCC: Power &amp; Transportation (10-12)</td>
</tr>
</tbody>
</table>

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

Students in this pathway should also plan to take four years of math—through Pre-Calculus or Probability & Statistics.
HUMAN SERVICES (HS)
This pathway is designed to cultivate students’ interests, skills and experiences for careers related to family and human needs.

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

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

**SAMPLE CAREERS**

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

**CONSIDER THESE WHS ELECTIVES:**

<table>
<thead>
<tr>
<th>Counseling &amp; Personal Care (CPC)</th>
<th>Hospitality &amp; Tourism (HT)</th>
<th>Education (E)</th>
<th>Law, Public Safety, &amp; Government (LPG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Media Mentorship (11-12)</td>
<td>Art I (9-12)</td>
<td>Creative Expression (9-12)</td>
<td>Personal &amp; Business Law (10-12)</td>
</tr>
<tr>
<td>Child Development I (10-12)</td>
<td>Graphic Design 1 (9-12)</td>
<td>Art I (9-12)</td>
<td>Child Development I (10-12)</td>
</tr>
<tr>
<td>Child Development II (11-12)</td>
<td>Photography I (9-12)</td>
<td>Art Media Mentorship (11-12)</td>
<td>Child Development II (10-12)</td>
</tr>
<tr>
<td>Nutrition &amp; Food Prep (10-12)</td>
<td>Web Design (9-12)</td>
<td>Actor's Workshop (9-12)</td>
<td>Child Development II (10-12)</td>
</tr>
<tr>
<td>Adventure Education (10-12)</td>
<td>Yearbook (10-12)</td>
<td>Art, Literature, &amp; Ideas (11-12)</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td>PE Pals (10-12)</td>
<td>Creative Design (9-12)</td>
<td>British Writers (11-12)</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td>Psychology (10-12)</td>
<td>Accounting I A/H (10-12)*</td>
<td>Creative Writing (9-12)</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td>AP Psychology (11-12)*</td>
<td>Intro to Business (9-12)</td>
<td>Child Development I (10-12)</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td>Sociology (11-12)</td>
<td>Marketing (10-12)</td>
<td>Child Development II (11-12)</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td>Research Methodology (10-12)</td>
<td>Personal &amp; Business Law (10-12)</td>
<td>Band (9-12)*</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td><em>General Electives—See Intro Page</em></td>
<td>Sports &amp; Entertainment Marketing (10-12)</td>
<td>String Ensemble (9-12)*</td>
<td>Child Development III (10-12)</td>
</tr>
<tr>
<td>NMTCC: Cosmetology (10-12)</td>
<td>Adventure Education (10-12)</td>
<td>Chorus (9-12)*</td>
<td>General Electives—See Intro Page*</td>
</tr>
<tr>
<td><em>General Electives—See Intro Page</em></td>
<td>Dance Fusion (10-12)</td>
<td>Music History (9-12)*</td>
<td>NMTCC: Protective Services (10-12)</td>
</tr>
<tr>
<td>NMTCC: Culinary Arts (10-12)</td>
<td>Lifeseguarding (10-12)</td>
<td>Music Theory &amp; Tech I (9-12)*</td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td><em>General Electives—See Intro Page</em></td>
<td>Recreational Swimming (10-12)</td>
<td>Competitive Sports (10-12)</td>
<td>NMTCC: Culinary Arts (10-12)</td>
</tr>
<tr>
<td></td>
<td>Nutrition &amp; Food Prep (10-12)</td>
<td>Lifeseguarding (10-12)</td>
<td><em>General Electives—See Intro Page</em></td>
</tr>
<tr>
<td></td>
<td>Baking &amp; Convenience Foods (10-12)</td>
<td>Recreational Swimming (10-12)</td>
<td>NMTCC: Culinary Arts (10-12)</td>
</tr>
<tr>
<td></td>
<td>Gourmet &amp; International Foods (10-12)</td>
<td><em>General Electives—See Intro Page</em></td>
<td>NMTCC: Culinary Arts (10-12)</td>
</tr>
</tbody>
</table>

*Denotes course that is/can be fall year 1 credit.
**SCIENCE AND HEALTH (SH)**

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

<table>
<thead>
<tr>
<th>PATHWAY FOCUS AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology and Math (STM)</td>
</tr>
</tbody>
</table>

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

**SAMPLE CAREERS**

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

**CONSIDER THESE WHS ELECTIVES:**

<table>
<thead>
<tr>
<th>Science, Technology, &amp; Math (STM)</th>
<th>Agriculture, Food, &amp; Natural Resources (AFN)</th>
<th>Health Science (HS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Computer Programming (9-12)</td>
<td>Nutrition &amp; Food Prep (1-6-12)</td>
<td>Creative Expression (9-12)</td>
</tr>
<tr>
<td>Computer Programming (9-12)</td>
<td>Baking &amp; Convenience Foods (10-12)</td>
<td>Art 1 (9-12)</td>
</tr>
<tr>
<td>Advanced Computer Programming H (10-12)*</td>
<td>Gourmet &amp; International Foods (11-12)</td>
<td>Child Development I (10-12)</td>
</tr>
<tr>
<td>AP Computer Science (11-12)*</td>
<td>AP Environmental Science (11-12)*</td>
<td>Child Development II (11-12)</td>
</tr>
<tr>
<td>Computer Functions (9-12)</td>
<td>Environmental Science A/H (10-12)*</td>
<td>Nutrition &amp; Food Prep (10-12)</td>
</tr>
<tr>
<td>Computer Integrated Manufacturing (10-12)</td>
<td>Oceanography (10-12)</td>
<td>Adventure Education (10-12)</td>
</tr>
<tr>
<td>AP Environmental Science (11-12)*</td>
<td>Research Methodology H (10-12)</td>
<td>Dance Paision (10-12)</td>
</tr>
<tr>
<td>Astronomy (11-12)</td>
<td><em>General Electives—See Intro Page</em></td>
<td>Racquet Sports (10-12)</td>
</tr>
<tr>
<td>Environmental Science A/H (10-12)*</td>
<td>NMTCC: Floral Design &amp; Landscape (10-12)</td>
<td>Lifeguarding (10-12)</td>
</tr>
<tr>
<td>Forensics A/H (10-12)*</td>
<td></td>
<td>Competitive Sports (10-12)</td>
</tr>
<tr>
<td>Medical Interventions (11-12)*</td>
<td></td>
<td>Elite Competitive Sports (10-12)</td>
</tr>
<tr>
<td>Oceanography (10-12)</td>
<td></td>
<td>Anatomy &amp; Physiology A/H (10-12)*</td>
</tr>
<tr>
<td>Research Methodology H (10-12)</td>
<td></td>
<td>Medical Interventions (11-12)*</td>
</tr>
<tr>
<td>Design &amp; Tech I (9-12)</td>
<td></td>
<td>Sports Medicine (10-12)</td>
</tr>
<tr>
<td>Design &amp; Tech II (9-12)</td>
<td></td>
<td>Forensics A/H (10-12)*</td>
</tr>
<tr>
<td>Robotics (9-12)</td>
<td></td>
<td>Research Methodology (10-12)</td>
</tr>
</tbody>
</table>

*General Electives—See Intro Page* | | Psychology (10-12) |

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

*Students in this pathway should also plan to take four years of math and four years of science, including physics.*
ADVANCED PLACEMENT (AP) CAPSTONE

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

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

#8110 - AP SEMINAR - (GRADES 10-12)
Yearlong Course
Honors Level
Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts. They will also listen to speeches, broadcasts, or personal accounts, as we as view artistic works or performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design and deliver oral and visual presentations, as individuals and as part of a team.

#8120 - AP RESEARCH – (GRADES 11-12)
Yearlong Course
Honors Level
In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long investigation to address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper and a presentation with an oral defense.
Prerequisite: Successful completion of AP Seminar.
#6218 - PHOTOGRAPHY I - (GRADES 9-12)
Semester Course
Academic Level
In this introduction course, student will explore digital photography through various photo investigations, narratives and studio assignments. Students will study basic camera handling, composition and historical and cultural aesthetics. Through the use of digital editing and mixed—media students will enhance and learn to optimize their photographic imagery. Students are responsible for optimizing their own digital camera. Prerequisite: Digital Photography 1 with a grade of C or better.

#6228 - PHOTOGRAPHY II – (GRADES 9-12)
Semester Course
Honors Level
This course is designed for students who wish to continue the study of digital photography. The exploration of advanced shooting techniques and computer manipulation will be included. From capture to print, students will further develop an understanding of photographic imaging capabilities. Studio investigations will center on photographic themes, portraiture and individual artistic styles. Students are responsible for providing their own digital camera. Prerequisite: Digital Photography 1 with a grade of C or better.

#6238 - PHOTOGRAPHY III – (GRADES 10-12)
Semester Course
Honors Level
In Photo III, students will define their “personal voice” through a variety of conceptual assignments based on the fundamentals of digital photography. Studio investigations present both technical and creative challenges as students work towards the cultivation of an individual vision. Students are responsible for providing their own digital camera. Prerequisite: Digital Photography 2 with a grade of C or better.

#7709 - GRAPHIC DESIGN I - (GRADES 9-12)
Semester Course
Academic Level
In this introductory course, students will learn to use Photoshop, Illustrator, and Flash software to create illustrations and layouts designs. This hands-on computer course provides the student with an opportunity to learn how to design like a graphic designer, while working on current topics. Students taking this course will have access to the Adobe Design and Web Premium software suite on their district-issued laptop for the duration of the course.

#7719 - GRAPHIC DESIGN II - (GRADES 9-12)
Semester Course
Honors Level
This course is for the highly-motivated student who wants to bring their computer design, illustration, and layout skills to another level, while receiving Honors credit. Students will continue to use Photoshop and Illustrator professional software to create original designs and illustrations. There will be a focus on illustration and branding design. Prerequisite: Graphic Design I with a grade of C or better.

#7720 - GRAPHIC DESIGN III - (GRADES 10-12)
Semester Course
Honors Level
This course is for the independent and highly-motivated student who may be interested in pursuing a career in graphic design. Students will work directly with clients to create forms, design logos, and create multi-page layouts to serve the needs of their clients. Students will learn Adobe In Design software in addition to increasing their skill level in Photoshop and Illustrator. Students will develop a portfolio of work that will reflect their graphic design skills. Prerequisite: Graphic Design II with a grade of B or written approval of instructor.

#7712 - WEB DESIGN - (GRADES 9-12)
Semester Course
Academic Level
In this introductory course, students will explore the basics of web design. Hands-on and task-oriented activities using Photoshop and Dreamweaver software will allow the student to improve his/her web layout skills. Students will also learn how to use HTML and CSS to build original websites. Students taking this course will have access to the Adobe Design and Web Premium software suite on their district-issued laptop for the duration of the course.

#7731 - ART I - (GRADES 9-12)
Semester Course
Academic Level
This is a foundation course where students will investigate a variety of media used in the creative process. Students will explore numerous skills, techniques, and art concepts. Verbal and written critical analysis of one’s own work and that of others will be an integral part of this course.

#7732 - ART II - (GRADES 9-12)
Semester Course
Academic Level
As a follow-up to Art I, this course involves more in-depth investigations that will explore concepts and processes. Creative problem-solving and media manipulation will inform the assignments. Verbal and written critical analysis of one’s own work and that of others will continue to be an integral part of this course. Prerequisite: Art I with a grade of C or better.

#7749 - CERAMICS I - (GRADES 9-12)
Semester Course
Academic Level
This course presents an introduction to the basic techniques of construction in clay. Activities will include hand construction, wheel throwing, glazing and experimenting with surface texture. Emphasis will be placed on form as well as function in clay construction.
ART (CON’T)

#7758 - CERAMICS II - (GRADES 9-12)
Semester Course
Honors Level
This course will incorporate basic elements of hand construction techniques requiring more advanced problem-solving skills. Greater emphasis will be placed on throwing pots on the wheel, creative experimentation and surface decoration. Portfolio-quality ceramic projects will be emphasized.
Prerequisite: Ceramics I with a grade of C or better.

#7760 - CERAMICS III - (GRADES 10-12)
Semester Course
Honors Level
Ceramics 3 is a course designed for highly motivated, advanced ceramic students wishing to create an independently designed body of work. This course will build from the technical and conceptual foundations established in Ceramics I and II and challenge students to develop a consistent and effective studio practice while maintaining a standard of excellence in their design and craftsmanship. This course is strongly recommended for (though not limited to) students wishing to study ceramics, crafts or other visual arts at the post-secondary level. Students in this course will develop a working research journal, artist website and admissions portfolio. Investigations will be student designed and driven, encouraging creative freedom and further developing disciplined independence in studio practice and time/resource management. Students may take Ceramics III multiple semesters for credit.
Prerequisite: Ceramics II with a grade of C or better.

#7733/7734/7735/7736 - ART III H - (GRADES 10-12)
Year or Semester Course (single or double periods)
Honors Level
This course is for students with high motivation in further developing individual interests and skills in various forms of artistic expression. Students will investigate contextual perspectives of visual communication and visual culture while developing their own aesthetic and artistic voice. Preparation of the artist's portfolio and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the field of art. In a studio setting, students will develop their skills both two and three dimensionally, utilizing multi-media and digital forms of expression. Art III may be taken as a single or double period course both semesters. Outside assignments are required in Art III.
Prerequisite: Art II with a grade of C or better.

#7743/7744/7745/7746 - Art IV (GRADE 12)
Year or Semester Course (single or double periods)
Honors Level
Art IV is a rigorous course of study designed for students who wish to focus on an area of artistic concentration or pursue art as a career. Students will concentrate upon the areas of their working portfolio that need strengthening. The course will also provide students the ability to explore and research their personal aesthetic through supervised study. Students are required to maintain a visual journal and present a college-admissions-level visual arts portfolio that includes a digital media component. Students are expected to attend National Portfolio Day and will learn how to complete the necessary steps in the college application process, including writing personal statements of purpose and preparing a digital portfolio. Self-discipline and a willingness to seek new challenges are expected. Art IV may be taken as a single or double period both semesters. Outside assignments are required in Art III. Prerequisite: Art I with a grade of C or better and teacher/counselor recommendation.

#7820 ADVANCED PLACEMENT 2-D Art and Design (GRADE 12)
#7821 ADVANCED PLACEMENT 3-D Art and Design (GRADE 12)
Yearlong Course
Advanced Placement Level
AP 2-D Art and Design and AP 3-D Art and Design are introductory college-level design courses. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional or three-dimensional art and design. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skill categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts. The AP Art and Design framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like artists. Skills 2 and 3 are specifically assessed in both portfolio sections (Sustained Investigation and Selected Works). 1) Inquiry and Investigation: Investigate materials, processes, and ideas. 2) Making Through Practice, Experimentation, and Revision: Make works of art and design by practicing, experimenting, and revising. 3) Communication and Reflection: Communicate ideas about art and design.
Prerequisite: Written approval of the course instructor prior to selection of this course and an A in Art III.

#7881 - CREATIVE EXPRESSION - (GRADES 9-12)
Semester Course
Academic Level
This course is designed for any student who wishes to explore the creative process but may be unsure about taking a traditional skills-based art course. Students will engage in individual and collaborative hands on activities (making) and dialogues (discussing) that examine issues related to self-awareness, social awareness, community building and decision making. This class will recognize and employ various cultural modes of creative expression including but not limited to: mixed media, traditional crafts, popular design in fashion and culture, performance/video, and alternative approaches to 2D art. Students will have the opportunity to make decisions about the materials and processes they use throughout the course.

#7825 - ART MENTORSHIP - (GRADES 11-12)
Semester Course
Academic Level
In this collaborative course, students will serve as mentors for individuals with special needs. Manipulation of media and creative-problem solving with others will inform assignments. Verbal and written reflection of individual and collaborative works will be an integral part of this course. This course will follow selected curricula topics found in Art I/II.
Prerequisite: Art I with a grade of C or better and teacher/counselor recommendation.
#5510 - INTRODUCTION TO BUSINESS (GRADES 9 – 12)
Semester Course
Academic Level
This course is designed to help students learn the principles of business using real-world examples and learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, taxes and credits, the basics of financing a business, how a business relates to society, how to identify a business opportunity; and techniques for planning, executing, and marketing a business plan.

#5530 INTERNATIONAL BUSINESS (GRADES 10-12)
Semester Course
Academic Level
This course explores the challenges of managing a culturally diverse work force and the complexities of managing in countries with different religions, traditions, and value systems. This course focuses on the ability of managers to lead, motivate, communicate, and negotiate with individuals with different attitudes towards achievement and work, time and change, wealth and success, gender and the family, religion and language.
Prerequisite: Introduction to Business

#5416 COMPUTER APPLICATIONS (GRADES 9–12)
Semester Course
Academic Level
This course is designed for students in all areas of study. Students will work in a Windows environment using the Microsoft Office software. This course is solely focused on Word and Excel where students will learn to create, modify and manage common business workbooks and worksheets and will create, edit, and format documents of every size. These applications will be utilized in both careers and school and provides a great addition to resumes for jobs, internships, and careers. Students will have the option of obtaining their Microsoft Office Certification in Word and Excel by taking an exam. In addition, students create presentations using automated tools in PowerPoint where they will be able to deliver diverse presentations to organizations of every size.

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

#5526 PERSONAL FINANCE (GRADES 10–12)
Semester Course
Academic Level
This course is designed to help students learn and apply valuable life skills in money management, career planning, saving and investing, credit management, retirement planning and budgeting. By exploring successful strategies to grow and protect wealth, students will discover the richness of information available to manage their lives and resources.
Prerequisite: Introduction to Business

#5702 PERSONAL AND BUSINESS LAW (GRADES 10–12)
Semester Course
Academic Level
Law is intriguing and informative as it relates to common, everyday experiences. Do you know how the law affects your activities in and out of school; what rights are in a court of law or how contracts operate? These, as well as many other topics, including current events, will be incorporated into this course so that you can avoid many of the legal difficulties that might confront you or your business.

#5518 MARKETING (GRADES 10–12)
Semester Course
Academic Level
This course will introduce students to the exciting, important and profitable world of marketing, as the most visible aspect of business, and how it influences all business activities. Students will learn the foundation and functions needed to successfully market goods, services, and ideas to consumers in today’s world. Students will apply the marketing mix and demonstrate their knowledge through projects involving Product, Place, Promotion and Price.
Prerequisite: Introduction to Business

#5522 BUSINESS MANAGEMENT (GRADES 10–12)
Semester Course
Academic Level
This course offers a comprehensive coverage of higher-level business management content including production and operations management in a realistic, investigative, and enriching manner. All the functions of business management are covered including the use of technology and communication tools. Students will examine current events, technology topics, international trends and other important issues that influence the business environment.
Prerequisite: Introduction to Business
#5740 ENTREPRENEURSHIP (GRADES 10–12)
Semester Course
Academic Level
This course focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining a business. It incorporates the various functional areas of business and the environment as they apply to the individual starting his/her own business. Students are given the opportunity to design, run, and operate, a business within the course.

Prerequisite: Business Management
2020-2021 school year-Seniors may take this without Business Management, however recommended.

#5576/5556 - ACCOUNTING 1 (GRADES 10–12)
Yearlong Course
Honors/Academic Levels
Do you intend to major in any area of business in college? Your business background will be greatly enriched as emphasis is placed on individual, partnership, and corporate accounting. This course will use Accounting software, similar to Peachtree and QuickBooks, and computers throughout the year to provide a “hands on” approach to learning how computerized integrated accounting systems function. It is advisable to begin Accounting 1 in 10th or 11th grade so that you can complete Accounting 2 as a 11th or 12th grader. By completing the entire accounting program, you will receive the exposure in analyzing data for management decision-making that will be most beneficial to you as you pursue any area of the college curriculum. To earn “Honors” credit, additional assignments/projects will be required.

Prerequisite: Successful completion of Accounting 1

<table>
<thead>
<tr>
<th>Accounting I</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Honors</td>
</tr>
<tr>
<td>Use Accounting Level 1 Textbook as a guide through concepts throughout the course</td>
<td>Use Accounting Level 1 Textbook and additional resources as guides through concepts throughout the course</td>
</tr>
<tr>
<td>Students are expected to complete application problems pertaining to each chapter</td>
<td>Students are expected to complete application problems and additional challenge problems for each chapter</td>
</tr>
<tr>
<td>Students are expected apply concepts through in-class exercises and problems completed in class</td>
<td>Students are expected to apply concepts through completing cases for critical thinking for each chapter</td>
</tr>
<tr>
<td>Students will participate in exercises and activities based on business and accounting concepts through daily reflections</td>
<td>Students will show understanding of concepts through daily reflections and projects (one per marking period) based on business and accounting concepts/topics</td>
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<tr>
<th>Accounting II</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Honors</td>
</tr>
<tr>
<td>Use Advanced Accounting Textbook as a guide through concepts throughout the course</td>
<td>Use Advanced Accounting Textbook and additional resources as guides through concepts throughout the course</td>
</tr>
<tr>
<td>Students are expected to complete application problems pertaining to each chapter</td>
<td>Students are expected to complete application problems and additional challenge problems for each chapter</td>
</tr>
<tr>
<td>Students are expected apply concepts through in-class exercises and problems completed in class</td>
<td>Students are expected to apply concepts through completing cases for critical thinking for each chapter</td>
</tr>
<tr>
<td>Students will participate in exercises and activities based on business and accounting concepts through daily reflections</td>
<td>Students will show higher level of understanding through daily reflections and projects (one per semester) based on business and accounting concepts/topics</td>
</tr>
</tbody>
</table>
The Academic and Honors English curriculum utilizes an integrated approach to language built on a collection of non-fiction and fiction. The reading selections provide a mixture of genres with an array of cultural perspectives. Teachers use core texts to model strategies that serve as the “heart” of reading and writing workshops. Students will be provided opportunities to strengthen their understanding, analysis, and evaluation of texts while developing and honing their own writing craft. Over the course of four years, students will learn to read like writers and to write like readers.

#0120/0122 - Language, Literature & Writing I (GRADE 9) Honors/Academic Levels

#0220/0222 - Language, Literature & Writing II (GRADE 10) Honors/Academic Levels

#0320/0322 - Language, Literature & Writing III (GRADE 11) Honors/Academic Levels

#0420/0422 - Language, Literature & Writing IV (GRADE 12) Honors/Academic Levels

These courses will follow a curriculum that will focus on Pennsylvania Common Core Standards. Course content will focus on reading informational texts, reading works of literature, writing, and speaking and listening skills. Writing modes such as narrative, process analysis, compare/contrast, classification, and argumentation will be taught. Additionally, students will be asked to respond in writing to literature, to conduct research, and to consider the credibility and validity of written sources. Selected short and extended works of non-fiction and fiction will guide student instruction, providing the students with the skills necessary to meet the PA Common Core Standards and be successful on Keystone Exams. Throughout the year, certain texts will be used in both the Academic and Honors Levels of instruction. However, key characteristics differentiating these levels will include: reading level of supplemental materials, pacing, expectations of workload, and expected work product.

Prerequisite for the honors course: teacher recommendation.

Prerequisite for Social Lab includes completion of 3.0 credits in English, 3.0 credits in Social Studies, 2.0 credits in Mathematics, 2.0 credits in Science and three years of physical education.

#0400/#0300 - LANGUAGE, LIT & WRITING III - GIFTED (GRADES 9-10)

Yearlong Course

Honors Level

The ninth and tenth grade course is an interdisciplinary approach with participating English and Social Studies teachers. The program consists of two parts: content and enrichment. Curriculum content specific to English will be determined biannually and will be relative to the honors curriculum of the given year. A strong emphasis will be placed on the analysis, synthesis, and evaluation of literature as well as various genres of writing. Additionally, public speaking opportunities will be provided. Advanced language skills are highly recommended. Key characteristics differentiating the honors level from the English portion of the Gifted program will include: reading level of supplemental materials, pacing, expectation of workload, and expected work product. The Gifted program will be taught to enrich the needs of gifted students who have proven to be at an advanced level on state and local testing. Class time is split with the enrichment portion of the program and will consist of team-taught, interdisciplinary thematic units. Overall, the Gifted program is accelerated and condensed. LANGUAGE, LIT & WRITING I - GIFTED will be offered in school year 2020-2021.

#0690 - AP ENGLISH/LANGUAGE—(GRADE 11)

Yearlong Course

Honors Level

The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will study theories of language and read from several genres and periods and will consider structure, meaning, value and the relationship of a text both to modern times and to the time in which it was written. Writing assignments will focus on the critical analysis of text and will include essays of exposition and argument. All of the language arts will be emphasized: reading, writing, speaking, listening and viewing. Prerequisite: Grade of ‘A’ or ‘B’ in the present honors level English course and a recommendation from the present English teacher.

#0691 - AP ENGLISH/LITERATURE (GRADE 12)

Yearlong Course

Honors Level

This year-long AP course is designed for motivated, capable seniors with a high interest in literary studies. Sharpening literary analysis skills and enriching the quality of expository writing are the two main objectives. Poetry, drama and prose will be studied in detail. Challenging writing assignments will be given which will be completed both in class with time limitation and at home requiring extensive preparation. By the end of the year, pupils will be prepared to take the Advanced Placement English examination that may qualify them for advanced standing in college. In addition, the course provides an excellent foundation for college studies. Prerequisite for 12th grade AP Lit: A “B” or better in 11th grade AP Lit or an “A” in honors-level English.
It is highly recommended that students entering the honors course should have earned proficient or advanced on Keystone/PSSA test and minimally a B in a previous honors course or minimally an A in academic. Honors is a more rigorous course with a quicker pace and greater workload than the Academic level. Reading selections that serve as the basis for instruction in honors will at times be more complex and approaches to these texts will require proficient reading comprehension skills.

<table>
<thead>
<tr>
<th>9th Grade Academic</th>
<th>9th Grade Honors</th>
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<tbody>
<tr>
<td>Marking period grade breakdown:</td>
<td></td>
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<tr>
<td>Assessments: 85% of MP grade</td>
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<tr>
<td>Academic responsibility: 15% of MP grade</td>
<td></td>
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<tr>
<td>Reading:</td>
<td></td>
</tr>
<tr>
<td>Extended Fiction: The House On Mango Street, No Fear: Romeo and Juliet, and Night.</td>
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</tr>
<tr>
<td>Students will be expected to read independently and/or as part of a group with additional works of fiction</td>
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<tr>
<td>Non-fiction modes from Back to the Lake: students will read on average 2 selections per mode.</td>
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</tr>
<tr>
<td>Students will be expected to read independently. Class time will occasionally be provided.</td>
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<tr>
<td>Class activities will include reading strategies for fiction and nonfiction that help with comprehension and that will lead to a greater understanding of the central idea of the text.</td>
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<tr>
<td>Writing:</td>
<td></td>
</tr>
<tr>
<td>Students will write at least one process-driven essay per marking period (descriptive essays, exemplification, process analysis and compare and contrast).</td>
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<tr>
<td>Foundational essay elements (introduction, body, and conclusion) will be included in instruction to aid students in achieving proficiency.</td>
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<tr>
<td>Students will frequently respond in writing to demonstrate knowledge and understanding.</td>
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<tr>
<td>Writing instruction will focus on content to ensure essential essay elements are included.</td>
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<th>10th Academic</th>
<th>10th Honors</th>
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<tbody>
<tr>
<td>Marking period grade breakdown:</td>
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<tr>
<td>Assessments: 85% of MP grade</td>
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<tr>
<td>Academic responsibility: 15% of MP grade</td>
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<tr>
<td>Reading:</td>
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<tr>
<td>Extended fiction: Catcher in the Rye and No Fear: Othello</td>
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<tr>
<td>Students will be expected to read independently and/or as part of a group additional works of fiction</td>
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<tr>
<td>Non-fiction reading modes from Back to the Lake will include on average 3 selections per mode.</td>
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<tr>
<td>Students will be expected to read independently. Class time will occasionally be provided.</td>
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<tr>
<td>Class activities will include reading strategies for fiction and nonfiction that help with comprehension and that will lead to a greater understanding of an author’s purpose and approach.</td>
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<tr>
<td>Writing:</td>
<td></td>
</tr>
<tr>
<td>Students will write at least one process-driven essay per marking period (classification, definition, cause and effect, literary analysis, and argumentation).</td>
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<tr>
<td>Basic essay elements (introduction, body, and conclusion) will be included in instruction to aid students in achieving proficiency.</td>
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<tr>
<td>Students will write to demonstrate knowledge and understanding.</td>
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<tr>
<td>Writing instruction will focus on content and mechanics.</td>
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<tr>
<th>10th Honors</th>
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<tbody>
<tr>
<td>Marking period grade breakdown:</td>
<td></td>
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<tr>
<td>Assessments: 90% of MP grade</td>
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<tr>
<td>Academic responsibility: 10% of MP grade</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
</tr>
<tr>
<td>Extended Fiction: The House on Mango Street, Folgers: Romeo and Juliet, Night, and Slaughterhouse Five.</td>
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</tr>
<tr>
<td>Students will be expected to read independently and/or as part of a group with additional works of fiction.</td>
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</tr>
<tr>
<td>Non-fiction modes from Back to the Lake: students will read on average 3 selections per mode.</td>
<td></td>
</tr>
<tr>
<td>The majority of assignments are expected to be read independently. Limited class time will be provided.</td>
<td></td>
</tr>
<tr>
<td>Class activities will include reading comprehension strategies but will focus on analysis and interpretation of literature and nonfiction in order to understand how the author conveys the central idea of the text.</td>
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<tr>
<td>Writing:</td>
<td></td>
</tr>
<tr>
<td>Students will write at least one process-driven essay per marking period (descriptive essays, exemplification, process analysis and compare and contrast.)</td>
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<tr>
<td>Second semester will focus on extracting accurate and effective supporting evidence for their analysis.</td>
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<tr>
<td>Students will frequently respond in writing to demonstrate knowledge and understanding.</td>
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<tr>
<td>Writing instruction will seek to advance student skills beyond essential essay elements.</td>
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</tr>
</tbody>
</table>

Typically, two teachers will be in the classroom, co-teaching and parallel teaching, for students in need of additional support in and out of class.
It is highly recommended that students entering honors should have earned proficient or advanced on Keystone/PSSA and minimally a B in previous honors course or minimally an A in academic. Honors is a more rigorous course with a quicker pace and greater workload than the Academic level. Reading selections that serve as the basis for instruction will at times be more complex and approaches to these texts will require proficient reading comprehension skills. Class instruction will facilitate higher level analysis, synthesis, and evaluation skills.

<table>
<thead>
<tr>
<th>11th Academic</th>
<th>11th Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically, two teachers will be in the classroom, co-teaching and parallel teaching, for students in need of additional support in and out of class.</td>
<td>Marking period grade breakdown: Assessments: 90% of MP grade Academic responsibility: 10% of MP grade</td>
</tr>
<tr>
<td>Marking period grade breakdown: Assessments: 85% of MP grade Academic responsibility: 15% of MP grade</td>
<td>Reading: Class readings will include a major work each quarter. In the third marking period, students will have a menu of plays to choose from and will work within groups to study the play. Students will be expected to read independently and/or as part of a group. Additional fiction and nonfiction readings will come from the class text, <em>Language of Composition</em>. Students should be prepared to learn reading strategies for fiction and nonfiction that will help with comprehension and that will lead to greater analysis of an author’s purpose and approach.</td>
</tr>
<tr>
<td>Reading: Class readings will include a major work each quarter. In the third marking period, a common play will be read. Students will be expected to read independently with consistent classroom support and/or as part of a group. Additional fiction and nonfiction readings will come from the class text, <em>Language of Composition</em>. Students should be prepared to learn reading strategies for fiction and nonfiction that will help with comprehension and that will lead to greater analysis of an author’s purpose and approach.</td>
<td>Writing: Students are expected to write essays independently. With frequent classroom support, students will craft a 3-4 page literary criticism paper using primary and secondary sources and a 5-7 page researched position paper.</td>
</tr>
<tr>
<td>Writing: Students are expected to write essays independently. With frequent classroom support, students will craft a 3-4 page literary criticism paper using primary and secondary sources and a 5-7 page researched position paper.</td>
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<tr>
<th>12th Academic</th>
<th>12th Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically, two teachers will be in the classroom, co-teaching and parallel teaching, for students in need of additional support in and out of class.</td>
<td>Marking period grade breakdown: Assessments: 90% of MP grade Academic responsibility: 10% of MP grade</td>
</tr>
<tr>
<td>Marking period grade breakdown: Assessments: 85% of MP grade Academic responsibility: 15% of MP grade</td>
<td>Students read independently at or above grade level and apply self-monitoring strategies. Students summarize and analyze fiction and non-fiction texts. Students apply a critical lens (psychoanalytic, historical/social) when reading fiction texts. Students independently interpret symbolism. Students recognize advanced rhetorical strategies (anaphora, juxtaposition, parallelism, etc.) in argumentation.</td>
</tr>
<tr>
<td>Students read at grade level independently or with support and prompting to apply self-monitoring strategies. Students summarize and analyze fiction and non-fiction texts. Students explain well-known symbols in literature (Cockroach, Green Light). Students identify basic rhetorical strategies (figurative language, diction, repetition) in argumentation.</td>
<td>Writing: Students will write multi-paragraph essays that combine several modes of writing. Students will independently choose organization patterns and rhetorical strategies to address task, audience, and purpose. Students will independently choose and incorporate sources and follow MLA formatting guidelines. Students will observe conventions of Standard Written English and enhance writing with advanced grammatical patterns such as compound-complex sentences punctuated with semi-colons.</td>
</tr>
<tr>
<td>Writing: Students will write five-paragraph essays that combine narration, description, and argumentation. Students will use rhetorical strategies such as figurative language and diction to address task, audience, and purpose. Students will incorporate sources and follow MLA formatting guidelines. Students will observe conventions of Standard Written English and develop sentence fluency.</td>
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</tbody>
</table>
ELECTIVES

#0835 - CREATIVE WRITING - (GRADES 9-12)
Semester Course
Academic Level
Course emphasis is on “thinking outside the box,” exploring words and language, and using the environment to generate writing. Students will expand their thinking, hone their writing skills, and tap into their creativity. Students taking this course should enjoy writing.

#0836 - PUBLIC SPEAKING - (GRADES 9-12)
Semester Course
Academic Level
Students will gain an understanding of communications and obtain an awareness of their own communication abilities. In addition, students will hone presentation skills through formal, informal, and impromptu speeches. Class participation is a must!

#0853 - JOURNALISM TODAY - (GRADES 9-12)
Semester Course
Academic Level
This course is intended as a basic survey in journalism. Its purpose will be to give the student a broad yet incisive picture of the most important phases of the newspaper world and of the essentials of journalism. Emphasis will be placed on the fundamentals of journalistic technique, including the news story, interviewing, ethics, the feature story, and the editorial. Students taking this course should enjoy writing. Direct links will be developed between the work in the classroom and the work in publication of the school newspaper, The Trojan Times.

#0854 - YEARBOOK - (GRDAES 10-12)
Semester Course
Academic Level
The Yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the school yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, production, reporting, headline, writing, captions, editing, photography, typography, design, graphics, finances, yearbook campaign, advertising and distribution. Actual work results in the current volume of the high school yearbook. The publication strives to maintain a tradition of excellence in which the school and community can take pride.

#0855 - ACTOR'S WORKSHOP - (GRDAES 9-12)
Semester Course
Academic Level
Students will explore the actor's craft in Actor's Workshop. During the first marking period, they will participate in activities that emphasize cooperation, sensory observation and recall, concentration, and imagination. During the second marking period, students will perform scenes focusing on voice, body language and characterization. Consistent attendance is crucial, as daily participation is an important part of the student's grade. In addition, students should expect to do homework that may include memorization and to perform in front of classmates almost daily.

#0856 - BRITISH WRITERS/AMERICAN HUMAN (GRADES 11-12)
Semester Course
Academic Level
This survey course focuses on the origins and development of British and American literature. Reading and analysis of Britain's literary giants will be juxtaposed with the literature of twent}-
The Family and Consumer Science curriculum provides an opportunity for all students to develop skills and knowledge related to the areas of foods and family life education. Students are encouraged to explore both areas of Family and Consumer Science.

#7210 - NUTRITION AND FOOD PREPARATION  
(GRADES 10-12)  
Semester Course  
Academic Level  
This course is for students with an interest in cooking. This course presents the basic principles, fundamental techniques and cooking skills used in preparing fruits, vegetables, meats, baked goods and dairy products through lecture, demonstration and actual student preparation of food. Emphasis is placed on safety, nutrition and measuring.

#7328 - BAKING & CONVENIENCE FOODS  
(GRADES 10-12)  
Semester Course  
Academic Level  
This course is designed for students who want to further their learning in cooking. The course is designed to refine previously-learned skills and techniques related to food preparation. Major emphasis is placed on use of convenience foods and portable appliances as well as meal preparation and consumer education.

Prerequisite: Successful Completion of Nutrition and Food Preparation.

#7348 - GOURMET & INTERNATIONAL FOODS  
(GRADES 11-12)  
Semester Course  
Academic Level  
This course is designed for students with a high interest in developing culinary skills. The course is designed to refine previously-learned skills and techniques related to food preparation. Major emphasis is placed on use of cooking techniques as they are using in preparing gourmet and international foods.

Prerequisite: Successful Completion of Nutrition and Food Preparation.

#7468 - CHILD DEVELOPMENT & PARENTING I  
(GRADES 10-12)  
Semester Course  
Academic Level  
This class explores the realities of parenting and the real world of children. Understanding of both the child and the caregiver is included as students learn about key intellectual, physical and social, emotional, and moral development stages of infants, toddlers and preschoolers. Students will explore and discover topics relating to the family and caregivers, such as the different types of families, household decision making, and career explorations. Formal observation of children and active participation in W.E.L.L. program (Wissahickon Early Learning Lab) are important requirements.

#7478 - CHILD DEVELOPMENT & PARENTING II  
(GRADES 11-12)  
Semester Course  
Academic Level  
This course will be a continuation of Child Development and Parenting I. Observation of children, planning and participation in the W.E.L.L. program are requirements. Careers in early childhood are explored. Students learn about prenatal development and apply concepts learned in Child Development I to construct educational and appropriate W.E.L.L. activities. Students take lead in planning, preparing, instructing, and reflecting on lessons and activities within the Wissahickon Early Learning Lab.

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

CALCULATOR INFORMATION

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

#2210 - ALGEBRA 1B - (GRADE 9)
Yearlong Course
Academic Level
Algebra 1b is designed to be a continuation of the 8th grade Middle school Algebra 1a course. Topics to be covered include: exponents, polynomials and factoring, probability, rational expressions, and linear equations. 
Prerequisite: Completion of Algebra 1a (Grade 8)

#2212 - ALGEBRA I - (GRADE 9)
Yearlong Course
Academic Level
This course gives students a solid foundation in algebraic concepts. Emphasis will be placed on solving and graphing linear equations, radicals, factoring and probability and applications of these theories. Students will also have an introduction to functions.

#2311 - GEOMETRY - (GRADES 9-10)
Yearlong Course
Honors Level
This course is designed for students in the honors mathematics program. Topics in this course will include an in-depth study of direct proof, coordinate proof, and exposure to indirect proof. Students are expected to write conjectures and construct valid arguments to support their reasoning throughout the course. Key topics will include transformations, coordinate geometry, solid geometry, trigonometry, and probability. Scientific or graphing calculators are required.

#2312 - GEOMETRY - (GRADES 9-11)
Yearlong Course
Academic Level
Aligned to the Common Core Curriculum for high school geometry, this course explores congruence and similarity through transformations on the coordinate plane. Topics in this course will include coordinate geometry, coordinate proofs, direct proofs, proof and application of key Euclidean Geometry Theorems, right triangle trigonometry, solid geometry, and probability models. Scientific or graphing calculators are required for this course.

#2411 - ALGEBRA II - (GRADES 9-12)
Yearlong Course
Honors Level
This course is designed for students in the honors mathematics program. This course will cover all topics in regular Algebra II plus an in-depth survey of polynomial functions, sequences, series, exponential functions, and logarithms. The Texas Instruments TI-84 graphing calculator is required for this course. 
Prerequisite: Grade of B or better in Algebra I and Honors Geometry.

#2412 - ALGEBRA II - (GRADES 9-12)
Yearlong Course
Academic Level
This course is designed as a sequel to Algebra I and Geometry at the Academic level and will provide students with a comprehensive review and in-depth study of topics such as graphing relations and functions, radicals, radical equations, complex numbers and logarithms. A Texas Instruments TI-84 graphing calculator is required for this course.

#2505 - MATHEMATICAL APPLICATIONS - (GRADE 11-12)
Yearlong Course
Academic Level
This course is designed to be discussion oriented and to have students focus on the statistical thinking behind data gathering and interpretation of those results. The course will consist of 4 themes: producing data, organizing data, chance and probability and inference. This course cannot be taken as a third credit of math in lieu of Algebra II. Students taking this course are required to have a TI-84 calculator.

#2542 - PROBABILITY & STATISTICS - (GRADES 11-12)
Yearlong Course
Academic Level
This course is designed as a hands-on approach for the liberal arts math student. The course will show how math is used outside of the classroom. Specifically, students will be introduced to applications involving Algebra (personal finance), geometry (including design principals), probability and statistics, as well as graph theory applications. 
Prerequisite: Successful completion of Algebra II.

#2712 - CALCULUS - (GRADES 11-12)
Yearlong Course
Honors Level
The course content is similar to Advanced Placement Calculus. However, the pace is slower and students are not prepared for the AP Examination because of the pace and concentration on algebraic topics. Differential and integral calculus are covered in this course and emphasis is placed on applications. The TI-84 graphing calculator is required. 
Prerequisite: A grade of B or better in Pre-Calculus
MATHEMATICS

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

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#2611 - PRE-CALCULUS - (GRADES 9-12)
Yearlong Course
Honors Level
This course prepares students to take Advanced Placement Calculus. The course uses a graphic approach and students must have a graphing calculator. The Texas Instrument TI-83+ or TI-84 graphing calculator is required and will be used by the instructor. Topics included are mathematical modeling, analysis of polynomial and rational functions, trigonometry, polar coordinates. Students will learn traditional approaches to problems as well as graphing methods which will allow a greater range of real-life problem situations.
Prerequisite: A grade of B or better in Algebra II Honors.

#2612 - PRE-CALCULUS - (GRADES 10-12)
Yearlong Course
Academic Level
Students will explore working with functions using a graphical approach, a numerical approach, a verbal approach or a strictly analytic approach. More importantly, they should understand the relationship between all of them. Pre-calculus requires the use of a graphing calculator (The TI-84 is required). Topics included are functions, transformations, mathematical modeling, analysis of polynomial and rational functions, exponential and logarithmic functions and trigonometry. This course is required for any student planning on taking Calculus honors.
Prerequisite: A grade of B or better in Algebra II Academic.

#2711 - ADVANCED PLACEMENT CALCULUS I
(GRADES 10-12)
Yearlong Course
Honors Level
This course is designed for students who have successfully completed Honors Pre-Calculus. Course content includes limit theory, differential calculus, integral calculus and introductory to differential equations. Applications in each of these areas are included. The Texas Instruments TI-84+ graphing calculator or equivalent is required for this course. Prerequisite: B or better in Pre-Calculus H or completion of H Calculus.

#2751 - ADVANCED PLACEMENT CALCULUS II
(Grades 11-12)
Yearlong Course
Honors Level
This course is designed for students who have completed AP Calculus I. This course covers such topics as analysis of vectors, parametrics, polar, functions, infinite series and differential equations. Applications using the definite integral will be stressed. Students who are undecided between AP Calculus II and AP Statistics should make the decision based upon the direction they see themselves moving toward in college. Students who have successfully completed AP Calculus I and have an interest in Math/Science/Engineering as a career should take AP Calculus II. Students not wishing to pursue the Math/Science/Engineering careers would benefit more from AP Statistics as it is a more global type of course. Graphing calculator is required.
Prerequisite: AP Calculus I

#2791 - ADVANCED PLACEMENT STATISTICS
(GRADES 11-12)
Yearlong Course
Honors Level
This course is designed for students who wish to receive advanced placement credit for a one-semester introductory college statistics course. A course similar to this is usually required of students majoring in a social science, health science and/or business curriculum. Science, engineering and mathematics majors can use this course as effective preparation for an upper-level calculus-based course in statistics. The course will consist of four broad-based conceptual themes:
- Exploring Data: Observing patterns and departures from patterns
- Planning a Study: Deciding what and how to measure
- Anticipating Patterns: Producing models using probability theory and simulation.
- Statistical Inference: Confirming models
Students who have room in their schedule have doubled up successfully with AP Calculus II and AP Statistics. They are very different courses. Statistics lends itself to the social sciences and is a more discussion-oriented class than Calculus.

ELECTIVES

#2858 - SAT MATHEMATICS PREPARATION -
(GRADES 10-12)
Semester Course
Academic Level
This course is for all students planning to take and/or retake the SAT's. Both the content of the exam and the strategies for success will be conveyed. Students will receive direct instruction, regular practice and individualized help to learn skills such as problem-solving and reasoning that are needed to reach their maximum potential score on the SAT test. This course is recommended for students who have completed courses in Algebra and Geometry. Students will receive 0.5 credit. This is an elective course and cannot be taken as Mathematics credit for graduation.
## MATHEMATICS

### Geometry

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving is completed independently or part of a group with classroom support provided on a consistent basis.</td>
<td>Problem solving independently and/or part of a group. Students will be independently writing formal proofs.</td>
</tr>
<tr>
<td>More review of algebraic or geometric concepts.</td>
<td>Greater depth of Geometry topics explored within a given unit. Additional topics include the Law of Sines and Cosines, and work on probability in depth.</td>
</tr>
<tr>
<td>Emphasis will be on solving basic equations with some higher order equations and applications.</td>
<td>Emphasis will be on solving higher order equations and applications.</td>
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### Algebra 2

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
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</thead>
<tbody>
<tr>
<td>More review of algebraic or geometric concepts.</td>
<td>Less emphasis on review of concepts. Students will be exploring extensions of the parent functions, natural log and graphing quadratic inequalities.</td>
</tr>
<tr>
<td>Emphasis will be on solving basic equations with some higher order equations and applications.</td>
<td>Emphasis will be on solving higher order equations and applications.</td>
</tr>
<tr>
<td>Technology will be used periodically throughout the course to enhance the learning.</td>
<td>Technology is an integral part of the learning experience.</td>
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## Pre-Calculus

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
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</thead>
<tbody>
<tr>
<td>More review of algebraic or geometric concepts.</td>
<td>Less emphasis on review of algebraic topics. Students will investigate vectors, limits, polar, and parametric equations.</td>
</tr>
<tr>
<td>Emphasis will be on solving basic equations with some higher order equations and applications.</td>
<td>Emphasis will be on solving higher order equations and applications.</td>
</tr>
<tr>
<td>Technology will be used periodically throughout the course to enhance the learning.</td>
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</tr>
</tbody>
</table>
Wissahickon School District Flow Chart of Math Courses

Pre-Algebra → Algebra 1A → Algebra 1B

- Algebra I
- Geometry

Algebra II → Pre-Calculus, Mathematical Applications, Probability and Statistics, AP Statistics

- Calculus H
- AP Calculus 1*

AP Calculus 2

*Pre-Calculus Honors must be taken as a pre-requisite for this class
Band, Chorus and String Ensemble may be taken as Honors courses in grades 10, 11 and 12. Students who meet the following criteria may participate in performing groups on an honors basis with the approval of the director. The student must:

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

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

### #8600/8603 - BAND - (GRADES 9-12)
#### Yearlong/Semester Course
#### Academic/Honors Levels
Band is open to students who play a woodwind, brass, or percussion instrument. Students are required to study, practice, rehearse and perform musical selections. A historical perspective and styles of music will be discussed. The band performs in school and community concerts and ceremonies. Band members are urged to join the marching unit and are eligible for orchestra, jazz band, select ensembles and Montco Band. 10th through 12th grade students are also eligible for PMEA Band Orchestra. Band may be taken once each semester. If interested in Honors level instruction, please see instructor for details.

### #8602/8605 - STRING ENSEMBLE - (GRADES 9-12)
#### Yearlong/Semester Course
#### Academic/Honors Level
String Ensemble is open to all students who perform on a stringed instrument. Emphasis includes solo literature, chamber music, string quartet, string ensemble and orchestra repertoire. String Ensemble may be taken each semester and string players are expected to participate in all string activities at their ability level. Performances include the Winter and Spring Concerts, District String Concert and concerts by special request from outside groups. String Ensemble members are strongly encouraged to join the Symphony Orchestra and are eligible for Montco String Orchestra, Pit Orchestra and PMEA Orchestra. If interested in Honors level instruction, please see instructor for details.

### #8601/8604 - CHORUS - (GRADES 9-12)
#### Yearlong/Semester Courses
#### Academic/Honors Levels
Vocal opportunities are offered to students of all ability levels. Singers will perform challenging four-part music often in conjunction with movement and staging. Curriculum also includes sight singing, performance etiquette and critical listening. Chorus should be scheduled for both semesters and all singers are expected to participate in one curricular evening concert per semester, in addition to occasional outside performances. Multiple sections of vocal ensembles will be arranged dependent upon numbers, abilities and interest of students who register. Students will be independently assessed on repertoire. If interested in Honors level instruction, please see instructor for details.

### #8660/8661/8662/8663 - MUSIC HISTORY - (GRADES 9-12)
#### Yearlong/Semester Course
#### Academic/Honors Level
This course will introduce students to major composers, conventions, styles and eras of our Western Classical tradition as well as folk idioms indigenous to the United States. In addition, Blues, Jazz and popular music will be explored. Major schools of thought regarding composition and songwriting as well as their historical contexts will also be introduced. From Bach to the Beatles to Beyonce.

### #8611/8614 - VOICE LAB - (GRADES 11-12)
#### Yearlong/Semester Courses
#### Honors Level
Within a Repertoire Workshop environment students will learn and practice the art of solo performance while studying vocal literature spanning European Art Songs, traditional American genres and more contemporary pieces. Students will learn how to research, translate, rehearse and present the written melody. They will perform as soloists for their peers, while giving, receiving and applying critical comments. Songs in a number of languages and cultures will be introduced. Students will also learn the International Phonetics Association characters, a means of communicating the correct pronunciation of all languages and sounds. the mission of the course is to give the student a professional and pragmatic approach to solo vocal performance. Rehearsal and performance etiquette will be studied and practiced. It is recommended that Voice Lab be taken for the entire year. However, if necessary, Voice Lab may be taken once each semester. Prerequisite: Students in Grade 11 and 12 who have completed two semesters of Chorus and receive the approval of the instructor. Grade 10 students only under special recommendation of the instructor and guidance counselor.

### #8651 - MUSIC THEORY & TECH - (GRADES 9-12)
#### Yearlong Course
#### Honors Level
Those students who wish to become involved in the pursuit of current musical practices and theories should consider this course. These include standard notation literacy, aural awareness (perception of melodies and harmonies and their transcription to the written notation), the recognition and practices of the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form), practices in composition and arranging and historical studies of the aforementioned. This course will prepare the student to read, perform, arrange and compose music via interdisciplinary classes, analysis of traditional and contemporary music, original composition and the performance of those compositions. Students will become proficient in cutting-edge music publication software (Sibelius) and the methods of applying that knowledge in both professional and casual music forums.
Student musicians who play guitar or who want to start should enroll in this course. All ability levels are welcome. Basic chords, melodies, and repertoire will be covered. The Academic course will cover Chords, melodies, repertoire, basic major and minor folk and basic rock styles. The Honors course will include the same information as the Academic course plus more advance harmonies, voicings, jazz, classical, progressive and guitar ensembles.
PHYSICAL EDUCATION AND HEALTH

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

PHYSICAL EDUCATION AND HEALTH REQUIREMENTS:
♦ 9th grade - Wellness (Full year course)
♦ 10th grade - one semester of Physical Education elective
♦ 11th grade - 11th grade Health
♦ 12th grade - one semester of a Physical Education elective

#9000 - 9th GRADE WELLNESS - (GRADE 9)
Yearlong Course
Academic Level
This is a required course where students will earn .5 credits for Health and .5 credits for Swimming and Physical Education for successful completion of all course requirements. The Health course will be divided into 8 units: Making Healthy Decisions, Mental Health, Social Health, Physical Fitness, Substance Abuse, Nutrition, Fitness, and a culminating "5 Year Wellness Plan Project". Students will set personal goals, discuss relevant topics such as cyber bullying, student anxieties, cooperative learning, developing a personal fitness program and other projects. The Aquatic activities will include but not limited to the four basic swim strokes (freestyle, breaststroke, elementary backstroke, elementary backstroke and competitive backstroke), treading water, basic rescue skills, snorkeling, kayaking and recreational games such as water polo. Students will be responsible for their bringing their own swim suit, towel, bathing cap (optional) and combination lock. Short sleeve t-shirts may be worn over bathing suits. In the physical setting the students will demonstrate health and skill related fitness components, cooperative activities, and other activities to promote a healthy fitness lifestyle. Activities will include fitness, lifetime, and team sports using the outdoors facilities on the turf, indoors in the gym and the Fitness room equipment, such as weight machines, free weights, elliptical, treadmills, steppers, bicycles, rows and heart rate monitors. Fitness tests, written and practical assessments will be administered throughout the semester.

#9200 - HEALTH - (GRADE 11)
Semester Course
Academic Level
Healthful Living will prepare students to make educated, health decisions as they assume responsibilities for themselves, their family, and the community. The course is divided into three main units including Diseases of Modern Living, Mental Health and Human Sexuality. Healthful Living offers the American Red Cross CPR/AED 2 year certification, it will address the importance of good mental wellness by covering topics such as peer pressure and society demands. The course includes common mental illnesses, including teen depression. Human Sexuality will address fetal development, healthy relationships, and STIs. The National and State Health Standards are addressed. Throughout this course the common theme will be to install in the students the importance of making proactive, well informed, educated decisions that will carry them throughout life.

Health is a requirement for graduation. This course meets 4 days in a 6 day cycle for one semester.

#9505 - ADAPTIVE PHYSICAL EDUCATION (GRADE 9-12)
#9506—PE PALS (ADAPTIVE PE) (GRADE 10-12)
Semester / Yearlong Course
Academic Level
The student who has a medical clearance from Physical Education will be given alternative activities to demonstrate and practice during their regular Physical Education class. The activities performed will be discussed and cleared prior to participation by the physician, parents and PE teacher. PE PALS is a semester course that combines students across the high school including autistic support, functional learners and regular ed students. PE PALS meets 4 times in 6 day cycle. Students receive their physical education credit - but most importantly students are making connections, working together and are learning valuable life lessons! Students signing up for this course will be working closely with students with special needs. Some responsibilities will include one to one support, modeling, leading warm ups and class activities, set up, clean up and overall tasks to ensure that the class is safe, educational and fun for the special needs’ of all students participating. Who should sign up for this course? Students interested in working in special education, physical therapy, occupational therapy, child care or who have a love for helping others.

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

#9570 - ADVENTURE EDUCATION
Semester Course
Academic Level
Adventure Education uses human-powered indoor and outdoor pursuits to help students learn about interpersonal and intrapersonal relationships. Some of the activities and challenges students will encounter include problem solving, teamwork, communication, and successfully completing group initiatives which will ultimately directly affect their own success and challenge them to grow by overcoming perceived limitations. This course is designed with the problem solver in mind offering life lessons which have tremendous carry-over potential that can be applied to a variety of life enhancing applications. During the semester, mountain bikes will be utilized to meet our requirements of a fitness unit. The bikes are used to enhance individual levels of fitness in areas of muscular strength, as well as muscular and cardiovascular endurance. Recreational Aquatic activities such as raft building and kayaking will be implemented in the natatorium. Students are expected to apply and demonstrate the skill sets learned during the semester while engaging in interactive activities. A written final exam will account for 20% of the overall grade.
#9572 - DANCE FUSION
Semester Course  
Academic Level
This course is for the student who loves dancing and moving to music in a variety of ways. Dancing will provide students with lifetime activity skills, methods, and terminology for contemporary and ballroom dance styles such as but not limited to: Country, Hip Hop, Foxtrot, Swing, Square Dance, Latin, Waltz, Zumba and other international dances in both line and partner formations. Students will learn to choreograph, demonstrate and teach dance routines. Dance steps will also be fused with body movements in various dynamics and on different levels to music using props such as hula hoops, scooters, balls, drums. The students will be engaged in dance/fitness based activities that will enhance individual levels of fitness in areas of muscular strength, muscular endurance, flexibility, and cardiovascular fitness. Some of the activities will include yoga, Pilates, kickboxing, jump roping, and parachute.

#9574 - RACQUET SPORTS
Semester Course  
Academic Level
The course is designed for the student who wants to engage in a lifetime physical education experience and expresses an interest and desire to become proficient in the skills and knowledge for tennis, badminton, pickle ball, floor hockey, Floorball, soccer, ultimate Frisbee, volleyball and physical fitness. Emphasis will be given on learning and refining skills and an increased level of competitiveness. Students will be expected to apply and demonstrate the basic skills. Classes will consist of instruction, demonstration of learned skills, rallying and competitions. At the end of each unit there will be matches played in a round robin style tournament.

#9576 - LIFETIME ACTIVITIES
Semester Course  
Academic Level
This course will enable students to engage in lifetime activities such as Golf, Disc Golf, Volleyball and more. Other activities may include "backyard" activities such as pickle ball, volleyball, badminton, bocce ball, Frisbee, fitness walking and hiking. Emphasis will be given to learning and refining the basic skills used in each activity as well as learning the rules, etiquette and safety concerns for each activity. Students will be expected to apply and demonstrate the basic skills.

#9578 - COMPETITIVE SPORTS
Semester Course  
Academic Level
This physical education class is for those students who want to make a serious commitment to their physical well-being in a competitive environment. The class emphasizes cardio respiratory efficiency, muscular strength, and muscular endurance. It is designed to enhance flexibility, help students understand body composition, develop positive attitudes, and responsible habits. Students will have the opportunity to learn the fundamentals of a variety of fall, winter and spring team sports. Emphasis will be placed on the basic skills, rules, strategies, scorekeeping, good sportsmanship. Students will be expected to apply and demonstrate the learned skills in each activity.

#9580 - ELITE COMPETITIVE SPORTS
Semester Course  
Academic Level
The course is designed for the students who wants to engage in an accelerated lifetime physical education experience. This course will focus on a student's desire to become advanced in the skills and knowledge of badminton, pickle ball, floor hockey, Flag Football, soccer, ultimate Frisbee, volleyball and physical fitness. Emphasis will be given on learning and refining skills and an increased level of competitiveness. Students will be expected to be highly motivated to compete on a higher level. Teamwork will be a focus for all units. Many of the classes will have instructional time and skill practice. This course requires permission from a Physical Education staff member. At the end of each unit there will be matches played in a round robin style tournament. A Fitness unit will consist of fitness based activities that will enhance individual levels of muscular strength, muscular endurance, flexibility and cardiovascular fitness. Fitness activities may include but not limited to core training, cardiovascular fitness machines, weightlifting, cross-training, flexibility routines, and body weight resistance exercises.
#9583- FITNESS
Semester Course
Academic Level
This course is designed to engage students in a variety of lifetime fitness activities. They will learn the proper use, care and safety of all equipment, proper training principles, personal goal setting and assessment of individual performance. Students will perform different exercises to help develop cardiovascular fitness through power walking, jogging, body shaping, jump roping, cardio circuit training, selected sports, and the use of cardio equipment such as ellipticals, treadmills, steppers, stationary bikes and rowers. Students will perform resistance training exercises to improve muscular strength and endurance with the use of stability balls, resistant tubes, bands, weighted balls, etc. Flexibility will be enhanced through the movements of Pilates, yoga, plyometrics and flexibility exercises. Students will also engage in speed and agility exercises using ladders, hurdles, and cones. Target heart rates will be utilized to regulate and assess student fitness levels. Fitness tests, written and practical assessments will be administered throughout the semester.

#9584 — RECREATIONAL SWIMMING
Semester Course
Academic Level
This is a course for students who are proficient swimmers and enjoy both water games and water activities. Students will have the opportunity to engage in water team sports learning offensive and defensive strategies in games such as volleyball, water polo, and basketball. Additional adventure-based water activities will be introduced such as team building, relay races, the use of canoes, kayaks, masks, fins and snorkels.
**Students will be responsible for their bringing their own swim suit, towel, bathing cap (optional) and combination lock. Short sleeve t-shirts may be worn over bathing suits.

**Students will be responsible for bringing their own swim suit, towel, bathing cap (optional) and combination lock. Short sleeve t-shirts may be worn over bathing suits.
The Wissahickon High School Science Department endorses the National Science Education Standards (1996) as well as the Pennsylvania State Standards on Science, Technology, Environment and Ecology passed in January 2002. Both sets of standards are premised on a "conviction that all students deserve and must have the opportunity to become scientifically literate." The Science Department has aligned the courses to meet these standards through the curriculum review process. Further, we agree that a scientifically literate person is one who "is aware that science, mathematics and technology are interdependent human enterprises with strengths and limitation; understands key concepts and principles of science; is familiar with the natural world and recognizes both its diversity and its unity; and uses scientific knowledge and scientific ways of thinking for individual and social purposes."

#3311 - BIOLOGY - (GRADE 9)
Yearlong Course
Honors Level
A molecular approach to the understanding of the life sciences prevails as the underlying theme of this course. The challenging academic content is designed to prepare the student for intensive study or employment in the life sciences. As the most demanding of the first-year biology courses, the student should have a high interest in the life sciences. The student should exhibit self-motivation, have disciplined work habits and be able to think and work independently. Laboratory work will emphasize analysis of data with application to biological principles utilizing quantitative analysis requiring solid math skills. All students will take the Biology Keystone in the spring.

Prerequisite: Recommendation by MS science teacher.

#3322 - BIOLOGY - (GRADE 9)
Yearlong Course
Academic Level
The molecular approach to the cell and cell organization is covered in this course. Topics include cell structure and function, genetics, evolution, basic biochemistry, ecology and the environment. Students explore these concepts using a variety of methods from inquiry based learning laboratory methodology and an integration of technology. Student will build a foundation of knowledge that will allow them to pursue a plethora of careers within the sciences. All students will take the Biology Keystone in the spring.

#3331 - ADV. PLACEMENT BIOLOGY - (GRADES 10-12)
Yearlong Course
Honors Level
AP Biology is a second -year biology course designed for students seeking the rigorous academic challenges of a college-level course. The course will build upon the foundations laid in the Honors Biology curriculum. Course work and laboratories are equivalent to an introductory college biology course. Students electing this course will develop analytical skills and should possess skills for time management.

Prerequisite: A grade of A or B in Honors Biology with a teacher recommendation as well as a previous or concurrent course in Honors Chemistry.

<table>
<thead>
<tr>
<th>Biology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td><strong>Honors</strong></td>
</tr>
<tr>
<td>Assistance with organizational, note taking strategies, graphic organizers, and study skills.</td>
<td>Self-guided note taking.</td>
</tr>
<tr>
<td>Vocabulary words are supported with in class review exercises.</td>
<td>Intensive vocabulary study with emphasis on Greek/Latin roots with minimal repetition in class.</td>
</tr>
<tr>
<td>Homework parallels concepts presented in class.</td>
<td>Homework requires additional reading and independent research outside of class.</td>
</tr>
<tr>
<td>Foundational biological concepts are supported with building connections between concepts in class.</td>
<td>Foundational biological concepts include analysis of hypothetical scenarios, and integration of concepts to real world.</td>
</tr>
<tr>
<td>Laboratory investigations focus on specific laboratory techniques and with guidance on analysis calculations.</td>
<td>Laboratory investigations require strong scientific reasoning skills. They involve measurement and graphical analysis, and analysis uses underlying concepts to form an explanation of data. Analysis questions involve application and synthesis of biological concepts.</td>
</tr>
<tr>
<td>Formal assessments are content-driven.</td>
<td>Formal assessments apply content through mathematical and critical reading skills and application to real world and hypothetical scenarios.</td>
</tr>
</tbody>
</table>
#3522 - CHEMISTRY - (GRADE 10-12)
Yearlong Course
Academic Level
The fundamental principles and concepts of chemistry are emphasized in this course. These include atomic structure and bonding, the periodic law, chemical formulas and equations, phases of matter, solutions, equilibrium concepts and acid-based chemistry. The concepts presented require abstract thinking as well as the mastery of certain facts and terminology. Laboratory work requires mature behavior, self-discipline and an ability to solve problems.

Prerequisite: A previous or concurrent course in Algebra II with proficiency on the Algebra 1 Keystone.

#3511 - CHEMISTRY - (GRADE 10-12)
Yearlong Course
Honors Level
Designed for the student planning to pursue further study in the physical or life sciences, this course presents an in-depth study of various chemical principles including atomic structure, nuclear chemistry, periodicity, bonding, composition, chemical equations, states of matter, gas laws, solutions, chemical equilibria, kinetics, and acid-based chemistry. Chemistry topics are covered rapidly, it is essential that the student possess good note taking skills and study habits. Laboratory work requires the mature student to collect data and solve problems independently in a laboratory setting. The course prepares students to meet course expectations for advanced-level courses such as AP Biology, AP Chemistry, or AP Physics. Students planning to pursue careers in medicine, engineering, or other science fields should consider taking this course.

Prerequisite: A grade of B or better in Honors Biology. A strong mathematical background, a previous or concurrent course in Algebra II is required with proficiency on the Algebra 1 Keystone.

#351 - ADV. PLACEMENT CHEMISTRY - (GRADE 11-12)
Yearlong Course
Honors Level
This course in Advanced Placement Chemistry is designed to prepare students to take the AP Chemistry test. This course is a second-year chemistry course. It presents an in-depth study of various chemical principles including atomic structure, gas laws, periodicity, bonding, composition, chemical equilibria, kinetics and acid base chemistry. AP Chemistry provides an opportunity for interested students to engage in an in-depth study of college level chemical concepts. The student must have completed one year of Honors Chemistry.

Prerequisite: A grade of B or better in Honors Chemistry.

<table>
<thead>
<tr>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Foundational concepts in chemistry are less calculation based.</td>
</tr>
<tr>
<td>Chemistry concepts are supported with guided practice and in class repetition.</td>
</tr>
<tr>
<td>Assistance with organizational, note taking strategies, and study skills.</td>
</tr>
<tr>
<td>Chemistry problems are solved using algebra II with a step by step level support of in class.</td>
</tr>
<tr>
<td>Laboratory investigations focus on specific laboratory techniques and with guidance on analysis calculations.</td>
</tr>
<tr>
<td>Summative assessments are more content-driven.</td>
</tr>
</tbody>
</table>
#3712 - ADV. PLACEMENT PHYSICS 1 (GRADES 10-12)
Yearlong Course
Honors Level
The equivalent of a first-semester college course in algebra-based physics, AP Physics 1 is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. AP Science courses emphasize inquiry based laboratory investigations.
Prerequisite: This class is to be taken concurrently with Pre-Calculus.

#3713 - ADV. PLACEMENT PHYSICS 2 -(GRADES 11-12)
Yearlong Course
Honors Level
The equivalent of a second-semester college course in algebra-based physics, AP Physics is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by your state standards. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. AP Science courses emphasize inquiry based laboratory investigations.
Prerequisite: Completion of AP Physics 1 and Pre-Calculus.

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**Physics**

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational concepts in physics provide formulas and equations.</td>
<td>Foundational concepts may include deriving appropriate equations, and analysis and application of concepts.</td>
</tr>
<tr>
<td>Physics concepts and problems are supported with guided practice and in class repetition.</td>
<td>Physics concepts are multi-stepped analytical problems, and which require application in different scenarios with critical thinking.</td>
</tr>
<tr>
<td>Assistance with organizational, note taking strategies, and study skills.</td>
<td>Self-guided note taking.</td>
</tr>
<tr>
<td>Physics problems are solved using algebra, geometry, and trigonometry with a step by step level support of in class.</td>
<td>Physics problems are cumulative which involve information studied in previous chapters. They are multi-stepped problems, and minimal assistance with deriving equations.</td>
</tr>
<tr>
<td>Laboratory investigations focus on specific laboratory techniques and with guidance on analysis calculations.</td>
<td>Laboratory investigations involve qualitative and quantitative analysis that involves application and synthesis of concepts.</td>
</tr>
<tr>
<td>Teacher provides much more help with organization.</td>
<td>Self-guided learning activities, independent assessment of skills is required.</td>
</tr>
<tr>
<td>More guided instruction with calculations and mathematical relationships with students.</td>
<td>Much greater facility with mathematical relationships and varied calculations is expected on the part of the students.</td>
</tr>
<tr>
<td>Assessment questions are on individual concepts.</td>
<td>Assessment questions include varied applications of concepts learned with emphasis on analysis and evaluating.</td>
</tr>
</tbody>
</table>
#3411/3422 BIOCHEMISTRY - (GRADES 11-12)
Yearlong Course
Honors / Academic Level
Biochemistry is designed as an advanced high school chemistry course with an in-depth investigation of more specialized areas of chemistry and biology. Areas of study include organic, biochemistry, and nuclear. It is a college preparation course to help students understand the basic principles of organic chemistry and biochemistry.
Prerequisite: Completion of Biology and Honors Chemistry for Honor Biochemistry. Completion of Biology and Chemistry for Academic Biochemistry.

#3884/3886 ENVIRONMENTAL SCIENCE (GRADES 10-12)
Yearlong Course
Honors/Academic Level
This course is a study of the basic principles of ecology with recognition how plants, animals, and the environment interact with one another. Environmental Science provides students with opportunities to investigate real environmental problems such as water quality, waste disposal, and energy sources and conservation. Students participate in activities centering on both natural and man-made environments. The student will increase his/her awareness of environmental problems and their causes and effects through lectures, discussions, laboratory work and field studies. The course helps students develop the conflict-resolution skills needed for community environmental problem solving. Because students examine different facets of environmental issues, this course utilizes many biological and chemical concepts, which enable them to make sound decisions based on fact.
Prerequisite: Completion of Biology

#3888 – AP ENVIRONMENTAL SCIENCE (GRADES 11-12)
Yearlong Course
Honors Level
In this course, students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and anthropogenic environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This rigorous course is equivalent to a one-semester college course in Environmental Science, and follows the guidelines set by the College Board.
Prerequisite: Completion of Biology, Algebra I, and Chemistry.

#3731 - ANATOMY AND PHYSIOLOGY - (GRADES 10-12)
Yearlong Course
Honors Level
Anatomy and Physiology is offered for the student who has a high interest in, or intends to pursue a career in, the life sciences or allied health fields. Lectures and class discussions are coordinated with essential hands-on learning opportunities. Laboratory explorations of comparative chordate structure and function, observation and dissection of tissues, organs and whole organisms enhance each student’s appreciation of structural and functional relationships. An in depth look at chemistry and its role in the physiological processes and interactions of body systems will be explored. Prospective students should have an excellent background in Biology and have a previous or concurrent course in Chemistry to successfully apply chemical principles to living systems.
Prerequisite: Completion of Biology and concurrent with Chemistry.

#3733 - ANATOMY AND PHYSIOLOGY - (GRADES 10-12)
Yearlong Course
Academic Level
Anatomy and Physiology is offered for the student who has a high interest in, or intends to pursue a career in, the life sciences or allied health fields. Lectures and class discussions are coordinated with essential hands-on learning opportunities. Laboratory explorations of comparative chordate structure and function, observation and dissection of tissues, organs and whole organisms enhance each student’s appreciation of structural and functional relationships. Prospective students should have an excellent background in Biology.
Prerequisite: Completion of Biology.

#3852 - SPORTS MEDICINE (GRADES 10-12)
Semester Course
Academic Level
The student will be provided with both theory and practical experiences in sports medicine in this course. This course has a strong emphasis on sports and recreational activities. The focus will concentrate on the profession and responsibilities of sports medicine: basic skeletal anatomy; functions of the body, (especially muscle, bone and basic physiology); basic first aid; recognition, care, treatment and prevention of athletic injury; nutrition; and head and neck injuries. Practical experiences will involve splinting a wrist, wrapping an ankle, taping feet and ankles and an introduction to CPR. Interested students should have successfully taken Biology.
Prerequisite: Completion of Biology. This is elective credit.

#3854—SPORTS MEDICINE (GRADES 10-12)
Semester Course
Honors Level
Students will arrange with Mr. Rooney to serve as a student Intern for a minimum of 20 hrs. during the semester that they are taking the class. Responsibilities are as follows, but not limited to: shadow training room staff, assist with taping of the athletes, observe and document any emergency procedures, which are performed by the training room staff.
Prerequisite: Completed courses in Biology. This is elective credit.

#3862/3864 - OCEANOGRAPHY - (GRADES 10-12)
Semester Course
Academic Level (Honors Option)
This course is designed to allow the student to explore the major themes of the world's oceans; their formation, existence, movements and those processes that control their major features and unite the physical and biological rhythms of the whole earth. Ocean areas and processes selected for study and discussion are those most likely to be seen by land dwellers, or to affect their lives. Therefore, processes that affect the coastal oceans are emphasized - estuarine environments, wave formation, and climate change for example. Prospective students should have successfully completed Academic Biology. This course can be taken after successful completion of chemistry or concurrently.
Prerequisite: Completion of Biology and concurrent with Chemistry. This is elective credit.
SCIENCE (CONTINUED)

#3872 - ASTRONOMY - (GRADES 11-12)
Semester Course
Academic Level (Honors Option)
Astronomy is a space science course for students who are interested in space science and the structure of the universe. This course explores a broad range of astronomical concepts, and introduces the composition and structure of the universe. Topics may include the following: understanding the sky, apparent motions of the planets and the sun, telescopes, basic structure and behavior of atoms, analysis of light, origin of the solar system, structure and behavior of the sun, lifecycle of stars, and galaxies. Emphasis is placed on the implementation of the scientific method and incorporates math, physics, and chemistry. It is recommended that the student have a strong background/ understanding in those subjects. This course can be taken at the academic level or with an ‘honors’ option, which will cover the same topics but includes extra projects and/or assessments. Prerequisite: Completed courses in both Algebra II and Chemistry. This is elective credit.

#3898 - FORENSICS - (GRADES 10-12)
Yearlong Course
Academic Level
Forensic Science is the application of a variety of sciences to legal matters, especially crime scene investigation. If you’ve seen TV shows like “CSI” you’ve seen a glamorized version of forensic science. Topics covered in this course will include proper techniques of evidence collection and preservation; analysis of fingerprints, hair, DNA, blood, fibers, etc.; and the study of actual criminal cases. Unlike its depiction on TV, real forensic science is difficult and time-consuming, requiring a fundamental understanding of many branches of science. All students will learn about and reflect upon relevant and timely issues in forensic science, and its relation to technology and society. Prerequisite: Completed Biology with a C and concurrent with Chemistry.

#3896 - BIOTECHNOLOGY - (GRADES 11-12)
Yearlong Course / Elective Credit
Biotechnology is offered through North Montco Technical Career Center. In partnership with Montgomery County Community College, students can earn up to six (6) college credits for an introductory survey course in Biotechnology and a laboratory course emphasizing technical skills and instrumentation. See full course description in the North Montco Technical Career Center section. This course cannot be counted as a Science credit for Wissahickon High School.

#3895 - RESEARCH METHODOLOGY (GRADES 10-12)
Semester Course
Honors Level
This course supplements the Honors science curriculum in Biology, Chemistry, and Physics. This course will support independent scientific research, from experimental design, though investigation, analysis, and scientific presentation. Projects are conducted according to the framework of the ISEF (International Science and Engineering Fair) thereby enabling students to be eligible to take their research into local, state, and national competitions (e.g. Pennsylvania Junior Academy of Science, Montgomery County Science Research Competition.) The course will run in the Fall Semester allowing registration in the aforementioned competitions. This course is highly recommended for students who, are interested in experimental design, and/or will be taking AP science courses. Prerequisite: Completed Biology. This is elective credit.

#3810 – PRINCIPLES OF BIOMEDICAL SCI (GRADES 10-12)
Yearlong Course
Academic Level (Project Lead the Way)
In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Prerequisite: Completed Biology.

#3820 – MEDICAL INTERVENTIONS (GRADES 11-12)
Yearlong Course
Academic Level (Project Lead the Way)
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Prerequisite: Completed Principles of Biomedical Science.
The Social Studies program prepares students to think and write analytically through a historical framework. Students will learn how to question and formulate original opinions while being exposed to a chronological history of several focus points. It is intended that every student be aware of ongoing global events in order to become part of an increasing global environment. Along this journey, students will be exposed to government, economics, geography, historiography and other social sciences. Students will be required to take the following year-long courses, each available on the academic and honors levels in 9th through 11th grades. Students will need to take either a full year or two semesters of Social Studies during their 12th grade year.

### #1152/1150 - GLOBAL HISTORY I- (GRADE 9)
**Yearlong Course**
**Honors/Academic Levels**
This course will expose students to a wide breadth of history and cultures from around the world. Students will begin studying Ancient Greece and Rome and will end with the Renaissance Era.

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

### #1202/1200 - GLOBAL HISTORY II- (GRADE 10)
**Yearlong Course**
**Honors/Academic Levels**
This course will continue with the curriculum offered in 9th grade and will again give a wide breadth of history and cultures from around the world. Students will begin this course with the Age of Enlightenment and will end the year learning about current events and the historical events/issues that have led up to them.

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

### #1154/1204 - GLOBAL HISTORY I HONORS GIFTED / GLOBAL HISTORY II HONORS GIFTED (GRADES 9 - 10)
**Yearlong Course**
**Honors Level**
It is recognized that the advanced abilities of gifted/talented students require provision in those areas that contribute to the development of their particular gifts and talents. Criteria for program and student placement will be in accordance with the standards of the Pennsylvania Department of Education. The Grade 9-10 class is inter-disciplinary, with participating teachers from English and Social Studies.

Class activities include independent study, small-group instruction, seminars, creative problem solving and accelerated programs based on individual development. Class time will be shared between curricula in the subject area chosen for credit and the interdisciplinary theme under investigation. Typical themes have included: Bioethics, Brain Research and Learning Theory; Geopolitics; Race, Gender and Ethnicity; Agent of Chaos - Tragedies and Disasters; The Politics of Energy; Sight, Sounds and Impulses; and Futurism. GLOBAL HISTORY I GIFTED will be offered during school year 2020-21 YEAR.

### #1491 - ADVANCED PLACEMENT AMERICAN HISTORY (GRADE 11)
**Yearlong Course**
**Honors Level**
This challenging college level course covers American History from colonial times to the present. It will help prepare honors students to take the required Advanced Placement Test in May, which may qualify them for advanced standing in college. Extensive outside reading, writing and research are required.

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

### #1498/1496 - UNITED STATES HISTORY (GRADE 11)
**Yearlong Course**
**Honors/Academic Levels**
This course will combine a chronological and thematic approach to the study of social, political, and economic developments, along with the roles civic discourse plays in modern United States history from World War II to the present. The course will also examine the increasing role the United States plays in the global community during this time period. Topics of study include but are not limited to elements necessary for responsible involved citizens, increased U.S. influence over international economic, social and political issues; struggle for greater civil rights; conflict and compromise within the U.S.; a focus on the modern political process. Students will examine the historical foundation for each topic, as well as an in-depth analysis of each topic post World War II.

The **honors level course will differ in its focus on analytical writing and outside reading.**
This course will examine the role of women throughout American and local levels. Semester Course
Honors/Academic Level
Current Issues is the study of current social, economic, and political topics. The course will cover contemporary and complex issues related to topics such as politics, governance, crime, poverty, economics, education, immigration, arms proliferation, and human rights. Students will be required to read, watch, and listen to different media in order to find reliable information to create an intellectual and well informed opinion about contemporary topics. Students will explore and analyze new subject matter, and learn to respect others' opinions on those matters while developing their own.

#1531/1530 - AFRICAN-AMERICAN STUDIES- (GRADE 12) Semester Course
Honors/Academic Level
This course is a chronological survey of the history of African Americans from their African beginnings through their progress in the twenty-first century. Five units in the history of African Americans will be emphasized - becoming African American; antebellum Black life and migrations; leadership and Black political power through Reconstruction; Black intellectuals and cultural Renaissance; legalized injustice and Civil Rights movements through the modern era.

#1535/1534 - WOMEN'S STUDIES - (GRADE 12) Semester Course
Honors/Academic Level
This course will examine the role of women throughout American History as well as the political, economic and cultural roles of women in today's global society. Topics analyzed in Women’s Studies include: American Suffrage Movement, women who have changed their world and the ever-changing role of women in the world. Student-centered activities and performance assessments are an integral part of this course.

#1537/1536 - WORLD RELIGIONS- (GRADE 12) Semester Course
Honors/Academic Level
This course is an academic survey of major world religions. The main goal in this course is the enhancement of cultural literacy by acquiring well-rounded but basic knowledge of the origins, teachings (doctrines), major literature, major practices, and other aspects of these religions. We often compare and contrast religions with the pursuit of knowledge of our goal. Honest and respectful discourse will be expected in this class.

#1503/1502 - AMERICAN POLITICAL SCIENCE- (GRADE 12) Semester Course
Honors/Academic Level
American Political Science is one-semester course which examines the way the U.S. Government functions both constitutionally and in practice. The course begins by investigating the political demographics of the US and their impact on the political landscape. The course then addresses the underlying values of U.S. democracy and its founding documents. The remainder of the course focuses upon the constitutional structure of the government and the adaptations made by the two party system. Emphasis is placed on recurring themes such as civil liberties, federalism, checks and balances, limited government, the political spectrum and current political issues at the national, state, and local levels.

#1691 - ADVANCED PLACEMENT ECONOMICS - (GRADE 12) Yearlong Course
Honors Level
This is a college-level course in two semesters covering microeconomics and macroeconomics. It is designed to help students prepare to take the Advanced Placement test in May. Topics in microeconomics include: the theory of the firm; cost accounting; competition in the market (perfect, imperfect, monopoly and monopolistic); international trade and exchange; and others. Sample macroeconomics units include: gross national product and variations; national income accounting; monetary and fiscal policy; economic policy relations among nations; and other key concepts included in the AP exam. Students should be highly motivated and possess good verbal, writing and computational skills. This is a highly intense course covering more than a chapter per week using a college text.

Prerequisite: High levels of achievement in previous honors-level Social Studies and Mathematics courses, recommendation of prior Social Studies teacher and successful completion of a preliminary assignment.

#1691 - ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS - (GRADE 12) Yearlong Course
Honors Level
This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States and examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. It requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes.

Prerequisite: High levels of achievement in previous honors-level Social Studies courses, recommendation of prior Social Studies teacher.
ELECTIVES

#1696 - ADVANCED PLACEMENT PSYCHOLOGY - (GRADES 11-12)
Yearlong Course
Honors Level
This course is offered to 11th and 12th grade students who are willing to accept the challenge of a rigorous academic curriculum. The Advanced Placement Program offers a course in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will explore how psychologists use ethical research methods and critical analysis to explore the behavior of both humans and animals. The course will discuss how biological, cognitive, and cultural factors converge to facilitate the unique human experience. In short we will ask the what, why, how, and when about the human condition. Prerequisite: High levels of achievement in previous honors-level Social Studies courses, recommendation of prior Social Studies teacher.

#1652 - PSYCHOLOGY - (GRADES 10-12)
Semester Course
Academic Level
This course introduces the students to the major principles of psychology. Students will begin by exploring the history of psychological thought followed by the key approaches and methods of research used to understand behavior. The course will then examine the biological bases of behavior including the brain, nervous system, endocrine system, sensation, and perception. As the course progresses, the students will be exposed to other key topics including learning, personality theory, development, sleep and dreams, abnormal psychology, treatment of disorders, and social psychology. Students can expect to be asked to read their textbook outside of class, explore psychological literature, complete assignments within and outside of the classroom, and execute at least one project. Successful completion of this course coupled with a strong interest in the subject matter may be a strong indicator for success on the AP level which is open to juniors and seniors.

#1340 - SOCIOLOGY - (GRADES 11-12)
Semester Course
Academic Level
This course includes an overview of the principles of sociology, as the study of society and human behavior. Students will gain an understanding of the theories and research methods that guide sociological study within socialization, social networks, social control and inequality. Students will also use core sociological concepts to analyze issues occurring in the world currently. Potential topics for study include gender roles, deviance, crime, gang activity, cults, conformity, prejudice, racism, self-fulfillment, social responsibility, and other issues pertinent to understanding the social experience.

#1658 - WAR AND PEACE IN HISTORY - (GRADES 11-12)
Semester Course
Academic Level
This is a one-semester elective course for eleventh and twelfth-grade students. It examines human conflict and efforts at peace throughout history. In the first marking period, students will study the origins of conflict, the evolution of military methods and tactics, and how American cultural views conflict. The second marking period will focus on peace movements in history, non-violent revolution and conflict resolution. This course is for motivated students who are interested in understanding human conflict. It will require independent reading and research assignments focusing on the philosophical questions surrounding the issues of war and peace and their effects on society. Students will participate in simulations, interact with guest speakers, discuss books and articles and complete research reports while participating in this course.

#1891 - ADVANCED PLACEMENT EUROPEAN HISTORY (GRADES 10-12)
Yearlong Course
Honors Level
This is a challenging, two semester course covering European History from the 15th Century to the present. It is designed to help prepare students to take the Advanced Placement test in May, which may qualify them for advanced standing in college. Extensive outside reading, writing and research are required. There will be a mandatory preliminary meeting scheduled by the course teacher in the spring semester for all students requesting this course. Prerequisite: A's in previous honors-level Social Studies courses, recommendation of prior Social Studies teacher and successful completion of preliminary assignment.
# SOCIAL STUDIES

## Global History I:

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

## Global History II:

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<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
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</thead>
<tbody>
<tr>
<td><strong>Text Book: World History <em>Patterns of Interaction</em></strong> Additional materials will be used to supplement the historical content outlined in the curriculum. The course explores world history from the late 1700s to present day.</td>
<td><strong>Text Book: World History <em>Patterns of Interaction</em></strong> Additional materials will be used to supplement the historical content outlined in the curriculum. The course explores world history from the late 1700s to present day,</td>
</tr>
<tr>
<td><strong>Graphic organizers and guided readings utilized both in class and at home to assist with comprehension of assigned reading from text.</strong></td>
<td><strong>Graphic organizers and guided readings utilized both in class and at home to assist with comprehension of assigned reading from text. Honors students will be given higher level readings and questions to answer. This will also hold true on exam readings and questions.</strong></td>
</tr>
<tr>
<td><strong>Individual and group project assessments utilized to assess comprehension of historical content, thematic concepts, and various historical thinking skills are supported with teacher-directed methods and completed primarily at school.</strong></td>
<td><strong>Individual and group project assessments utilized to assess comprehension of historical content, thematic concepts, and various historical thinking skills are student driven and worked on both in class and home.</strong></td>
</tr>
<tr>
<td><strong>History Research paper completed with scaffolding and step by step assistance from the teacher. Students will work primarily at school.</strong></td>
<td><strong>Historical Research Paper completed with clear guidelines from the teacher, including check-ins. Students will work independently at home and in school.</strong></td>
</tr>
</tbody>
</table>
## Social Studies (US History)

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

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
</table>
| Half year course  
For 12th grade students |
| This is a course designed to teach students how to navigate current events. The course focuses on current issues, both domestic and international that dominate our headlines and impact our lives. The goal of this course is to encourage students to be more aware of the world around them and how it interacts with their own lives. The course covers the following |
| • The impact of the media on reporting current events; media literacy.  
• U.S. politics and domestic policies in the news.  
• Basic macro-economics and economic events of the recent past and current day.  
• Foreign affairs: Events occurring around the world today.  
• Global social, environmental and social issues impacting the world today.  
• Crime and justice issues in the United States today, including a look at both recent and historical Supreme Court cases that continue to resonate and change American society today. |
| Half year course  
For 12th grade students |
| This is a course for students who demonstrate an ability to operate independently and keep up with a steady workload. The course focuses on current issues, both domestic and international that dominate our headlines and impact our lives. The goal of this course is to encourage students to be more aware of the world around them and how it interacts with their own lives. The course covers the following |
| • The impact of the media on reporting current events; media literacy.  
• U.S. politics and domestic policies in the news.  
• Basic macro-economics and economic events of the recent past and current day.  
• Foreign affairs: Events occurring around the world today.  
• Global social, environmental and social issues impacting the world today.  
• Crime and justice issues in the United States today, including a look at both recent and historical Supreme Court cases that continue to resonate and change American society today. |
| There is no assigned textbook. Instead, the course requires students to read and follow the events in the news on a daily basis.  
Students should expect 1-2 homework assignments per cycle. Students will engage in multiple research projects and debates on the events listed above as well as complete guided reading questions concerning comprehension and analysis of assigned reading. Written assignments will primarily consist of short term assignments, some of which will focus on developing those skills necessary to create a persuasive argument. |
| There is no assigned textbook. Instead, the course requires students to read and follow the events in the news on a daily basis.  
Students should expect 3-4 homework assignments per cycle. Students will write multiple analytical papers on the events listed above as well as guided reading questions concerning comprehension and analysis of assigned reading completed primarily at home with extension activities done in school. Written assignments will consist of both long and short term assignments. |
| Formal assessments will include: projects, quizzes, essays, and end of unit exams. Students will collaborate on specific topics. |
| Formal assessments will include: projects, quizzes, essays, and end of unit exams. Students will take part in multiple presentations and projects involving research and collaboration on specific topics. |
# SOCIAL STUDIES

## Women’s Studies

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

## Psychology

### Academic

<table>
<thead>
<tr>
<th>1/2 Year Elective</th>
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</thead>
<tbody>
<tr>
<td>Open to sophomores, juniors, and seniors</td>
</tr>
<tr>
<td>Book: We currently use &quot;Psychology and You&quot; by McMah- on and Romano, 1996.</td>
</tr>
</tbody>
</table>

**Content:** This course focuses on the major components of the field Psychology, but does not cover all psychological topics. Our major units cover Psychology’s History and Approaches, Research Methods, the Biological Bases of Behavior, Sensation and Perception, Learning, Personality Theory, and Development. We also study other aspects of psychology, but in less depth as we move through the semester. Other topics include, Gender, Sleep and Dreaming, Abnormal Psychology, and Social Psychology.

**Expectations and Requirements:** Students are required to read their textbooks. Their textbooks are the main source of our information. Most chapters are less than 30 pages long and we spend anywhere from 2-4 cycles on each major unit. During each unit, the reading will likely be broken up into 2-4 chunks over those cycles. As the students read, they will often, but not always be asked to complete assignments such as a few guided reading questions or definitions. Once in a while, the assignments will go beyond the textbook and ask the students to read psychological literature or craft a small project.

**In-class Expectations:** Often times the students will work as teams to achieve class goals. Other times individuals will be directly responsible for class outcomes. To be best prepared, the student will need to have read their textbooks and completed any relevant homework.

### AP

<table>
<thead>
<tr>
<th>Full year elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to juniors and seniors</td>
</tr>
<tr>
<td>Book: We use &quot;Myers' Psychology for AP&quot; by David Myers, 2014.</td>
</tr>
</tbody>
</table>

**Content:** This course is directly aligned to the AP Psychology Exam. The AP Exam draws from the APA standards for studying psychology. We cover 14 units from the first day of class to the day before the AP Exam. These include the topics covered in the 1/2 year elective as well as States of Consciousness, Cognition, Motivation, Emotion, and Stress, Testing and Intelligence, Treatment of Disorders, and Social Psychology.

**Expectations and Requirements:** Students will read virtually every night. Each Unit in our textbook is composed of Modules. The shortest Unit is 3 Modules and the longest is 10 Modules. Most units last between 2-3 cycles. Every time the students are asked to read a Module, they are expected to complete guiding reading questions to help highlight key information from the text. Their Module Packets are due on test days. Outside of the textbook, the students will often be asked to read and respond to AP style written questions. Other times they will be required to read in-depth outside scholarly articles.

**In-class Expectations:** It is the instructor's expectation that every student will come to class prepared by having read the nightly material and having responded to their guided reading questions. We use Schoology often to post group and individual responses to questions. These responses are often graded and can be used for future reference and studying purposes.
### Academic

Content: The African American Studies course is designed to provide a chronological survey of the history of African Americans from their African origins to the roots of 21st century issues. Students will examine the history of slavery, disenfranchisement, racism, and white supremacy and recognize the achievements and contributions of African Americans in American society while focusing on the effects of Black-led movements in the fight for social, political and economic equity and equality.

Much of the course content is from the college-level text: *African American Odyssey, the Combined Volume*. Additional materials will support and supplement the historical content outlined in the curriculum.

Graphic organizers and guided-reading questions of comprehension will be utilized for assigned reading completed primarily in class.

Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time of in-class support.

Group work utilized to address historical content being studied with teacher-directed methods to assist with research of related events. Projects utilized to understand sequence of events, cause and effect relationships and historical outcomes.

### Honors

Content: The African American Studies course is designed to provide a chronological survey of the history of African Americans from their African origins to the roots of 21st century issues. Students will examine the history of slavery, disenfranchisement, racism, and white supremacy and recognize the achievements and contributions of African Americans in American society while focusing on the effects of Black-led movements in the fight for social, political and economic equity and equality.

The course content is primarily from the college-level text: *African American Odyssey, the Combined Volume* and the analysis of primary source materials. Additional materials will supplement the historical content outlined in the curriculum.

Reading questions of comprehension and analysis will be utilized for assigned independent reading and research completed primarily at home with extension activities done in school.

Written assessments focusing on analysis of a specific topic completed primarily outside of class.

Student-driven individual and group projects utilized to explore, analyze and evaluate historical content, including events, policy and legislation. Students will demonstrate their understanding through formal written and creative expression.

### Political Science

Majority of course content is from the text *We the People* with additional resources to supplement current issues within the three branches of government.

The course content is a mixture from the text *We the People* and the founding documents of democracy. There an emphasis of current events within the three branches of government and the constitutionality of the events.

Guided reading questions of comprehension and analysis utilized for assigned reading completed primarily at school

Guided reading questions of comprehension and analysis utilized for assigned reading completed primarily at home with extension activities done in school

Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time of in-class support.

Written assessments focusing on analysis of a specific topic completed primarily outside of class.

Individual and Group project assessments utilized to address the three branches of government and historical Supreme Court cases are supported with teacher-directed methods and completed primarily at school.

Individual and group project assessments utilized to address the three branches of government and historical Supreme Court cases are student driven and completed primarily at home
AP Government

Full year elective
AP level rigor
12 grade only

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

Content:
The primary focus of this course is to help students gain and display an understanding of the American political system, in its entirety by taking an analytical approach to government and politics in the United States. During the Fall semester and throughout this course, students will examine and analyze the Constitution of the United States, federalism, political parties and the behavior of citizens, interest groups and the mass media, gaining a familiarity with the institutions, processes, beliefs, and policies and the linkages among them. The Spring semester will cover economics, including fiscal and monetary policy and the U.S. budget as well as the three branches of the U.S. government, the executive bureaucracy and informal structures. The Spring semester will wrap up with a study of the judicial system, major Supreme Court cases, their impact and issues in civil rights and civil liberties.

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

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

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

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

End of the Course Expectations: This course will have a Mid-term Exam that will cover everything up to the exam date. We will take a Mock Exam at the end of April that mirrors the actual AP Exam.
<table>
<thead>
<tr>
<th>Academic World Religions</th>
<th>Honors World Religions</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Grade</td>
<td>12th Grade</td>
</tr>
<tr>
<td>Guided reading questions for comprehension and analysis completed primarily at school.</td>
<td>Guided reading questions for comprehension and analysis completed primarily at home. Extension activities completed in class.</td>
</tr>
<tr>
<td>Written assessments focusing on analysis of a specific topic chunked to assist with student comprehension and task completion with additional time for in-class support.</td>
<td>Written assessments focusing on analysis of a specific topic completed primarily outside of class.</td>
</tr>
<tr>
<td>Students will often work in teams to achieve course goals. Students are expected to be team players and support group achievement through their individual efforts.</td>
<td>Students are expected to come to class having completed all prerequisite coursework. Extension activities will be individually completed in class based on previous work completed.</td>
</tr>
</tbody>
</table>
The Special Education program is designed to allow eligible and/or exceptional students the opportunity to reach their potential. Specially designed instruction is provided in the Least Restrictive Environment. Learning Support, Emotional Support, Autistic Support, Life Skills Support, or Gifted Support Program are determined depending on the student's individual needs.

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

In order to provide students with access to a rigorous curriculum, Wissahickon High School supports an inclusionary model in the general education classroom. Students participate in the general education curriculum with modifications that meet the needs of the individual student.

### #6S73 - STUDY SKILLS - 9TH GRADE
<table>
<thead>
<tr>
<th>Yearlong Course</th>
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</thead>
<tbody>
<tr>
<td>Study Skills is a class highly recommended for all students in special education. Students in the Study Skills classes will learn study and organizational skills such as test-taking, note-taking and managing time. An emphasis will be placed on skills required for Keystone preparation in mathematics, reading and writing. For students in grade 12, the focus will be on transition skills such as preparation for continuing education, resume-writing and job-related skills. Students in Study Skills will earn a grade and credit towards graduation.</td>
</tr>
</tbody>
</table>

### #6S74 - STUDY SKILLS - 10TH GRADE

### #6S75 - STUDY SKILLS - 11TH GRADE

### #6S76 - STUDY SKILLS - 12TH GRADE

### Semester Course

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

### LEARNING SUPPORT

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

### RESOURCE SUPPORT

Students who are eligible for emotional support are students who primarily need assistance with social and emotional development. Students are provided with support to aid them in developing appropriate coping strategies and social skills. Student performance and behavior are carefully monitored and supportive adjustments are made as necessary to maximize student success.

### LIFE SKILLS SUPPORT

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

### AUTISTIC SUPPORT

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

### GIFTED EDUCATION

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

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

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

#6932 - DIGITAL MEDIA - (GRADES 9-12)
Semester Course
Academic Level
Students are introduced to the operation of digital cameras, elementary lighting, basic audio equipment, common professional video production, and filmmaking. The fundamentals of visual storytelling are emphasized. Through demonstrations and hands-on experience, students apply the basics of lighting, exposure, composition, sequencing, and non-linear editing techniques used by professionals in visual narrative storytelling. Using these skills, they learn to tell stories using video and sound. This course requires some shooting and editing outside class time. This is a hands-on production course emphasizing aesthetics, creativity, and technical expertise. The principles of multi-camera studio production are also covered. Projects developed are distributed over student and other community-based media.

#6934/6935 - MASS MEDIA AND SOCIETY - (GRADES 9-12)
Semester Course
Honors/Academic Level
Students learn to access, analyze, evaluate and create media and are introduced to the basic building blocks of storytelling and broadcast journalism. They identify, research, write, and produce aural and visual packages about key media issues based on their understanding and interpretation of the issues. We will focus on writing and production skills as we analyze and create media, and the effect of mass media on society. This is a writing intensive course, in which students will explore and identify controversial key issues related to media. These examinations will take place through content such as television news, print journalism, internet news, PSAs and commercials. Students will work on productions with fixed shorts deadlines at a newsroom pace and write news stories for the daily morning show. Projects developed are distributed over student and other community-based media. There will be guest speakers that cover many areas including First Amendment Law, public speaking specialist and ethics. The students taking this course have the opportunity to receive MCCC college credit.

Prerequisite: Successful completion of Digital Media course or the discontinued course of Introduction to TV/Video Production.

#6936/6937 - CINEMATOGRAPHY AND FILM MAKING
(GRADES 9-12)
Semester Course
Honors/Academic Level
This course provides advanced focus in cinematic concepts and techniques and their use in filmmaking. Students will learn the all aspects of filmmaking including casting, lighting, sound, writing, directing, and post-production. Students in this class will make films that will be entered into film festivals and other competitions.

Prerequisite: Successful completion of Digital Media course or the discontinued course of Introduction to TV/Video Production.

#6938/6939 - VIDEO PRODUCTION PORTFOLIO (GRADES 11-12)
Yearlong Course
Honors/Academic Level
Portfolio is a rigorous course of study designed for students who wish to pursue digital communication as a career or focus on an area of broadcast journalism or filmmaking. Students will concentrate upon the areas of their working portfolio that need strengthening or broadening. The course will also provide students the ability to explore and research their personal vision through supervised study. Students are required to maintain a journal and present digital portfolio at the end of the course. Self-discipline and a willingness to seek new challenges are expected. Adobe Premiere Pro Certification and After Effects Pro Certification may be earned in this class.

Prerequisite: Instructor Approval

#6940/6941 - VIDEO EDITING - (GRADES 9-12)
Semester Course
Academic Level
Students will study the principles and practices of editing by analyzing examples from classic and contemporary film and video as they learn how to build and strengthen a story and engage an audience. Using the latest industry non-linear software tools, students will work on advanced editing exercises that provide opportunities to master the editing process. An overview of the editing process, techniques, in-depth procedures, and skills will be reviewed. At the end of the course, the student will have learned the skills necessary to prepare for professional certification. Adobe Premiere Pro Certification and After Effects Pro Certification may be earned in this class.

Prerequisite: Successful completion of Digital Media course or the discontinued course of Introduction to TV/Video Production.

#6950 - ROBOTICS: DESIGN, BUILD, AND PROGRAM - (GRADES 9-12)
Semester Course
Academic Level
This semester course teaches students logic and problem solving using an entertaining approach. Students will design, create, debug and implement a functional robot to accomplish specific tasks autonomously as well as in remote-control mode. This course combines Science, Technology, Engineering and Math (STEM) to solve challenges provided by the instructor.
PROJECT LEAD THE WAY (PLTW) DESCRIPTION

Through Project Lead the Way programs, students develop in-demand, transportable skills – such as problem solving, critical and creative thinking, collaboration, and communication – that they will use both in school and for the rest of their lives, on any career path they take. As PLTW students progress through grades K-12, they are empowered to explore career paths, engage in problem solving and process thinking, develop technical knowledge and skills, and build communication skills.

#5430 COMPUTER PROGRAMMING FOR NON-ENGINEERS IN PYTHON (GRADES 9-12)
Semester Course
Academic Level
This is a course in computer programming for beginners with little experience with computers. The course will cover the basics of programming with an emphasis on problem solving and logical algorithm development. The PYTHON programming language will be used for this course. This is a great beginner course if you are not sure where or how to get into coding.
Prerequisite: Completed Algebra I.

#5411 ADVANCED COMPUTER PROGRAMMING IN JAVA (GRADES 9-12)
Semester Course
Honors Level
This course is designed for students who have completed either of the Computer Programming courses, in either PYTHON or C++. In this course, students will learn the JAVA programming language and how to program using Object-Oriented Design principles. This course will also cover the basics of graphical user interface, or GUI.
Prerequisite is successful completion of 5430, 5432, or the discontinued course of Introduction to Computer Programming.
Advanced Computer Programming is a course that is available for Dual Enrollment through Montgomery County Community College.

#5421 AP COMPUTER SCIENCE (GRADES 11-12)
Yearlong Course
Honors Level
This course will prepare students for the Advanced Placement Computer Science A exam. The AP exam will be given in the JAVA programming language. Students will cover all of the required knowledge for the exam. This course is available with Dual Enrollment with Montgomery County Community College.
Prerequisite is successful completion of Advanced Computer Programming in JAVA. AP Computer Science is a course that is available for Dual Enrollment through Montgomery County Community College.

#5434 GAME DESIGN PRACTICE AND THEORY (GRADES 9-12)
Semester Course
Academic Level
This course introduces the fundamental techniques, concepts, and vocabulary of electronic game and simulation development. Students will explore the historical, social, and cultural effects of electronic games while applying modern game design and development methodologies and principles to create their own game.
Prerequisite is successful completion of 5430, 5432, or the discontinued course of Introduction to Computer Programming.

#5410/5411 - INTRODUCTION TO ENGINEERING DESIGN (PLTW) - (GRADES 9-12)
Yearlong Course
Honors/Academic Level
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

#5412/5413 - CIVIL ENGINEERING AND ARCHITECTURE (PLTW) - (GRADES 10-12)
Yearlong Course
Honors/Academic Level
Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.
Prerequisite: Completion of Introduction to Engineering Design course. Students must also have completed or be enrolled in Geometry.

#5415/5416 - COMPUTER INTEGRATED MANUFACTURING (PLTW) - (GRADES 10-12)
Yearlong Course
Honors/Academic Level
Computer Integrated Manufacturing is one of Project Lead the Way’s specialization courses that was designed to further develop the merger of our student’s knowledge and use of computer aided design (CAD), computer aided manufacturing (CAM), computer numerical controlled machines (CNC), and automated guided vehicles (AGV). Additionally, the students in this course will have more opportunities to design, build, and program prototypes and functional products in the Wissahickon FABLAB through the exploration of manufacturing processes and systems. The course will consist of four major units: Principles of Manufacturing, Manufacturing Processes, Elements of Automation, and Integration of Manufacturing Elements, as well as the problem-based, hands-on application of knowledge.
Prerequisite: Completion of Introduction to Engineering Design course.

#5432 COMPUTER PROGRAMMING FOR ENGINEERS IN C++ (GRADES 9-12)
Semester Course
Academic Level
This is a computer course for students who are interested in going into Engineering. In this course, students learn how to program in C++. This course will cover the basics of general high-level programming, and look at more advanced programming concepts.
Prerequisite: Completed Algebra I.
#5436 ANDROID APPLICATION DEVELOPMENT (GRADES 9-12)
Semester Course

Academic Level

This is a comprehensive course on how to develop applications for Android phones and tablets targeted for business needs. Students will learn how to utilize the Android SDK with the Java programming language using standard Java development tools to build applications for distribution via the Android Market. Students will learn how to design mobile interfaces and how to apply mobile technology to solve common business needs. It is highly recommended that students have access to an Android device or virtual machine to complete work outside of class. An Android device is not required for the course.

Prerequisite is successful completion of 5430, 5432, or the discontinued course of Introduction to Computer Programming.
The goal of the World Language Department is to provide instruction at the honors and academic levels, where students will develop the knowledge and skills to communicate in the languages that they are studying. As a result of this instruction, students will also develop an understanding and an appreciation of cultures different from their own. This additional knowledge, linguistic proficiency and cultural awareness will prepare students to participate more fully in an increasingly global society.

College entrance requirements for world languages vary. Some colleges require a minimum of two years of high school study for entrance to certain programs, while others require three or more years of study for entrance. Requirements also vary depending on a student's proposed undergraduate major. It is recommended that both students and parents work together to determine the appropriate course of study.

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**#4090 - ENGLISH AS A SECOND LANGUAGE - BEGINNER**

*Yearlong Course*

*Academic Level*

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

**#4091 - ENGLISH AS A SECOND LANGUAGE - INTERMEDIATE**

*Yearlong Course*

*Academic Level*

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

**#4094 - ENGLISH AS A SECOND LANGUAGE - ADVANCED**

*Yearlong Course*

*Academic Level*

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

**#4102 - FRENCH I - (GRADES 9-12)**

*Yearlong Course*

*Academic Level*

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

**#4122 - FRENCH II - (GRADES 9-12)**

*Yearlong Course*

*Academic Level*

This course is for students who have successfully completed French I at the High School or who have completed French I at the Middle School. Continued development of the ability to understand, speak, read and write French is emphasized. Recorded dialogues, classroom conversations, reading, vocabulary development and other oral and written activities are used to accomplish course objectives. The students will also continue to study about various aspects of French culture.

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

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

*Yearlong Course*

*Honors Level*

This course is for students who have done excellent work in eighth-grade French (Middle School) or French I (High School) and have received their teacher’s recommendation to continue at the honors level. The French language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations, original speeches and in the use of taped materials. New grammar and vocabulary are introduced and reinforced by oral and written exercises and work with reading passages. The students will use the French language to produce original materials, do supplementary reading and continue to study about aspects of French culture.

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

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

*Yearlong Course*

*Academic Level*

This course is for students who have successfully completed French II at the High School. Continued development of the ability to understand, speak, read and write French is emphasized. Recorded dialogues, classroom conversations, readings, vocabulary development and other oral and written activities are used to reinforce and achieve the academic goals of this course. Continued study of "le monde francophone" will support the Culture standard; gaining knowledge and understanding of other cultures.

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

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

*Yearlong Course*

*Honors Level*

This is an honors course for students who have done excellent work in French II and have received their teacher’s recommendation. The development of listening and speaking skills is continued through a variety of classroom situations, conversations, dialogues, speeches and the use of multimedia material. Emphasis will be placed on the study of advanced-level grammar concepts. New structures and vocabulary will be introduced in classroom presentations and reading passages. The students will read and discuss selections from literature and other supplementary materials. Original compositions will be written on various topics. Study of the culture of the countries where French is spoken will continue. The French language will be used almost exclusively in all activities.

**Prerequisite: A grade of A or B in French II Honors, and a teacher’s recommendation to continue in French III Honors.**
# WORLD LANGUAGES

## FRENCH 2

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of course content is from text <em>Bien dit! level 2</em>. Listening in class is less extensive and assessments occasionally have listening comprehension. Speaking assessments tend to focus on dialogues developed in class groups. Student assessments involve smaller, more frequent quizzes with more objective areas; including multiple choice and word banks. Expectation of student oral participation is more in English. French is spoken by the teacher in support of the students’ English. Curriculum topics are delivered at a slower pace but have nearly equal content as Honors. Topics are not as in-depth or complex. Films tied to the curriculum are often French with English subtitles. Vocabulary and Grammar themes and concepts are the same for all French 2 students.</td>
<td>Majority of course content is from text <em>Bien dit! level 2</em>, with resources from <em>Discovering French Blanc</em> utilized periodically in support. Listening comprehension is included on all assessments. Speaking tests are included with every unit, with more minute focus on phonetics and clear communication. Students take fewer multiple choice assessments. Emphasis instead moves to more writing. Students are expected to write in complete sentences on every assessment. Oral participation emphasizes <em>immersion</em> in the language with more French input from the teacher. More in-depth and complex topics are addressed with extra asides to enhance overall input. Films tied to the curriculum are often French with French subtitles. Vocabulary and Grammar themes and concepts are the same for all French 2 students.</td>
</tr>
</tbody>
</table>

## FRENCH 3

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course content is supported by a variety of authentic materials as well as the text <em>Bien Dit! Level 2</em>, with resources from Discovery French Rouge utilized periodically. Films tied to the curriculum are often French with English subtitles. There is less need for students to memorize presentations. Slides and notes may be used for reference during presentations. Curriculum topics are delivered at a slower pace but have nearly equal content as Honors. Topics are not as in-depth or complex. Expectation of student oral participation is in simple French. French is spoken by the teacher with English clarification to ensure comprehension. Written paragraphs are expected.</td>
<td>The course content is supported by a variety of authentic materials as well as the text <em>Bien Dit! Level 2</em>, with resources from Discovery French Rouge utilized periodically. Vocabulary and Grammar themes and concepts are the same for all French 3 students. Films tied to the curriculum are often French with French subtitles. Students are expected to have discussions about thematic content without written notes. More in-depth and complex topics are addressed with extra asides to enhance overall input. Oral participation emphasizes immersion in the language with more French input from teacher. The 5 paragraph essay is introduced at this level. Vocabulary and Grammar themes and concepts are the same for all French 3 students.</td>
</tr>
</tbody>
</table>
## FRENCH 4

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course content is supported by a variety of authentic materials and the following texts: <em>Apprenons</em>, Bien Dit! Level 3, and resources from Discovery French Rouge utilized periodically.</td>
<td>The course content is supported by a variety of authentic materials and the following texts: <em>Apprenons</em>, Bien Dit! Level 3, and resources from Discovery French Rouge utilized periodically.</td>
</tr>
<tr>
<td>Some cultural readings are in English to help with complex issues. French is often added back in once a baseline comprehension is established.</td>
<td>All readings are in French.</td>
</tr>
<tr>
<td>Films tied to the curriculum are shown in French with English subtitles.</td>
<td>Films tied to the curriculum are shown in French with French subtitles.</td>
</tr>
<tr>
<td>There is less need for student to memorize presentations. Students may use slides for reference during presentation.</td>
<td>Students are expected to have discussions about thematic content without written notes.</td>
</tr>
<tr>
<td>Curriculum topics are delivered at a slower pace but have nearly equal content as Honors. Topics are not as in-depth or complex.</td>
<td>More in-depth and complex topics are addressed with extra asides to enhance overall input.</td>
</tr>
<tr>
<td>French is spoken during class. English spoken to ensure comprehension.</td>
<td>The French level 4 Honors class is conducted exclusively in French.</td>
</tr>
<tr>
<td>Vocabulary and Grammar themes and concepts are the same for all French 4 students.</td>
<td>Vocabulary and Grammar themes and concepts are the same for all French 4 students.</td>
</tr>
</tbody>
</table>
## WORLD LANGUAGES

### SPANISH 2

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Majority of course content is from text</strong> Avancemos! level 2.</td>
<td><strong>Majority of course content is from text</strong> Avancemos! level 2.</td>
</tr>
<tr>
<td>Vocabulary and Grammar themes and concepts are the same for all Spanish 2 students.</td>
<td>Vocabulary and Grammar themes and concepts are the same for all Spanish 2 students.</td>
</tr>
<tr>
<td>Vocabulary Quizzes often have word banks and require students to connect words to their meanings.</td>
<td>Vocabulary Quizzes NEVER include word banks &amp; are usually done with teacher stating words and students writing/defining.</td>
</tr>
<tr>
<td>Grammar Quizzes may allow students to utilize their notes and create connections of verb conjugation understanding.</td>
<td>Grammar Quizzes RARELY allow use of student notes.</td>
</tr>
<tr>
<td>Student assessments involve smaller, more frequent quizzes.</td>
<td>Students take fewer multiple choice assessments. Emphasis instead moves to more writing. Students are expected to write in complete sentences on every assessment.</td>
</tr>
<tr>
<td>Expectation of student oral participation is more in English. Spanish is spoken by the teacher in support of the students' English.</td>
<td>Oral participation emphasizes immersion in the language with more Spanish input from the teacher.</td>
</tr>
<tr>
<td>Curriculum topics are delivered at a slower pace but have nearly equal content as Honors. Topics are not as in-depth or complex.</td>
<td>More in-depth and complex topics are addressed with additional resources to enhance overall input.</td>
</tr>
<tr>
<td>Vocabulary and Grammar themes and concepts are the same for all Spanish 2 students.</td>
<td>Vocabulary and Grammar themes and concepts are the same for all Spanish 2 students.</td>
</tr>
</tbody>
</table>

### SPANISH 3

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Majority of course content is from text</strong> Avancemos! level 3.</td>
<td><strong>Majority of course content is from text</strong> Avancemos! level 3.</td>
</tr>
<tr>
<td>Vocabulary is presented in Spanish with support in English.</td>
<td>Vocabulary is presented in Spanish.</td>
</tr>
<tr>
<td>Grammar topics are presented in English.</td>
<td>Most Grammar topics are presented in Spanish.</td>
</tr>
<tr>
<td>Student vocabulary lists include 35-50 terms.</td>
<td>Student vocabulary lists include 50-75 terms.</td>
</tr>
<tr>
<td>Vocabulary and Grammar themes and concepts are the same for all Spanish 3 students.</td>
<td>Vocabulary and Grammar themes and concepts are the same for all Spanish 3 students.</td>
</tr>
<tr>
<td>Students enrolled in Spanish 3 Academic are expected to write 8-10 complete sentences for a given prompt.</td>
<td>Students enrolled in Spanish 3 Honors are expected to write 10-12 complete sentences for a given prompt.</td>
</tr>
<tr>
<td>Students are expected to speak in Spanish for 1 minute on a given prompt.</td>
<td>Students are expected to speak in Spanish for 1 minute 30 seconds on a given prompt.</td>
</tr>
</tbody>
</table>
## WORLD LANGUAGES

### SPANISH 4

<table>
<thead>
<tr>
<th>Academic</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much of course content is from text <em>Conexiones</em>. Numerous resources from online sites and other textbooks will also be used.</td>
<td>Majority of course content is from text <em>Conexiones</em>. Numerous resources from online sites and other textbooks will also be used.</td>
</tr>
<tr>
<td>Culture will be explored via music and movies/documentaries.</td>
<td>Culture will be explored via music and movies/documentaries.</td>
</tr>
<tr>
<td>Weekly reading and listening exercises in Spanish for mastery.</td>
<td>Weekly reading and listening exercises in Spanish for mastery.</td>
</tr>
<tr>
<td>Vocabulary and Grammar content are very similar to the Honors level. However, curriculum topics are delivered at a slower pace and topics are not as in-depth or complex.</td>
<td>Vocabulary and Grammar themes are the same for all Level 4 students.</td>
</tr>
<tr>
<td>Classes (with the exception of grammar explanations) will be conducted in Spanish. Students will be expected to participate in formal and informal oral presentations.</td>
<td>Class will be conducted in Spanish. Students will be expected to participate in formal and informal oral presentations.</td>
</tr>
</tbody>
</table>
#4181 - FRENCH IV—GRADES 11-12
Yearlong Course
Academic Level
This course is for students who have successfully completed French III at the High School and who have their teacher’s recommendation to continue into French IV. The course will continue to emphasize the development of the ability to understand, speak, read and write French. Oral and listening activities will include student-created recorded dialogues and classroom conversations, in addition to those which are professionally developed. Continued vocabulary development will enhance both writing and reading activities. The course curriculum will continue to support the study of the culture of “le monde francophone”.
Prerequisite: A grade of ‘C’ or better in French III and teacher’s recommendation

#4171 - FRENCH IV - (GRADES 11-12)
Yearlong Course
Honors Level
This is an honors course for students who have successfully completed French III Honors and have received their teacher's recommendation. The course combines a variety of advanced-level listening, speaking, reading and writing activities. Grammar and culture will also be studied at an advanced level. Selected literary selections will be read and discussed. The students will have the opportunity to use skills developed in previous courses in a variety of practical activities and situations. The class will be conducted exclusively in French.
Prerequisite: A grade of A or B in French III Honors, and a teacher’s recommendation to continue in French IV Honors.

#4192 - ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE—(GRADE 12)
Yearlong Course
Honors Level
This course emphasizes the use of the language for active communication as students will continue to increase their proficiency in each of the four language skills: listening, speaking, reading and writing. The course objective is the development of the following competencies: having a strong command of vocabulary and structure; understanding the spoken target language in various conversational situations; reading newspaper and magazine articles, fiction and non-fiction and non-technical writings without the use of a dictionary; and fluently and accurately expressing ideas orally and in writing.
Prerequisite: A grade of A or B in French IV Honors, and a teacher's recommendation to continue in AP French.

#4302 - GERMAN I - (GRADES 9-12)
Yearlong Course
Academic Level
This is a course for students who are beginning their study of German or who need additional reinforcement from previous study at the Middle School. It is the appropriate entry point for students who are studying German as their second world language. Skills in understanding, speaking, reading and writing German are developed through the acquisition of the vocabulary and grammar of the language. The culture of the German-speaking world is also studied.

#4311 - GERMAN II - (GRADES 9-12)
Yearlong Course
Honors Level
This course is for students who have done excellent work in eighth grade German (Middle School) or German I (High School) and have received their teacher’s recommendation to continue at the honors level. The German language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations, original speeches and in the use of taped materials. New grammar and vocabulary are introduced and reinforced in oral and written exercises and work with reading passages. The students will use the German language to produce original materials, do supplementary reading and continue to study aspects of the German culture.
Prerequisite: A grade of A or B in German I and a teacher’s recommendation to continue in German II Honors.

#4331 - GERMAN III - (GRADES 10-12)
Yearlong Course
Honors Level
This course is for students who have done excellent work in German II and have received their teacher’s recommendation. The development of listening and speaking skills is continued through classroom conversation, dialogues, speeches and the use of multimedia material. Emphasis will be placed on the study of advanced-level grammar concepts. New structure and vocabulary will be introduced in classroom presentations and reading passages. Students will read and discuss selections of literature and other supplementary materials. Original compositions will be written on various topics. Study of the culture of the countries where German is spoken will continue. The German language will be used almost exclusively in all activities.
Prerequisite: A grade of A or B in German II Honors and a teacher’s recommendation to continue in German III Honors.

#4371 - GERMAN IV - (GRADES 11-12)
Yearlong Course
Honors Level
This is an honors course for students who have successfully completed German III Honors and have received their teacher's recommendation. The course combines a variety of advanced-level listening, speaking, reading and writing activities. Grammar and culture will also be studied at an advanced level. Selected literary selections will be read and discussed. The students will have the opportunity to use skills developed in previous courses in a variety of practical activities and situations. The class will be conducted exclusively in German.
Prerequisite: A grade of A or B in German III Honors and a teacher's recommendation to continue in German IV Honors.
WORLD LANGUAGES (CON'T)

#4392 - ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE
(GRADE 12)
Yearlong Course
Honors Level
This course emphasizes the use of the language for active communication as students will continue to increase their proficiency in each of the four language skills: listening, speaking, reading and writing. The course objective is the development of the following competencies: having a strong command of vocabulary and structure; understanding the spoken target language in various conversational situations; reading newspaper and magazine articles, fiction and non-fiction, and non-technical writings without the use of a dictionary and fluently and accurately expressing ideas orally and in writing.
Prerequisite: A grade of A or B in German IV Honors or a teacher’s recommendation to continue in AP German.

#4702 - SPANISH I - (GRADES 9-12)
Yearlong Course
Academic Level
This course is for students who are beginning their study of Spanish or who need additional reinforcement from previous study at the Middle School. It is also an appropriate entry-level point for students who are studying Spanish as their second world language. Skills in understanding, speaking, reading and writing Spanish are developed through the acquisition of the vocabulary and grammar of the language. A study of the culture of the Spanish-speaking world is also included.

#4722 - SPANISH II - (GRADES 9-12)
Yearlong Course
Academic Level
This course is for students who have successfully completed Spanish I at the High School. Continued development of the ability to understand, speak, read and write Spanish is emphasized. Recorded dialogues, classroom conversation, readings, vocabulary development and other oral and written activities are used to accomplish course objectives. The students will also continue to study about various aspects of the Spanish culture.
Prerequisite: A grade of C or better in Spanish I and a teacher’s recommendation to continue in Spanish II Academic.

#4731 - SPANISH II - (GRADES 9-12)
Yearlong Course
Honors Level
This course is for students who have done excellent work in eighth grade Spanish at the Middle School or Spanish I at the High School and have received their teacher’s recommendation to continue at the honors level. The Spanish language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations and original speeches and in the use of taped materials.
Prerequisite: A grade of A or B in Spanish I and a teacher’s recommendation to continue in Spanish II Honors.

#4751 - SPANISH III - (GRADES 10-12)
Yearlong Course
Honors Level
This course is for students who have successfully completed Spanish II at the High School. Continued development of the ability to understand, speak, read and write Spanish is emphasized. Recorded dialogues, classroom conversations, readings, vocabulary development and other oral and written activities are used to reinforce and achieve the academic goals of this course. Continued study of the Spanish-speaking world will support the culture standard, gaining knowledge and understanding or other cultures.
Prerequisite: A grade of C or better in Spanish II Honors and a teacher’s recommendation to continue in Spanish III Honors.

#4771 - SPANISH IV - (GRADES 11–12)
Yearlong Course
Academic Level
This course is for students who have successfully completed Spanish III at the High School and who have their teacher’s recommendation to continue into Spanish IV. The course will continue to emphasize the development of the ability to understand, speak, read and write Spanish. Oral and listening activities will include student-created recorded dialogues and classroom conversations, in addition to those which are professionally developed. Continued vocabulary development will enhance both writing and reading activities. The course curriculum will continue to support the study of the culture of the Spanish-speaking world.
Prerequisite: A grade of ‘C’ or better in Spanish III and teacher’s recommendation.
#4771 - SPANISH IV - (GRADES 11-12)
Yearlong Course
Honors Level
This is an honors course for students who have successfully completed Spanish III Honors and have received their teacher's recommendation. The course combines a variety of advanced-level listening, speaking, reading and writing activities. Grammar and culture will also be studied at an advanced level. Literary selections will be read and discussed. The students will have the opportunity to use skills developed in previous courses in a variety of practical activities and situations. The class will be conducted exclusively in Spanish.
Prerequisite: A grade of A or B in Spanish III Honors and a teacher's recommendation to continue in Spanish IV Honors.

#4792 - ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE - (GRADE 12)
Yearlong Course
Honors Level
This course emphasizes the use of the language for active communication as students will continue to increase their proficiency in each of the four language skills: listening, speaking, reading and writing. The course objectives include providing students with a strong command of vocabulary structure, an understanding of the spoken target language in various conversational situations, developing reading skills through use of authentic materials, to include but not limited to newspapers and magazines, fictional and non-fictional literary texts, and non-technical writings, as well as authentic audio and video materials and computer and web-based activities. Culture is integrated throughout the year, connected to the reading, listening, writing and speaking activities. The course will be conducted exclusively in Spanish.
Prerequisite: A grade of A or B in Spanish IV Honors and a teacher's recommendation to continue in AP Spanish.

#4912 - JAPANESE I - (GRADES 9-12)
Yearlong Course
Academic Level
This course is for students who are beginning their study of Japanese or who need additional reinforcement from previous study in the Middle School. It is also an appropriate entry point for students who are studying Japanese as their second world language. Skills in understanding, speaking, reading and writing Japanese are developed through the acquisition of the vocabulary of the language. An emphasis is placed on learning the Japanese syllabry (hiragana and katakana) with some basic Kanji character recognition. A study of the Japanese culture is also included.

#4921 - JAPANESE II - (GRADES 9-12)
Yearlong Course
Honors Level
This course is for students who have done excellent work in eighth grade Japanese or Japanese I and have received their teacher's recommendation to continue at the honors level. The Japanese language will be used extensively in all activities. Listening and speaking are continued in classroom situations, conversations, original speeches and in the use of taped materials. Reading and writing the Japanese syllabry (hiragana and katakana) are reinforced in activities while Kanji character recognition and production are increased. The students will use the Japanese language to produce original materials, do supplementary reading and continue to study about aspects of the Japanese culture.
Prerequisite: A grade of A or B in Japanese I and a teacher's recommendation to continue in Japanese II Honors.

#4931 - JAPANESE III - (GRADES 10-12)
Yearlong Course
Honors Level
This course, conducted exclusively in Japanese, will build upon the understanding, speaking, reading and writing that the students have learned in their previous study of Japanese. Kanji will be studied extensively with the students being expected to recognize the characters in reading and to produce them in original writing samples. Culture will also be studied as the student focuses on the interaction and respect to be shown in conversational situations.
Prerequisite: A grade of A or B in Japanese II Honors and a teacher's recommendation to continue in Japanese III Honors.

#4941 - JAPANESE IV - (GRADES 11-12)
Yearlong Course
Honors Course
This course will build upon the vocabulary, structure and writing systems that students have learned in their previous study of Japanese. Authentic Japanese will be modeled extensively in listening and reading exercises. Students will discuss Japanese culture in the target language and will use an increasing number of Kanji in their writing. A study of more complex grammatical structures will lead to near-native production of the language.
Prerequisite: A grade of A or B in Japanese III Honors and a teacher's recommendation to continue in Japanese IV Honors.

#4952 - ADVANCED PLACEMENT JAPANESE
(GRADE 12)
Yearlong Course
Honors Course
This course emphasizes the use of the language for active communication as students will continue to increase their proficiency in each of the four language skills: listening, speaking, reading and writing. The course objective is the development of the following competencies: having a strong command of vocabulary and structure; understanding the spoken target language in various conversational situations; reading newspaper and magazine articles, fiction and non-fiction, and non-technical writings without the use of a dictionary; and fluently and accurately expressing ideas orally and in writing.
Prerequisite: A grade of A or B in Japanese IV Honors or a teacher's recommendation to continue in AP Japanese.
NORTH MONTCO TECHNICAL CAREER CENTER

1265 SUMNEYTOWN PIKE
LANSDALE, PA 19446
215-368-1177
WWW.NMTCC.ORG
NORTHMONTCO@NMTCC.ORG
North Montco Technical Career Center (NMTCC) offers 22 programs within eight cluster areas including: Construction Trades, Cosmetology, Culinary Arts, Engineering/Manufacturing, Horticulture, Health and Human Services, Power and Transportation and Visual Communications. The school serves approximately 1000 students from 5 surrounding school districts. Students can attend the school as either part-time or full-time students. Students should be fully transitioned to the High School and make progress towards graduation requirements so 9th grade students are not eligible to attend NMTCC. All students applying for admission to NMTCC programs as 10th graders will be reviewed on an individual basis. In addition to technical training, NMTCC provides academic courses to the full time students within all eight clusters.

**DUAL ENROLLMENT**

Currently, several NMTCC technical programs have established dual-enrollment partnerships with Montgomery County Community College and Reading Area Community College. Through dual enrollment opportunities, students in various programs are able to receive college credit for work they perform while attending NMTCC. The current programs are:

- **AUTOMOTIVE TECHNOLOGY**
- **CULINARY ARTS**
- **BIOTECHNOLOGY**
- **MECHATRONICS**

Please see p. 10 for more information about NMTCC Programs and High School credits.

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

**CONSTRUCTION TRADES CLUSTER:**

**CONSTRUCTION CARPENTRY**

The Construction Carpentry program covers instruction in safe and proper use of hand and power tools, drywall work, counter tops, and finish carpentry, as well as building wood frame structures such as rough framing, roofing and siding. Students will be required to purchase items for this program at an approximate cost of $255.

**HEATING, VENTILATION AND AIR CONDITIONING (HVAC)**

The HVAC program consists of basic to advanced instruction in both the installation and servicing of residential systems. Students are trained in electrical principles, plumbing, oil and gas heating, air conditioning, heat pumps and basic refrigeration systems. NMTCC’s HVAC program has been granted accreditation by HVAC Excellence. Students will be required to purchase items for this program at an approximate cost of $200.

**ELECTRICAL TRADES**

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

**#9610 A.M./9612 P.M.**

**COSMETOLOGY CLUSTER**

Cosmetology students learn the competencies and skills needed to pass the Pennsylvania State Board of Cosmetology practical and written licensing exams through a program that meets the state-required hours of instruction. Students must complete 1250 hours of instruction, with at least a 75% grade average, before they are eligible to take the State Board of Cosmetology license examination. The program covers instruction in a) cosmetology (hair care), b) esthetics (skin care and make-up), c) nail technology, and d) salon management. Students apply theory and skills and strengthen competencies through hands-on experience which includes a salon open to the community. Students will be required to purchase items for this program at an approximate cost of $500. In order for students to accrue enough hours to sit for the licensure exam, it is highly recommended that students in this program attend NMTCC full time as a senior.

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

**CULINARY ARTS TECHNOLOGY CLUSTER**

From prep cook to executive chef, the culinary industry offers a world of career possibilities. NMTCC’s Culinary Arts program is nationally certified as an American Culinary Federation Education Foundation (ACFEF) secondary certified program. Learning takes place in the classroom, kitchen, bakery and restaurant. After completing a one year rotation in the Culinary Arts Program, students have the opportunity to specialize in one of three areas: baking and pastry art, culinary chef, institutional (large quantity) food preparation. Students completing the program may enter the workforce or continue their education in college. Students will be required to purchase items for this program at an approximate cost of $100-250 depending on specialization.

**#9630 A.M./9632 P.M.**

**ENGINEERING/MANUFACTURING CLUSTER**

**DRAFTING AND DESIGN**

Students in the Design and Drafting program work with industry-standard software, computers and equipment to prepare for careers in drafting. Throughout the training at NMTCC, students will gradually master techniques in Drafting and Design utilizing ANSI/ASME standards. The course will start with Basic Drafting that includes Orthographic Projection, Auxiliary Views, Section Views, Dimensioning, Fasteners, Axonometric, and other basic drafting skills and will continue with, learning how to use many of the latest software packages. These include the latest versions of AutoCAD, Architectural Desktop, Inventor, 3D Studio, and other related software packages. Students will be required to purchase items for this program at an approximate cost of $45.

**MECHATRONICS**

The Mechatronics program offered at NMTCC provides a synergistic approach to the understanding of principles in the engineering field. The program focuses on mechatronics engineering technology, which is a multidisciplinary field where workers design, troubleshoot, maintain and repair sophisticated automated equipment through a systems approach. Students will perform activities and obtain fundamental knowledge in the following areas: electrical, electronics, robotics, mechanical systems, fluid power systems, programmable logic controllers, control systems and mechatronics. Engineers and technicians with training in mechatronic systems have the greatest career mobility across technical disciplines. Students will be required to purchase items for this program at an approximate cost of $25. In partnership with Reading Area Community College, students can earn up to 16 college credits towards a degree in Mechatronics Engineering Technology for successful completion of their technical course work completed at NMTCC.
ENGINEERING/MANUFACTURING CLUSTER (CONT’)

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

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

WELDING AND FABRICATION
Welding and Fabrication students learn the skills and techniques necessary for success in a career that values well trained, experienced workers. They learn MIG and TIG welding as well as gas welding and about the operation of welding and metal fabrication machinery. Students will be required to purchase items for this program at an approximate cost of $275.

#9640 A.M./9642 P.M.
Horticulture
The Horticulture program will provide students with a working knowledge, understanding and application of skills important to establishing, maintaining and managing horticulture enterprises. Practical landscape experience will be gained in planting and maintaining areas of the school campus. Operating a small production greenhouse and a school flower shop will enhance business and managerial skills. Students design arrangements for sale in the school store, and take orders for special events. Aquaponics has been added to the curriculum. This up and coming industry deals with growing plants without soil and raising fish in a contained area. Students will be required to purchase items for this program at an approximate cost of $60.

HEALTH & HUMAN SERVICES CLUSTER

#9650 A.M./9652P.M.—HEALTH SCIENCES
The Health Occupations curriculum focuses on the delivery of quality health care to clients in various settings. It includes hands-on experience at local health care facilities and provides the technical training needed to pursue a health care career. Curriculum includes a one-year state-approved nurse aide training program, which all students are expected to complete after satisfactory mastery of the core skills. A physical exam stating the candidate is free of infectious disease and can lift a minimum of 50 lbs., negative two-step tuberculosis test, proof of Hepatitis B vaccination, and a cleared Criminal Record Check must be obtained prior to entrance into the program. These requirements must be fulfilled every year of enrollment. Students will be required to purchase items for this program at an approximate cost of $200.

#9666 - BIOTECHNOLOGY

Biotechnology is a diverse and challenging field with excellent opportunities for career growth in pharmaceutical and biotechnology companies, as well as research. The program introduces students to core competencies and practical applications. Students comply with safety guidelines while learning standard laboratory techniques of microbiology, preparing media and solutions and using laboratory equipment. Specialized training is then provided in cell culture, protein purification, recombinant DNA technology, and forensics. This is a laboratory intensive program that integrates technical competency with employability skills and related academic content. In partnership with Montgomery County Community College, a junior/senior course is available at NMTCC. Students earn eight college credits for an introductory survey course in Biotechnology and a laboratory course emphasizing technical skills and instrumentation. The application process includes a personal interview, a visit to the Biotechnology laboratory, a letter of recommendation from a science teacher, and submission of a completed application form with a high school transcript. Acceptance into the program is determined in the spring. Students accepted into the morning session are required to provide their own transportation to NMTCC, since class starts at 7:30 am. Students accepted into the afternoon session are transported by their sending school. Students will be required to purchase items for this program at an approximate cost of $75.
Prerequisites: Biology and concurrent Chemistry

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

Protective Services program will provide students with an experience in the general public service occupation cluster. After covering a broad curriculum, students will specialize in several aspects of emergency medical service, police science, security, firefighting, and other related occupational fields. Students are encouraged to pursue post-secondary training for more career opportunities. Community service is also a requirement of this program. A cleared Criminal Record Check must be obtained prior to entrance into the program. Students will be required to purchase items for this program at an approximate cost of $200.
#9697 - ALLIED HEALTH TECHNOLOGY - (Gr. 12)
Allied Health Technology is designed for college preparatory students who are interested in pursing a medical or health science career after high school. The program is unique in that it is based in Abington Jefferson Hospital. Students enrolled in this program will report daily to the hospital where they will receive theoretical and technical instruction. In addition, through a bi-weekly schedule of clinical rotations, students will gain practical experience while working beside the individual professionals in their specific departments. The Allied Health program is a great way for students to test their dreams of becoming health care professionals. This program will take students into major departments of the hospital, such as – Emergency Room, Nursing Care Units, Medical Laboratory, Respiratory Care, Pharmacy, Cardiology, Physical Therapy, Intensive Care, and Operating Room.

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

#9670 A.M./#9672 P.M.
POWER & TRANSPORTATION CLUSTER

AUTO COLLISION REPAIR
The Auto Collision Repair Program is focused on high tech training necessary to diagnose and repair the finish coatings, cosmetic features, structure and complex components/systems in today’s automobiles. Any student successfully completing this program, or a segment of specialized instruction, can expect to be prepared for employment in this industry, or pursue advanced technical training at the post-secondary level and be ready for Automotive Service Excellence (ASE) certification.

Students will be required to purchase items for this program at an approximate cost of $150.

AUTOMOTIVE TECHNOLOGY
In accordance with National Automotive Technicians Education Foundation/Institute for Automotive Service Excellence (NATEF/ASE) and AYES standards, the Automotive Technology program provides current curriculum, instructional materials, and equipment which are needed to reinforce knowledge, skills and attitudes appropriate to industry needs. Students will be required to purchase items for this program at an approximate cost of $200.

DIESEL TRUCK TECHNOLOGY
As the trucking industry continues to expand, the demand is growing for mechanics and technicians to repair and maintain diesel engines. Upon completion of the Diesel Truck Technology program, students may secure employment as entry-level technicians or advance their education and training. This program follows the National Automotive Technicians Education Foundation/Institute for Automotive Service Excellence ASE/NATEF national standards for Medium/Heavy Duty Diesel Truck technology.

Students will be required to purchase items for this program at an approximately cost of $150.

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

ADVERTISING DESIGN
The Advertising Design Program offers instruction encompassing a broad spectrum of art and design related occupations. Students are introduced to the tools and techniques needed to become successful advertising artists and designers. Growth in illustration, design and other techniques will create a demand for skilled artists far in excess of qualified workers. The core curriculum focuses on advertising design, digital imaging, illustration and the principles of creating good advertising. Hands-on learning will provide students with the background needed to develop a viable portfolio.

Students will be required to purchase items for this program at an approximate cost of $125.

GRAPHIC ARTS
The Graphic Arts program is a PrintEd certified program that offers instruction encompassing a broad spectrum of design and print related occupations. The major areas of study in the graphic arts program include graphic design and layout, Adobe Creative Cloud, typography, offset printing operation, bindery, document management/quick copy center operations and digital photography. Students will be required to purchase items for this program at an approximate cost of $50.

INTERNET TECHNOLOGIES
The Internet Technologies program is an instructional program that prepares individuals to apply technical skills in support and design of computer systems and networks. The program includes instruction in website design as well as game and simulation development. The program also provides a technical foundation for college-bound students pursuing a career in information technology and provides the training for students to acquire several industry certifications. The course includes the Oracle and Cisco Academies, which provide training in computer networking, database design, computer system support, computer repair and service, and other IT subjects.
School-to-career learning programs at NMTCC combine quality education with worksite learning so students are given the opportunity to apply the valuable skills they are learning. The School-to-Career office can assist with creating a resume and developing interviewing skills. This office also provides job posting for students who want to gain real-life, on-the-job experience before graduating from high school. One of NMTCC’s School-to-Career programs may be the opportunity you need to further your career goal.

The programs available to students at NMTCC include:

- Internship
- Pennsylvania Youth Apprenticeship Program (PYAP)
- Cooperative Education (Co-Op)

**Internship (non-paid)**

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

**Pennsylvania Youth Apprenticeship Program (PYAP)**

This employer-driven program offers paid, on-the-job training experience through a partnership with a sponsoring company. Employers participate with school staff to develop and monitor the curriculum and standards. The program is offered to 10th, 11th, and 12th grade students. On the job work experience is designed for 11th and 12th grade students. Students must have successfully completed all major academic subjects and be on grade level to enroll in this program. Students must complete an application and interview process as well as sign a training agreement accepting responsibilities of the position. Academic and technical instruction is delivered at NMTCC in an integrated learning environment as applicable to the youth apprentice’s career plan.

**Cooperative Education (Co-op)**

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

**SOAR – STUDENTS OCCUPATIONALLY AND ACADEMICALLY READY**

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

To view current advanced credit opportunities articulated with post-secondary institutions, go to Search for equivalencies under the Search button at [www.collegetransfer.net](http://www.collegetransfer.net), select PA Bureau of Career and Technical Education at the “From” drop down menu.

**SENIOR GRADUATION PROJECT**

All seniors at North Montco TCC MUST complete a Senior Graduation Project during their 12th grade year. This project meets all requirements of home school graduation projects and all requirements of the Commonwealth of Pennsylvania. North Montco’s project can be used instead of completing a project at the home school. Students are required to choose a project technical in nature. They then must complete a research paper on this topic. Students must then complete the project and present their research findings and project in the spring of their Senior Year.
WHS has many extracurricular clubs. Brief descriptions are listed below along with requirements for club credit. For more information, contact the Activities Office. Refer to the Student/Faculty Handbook for sponsors. Time expectations for club in bold.

Ambassadors Club - The Ambassadors Club strives to make all new students feel welcome and comfortable in Wissahickon High School through welcome sessions, information seminars, giving tours, and helping with becoming acclimated to our school system. 2 meetings per month and a monthly activity - 6 hours per month

Art Club – Art Club seeks students who are interested in making and creating all types of art. From photo to ceramics, we create artwork for our school community and sell works of art to raise money for charity. 15 meetings, 30 hours; assistance with Art Show is a requirement.

Asian Studies Club – The purpose of Asian Studies Club is to allow anyone to experience Asian culture and learn about it. Meetings will occur monthly. 10 meetings, 20 hours.

Bullet Journaling - Learn how to get organized and boost your creativity at the same time! Bullet Journaling Club introduces students to a trendy and inexpensive hobby that can help them manage their lives. Basic materials such as pens and graph paper (for those who don’t own bullet journals) will be provided. No experience is necessary! Meets on day 6 IE 1st & 3rd of the month

CASA – CASA is a home for the African American and Latino student associations. CASA brings in speakers that cater to issues relating to African America and Latino students while also teaming with other clubs to learn about different cultures. 9 meetings, 15 hours, helping with CASA events.

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

Computer Club – Meets twice a month. The club is open to all students who are interested in coding and competing in programming contests, hackathons, or other computer related contests. Want to learn a new programming language? This is the place for you. 20 meetings, 40 hours; 2 competitions per year.

Culinary Exploration Club - Culinary Exploration Club allows members to share and explore foods of different cultures. Members make recipes at home to share with the group. Club meets twice a month.

Debate and Speech Team— A competitive team with numerous possible events in which interested students debate many varied topics against other schools in southeastern PA as well as engage in literary recitals, speeches and performances. 70-80 hours over 20 meetings/practices and competitions.

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

Environmental Protection Club - We strive to protect the environment in and surrounding the school, and are committed to sustainable causes like solar panels, paper conservation, recycling, and many others. Every little bit of everything you do counts and makes an impact. There’s no better way to do this than by joining the WEP! It’s a fun and collaborative club. We will be involved in activism throughout the school and are open to any and all ideas. 75% of meetings must be attended to be considered a member.

FANS - FANS stands for Following Activities ‘N’ Sports, where our mission is to instill pride in the greatest nation of all, #WissNation. All members are expected to attend our bi-monthly meetings, and 15 total events over the course of the school year. Those participating on WHS sporting teams will have reduction of their required amount of event attendance.

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

Freshman Class Committee – The Freshman Class Committee is a service-based club that sponsors fundraisers and helps improve school spirit. 18-20 meetings per year; 80% attendance is required.

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

Future Teachers of America – FTA is a service club comprised of students who have a passion for teaching and helping others. FTA focuses on promoting education throughout the district by helping teachers and tutoring students as well as encouraging others to give back to the community. 9 meetings, 18 hours; attend all meetings, help in educational setting 20 hrs. Monthly meetings, membership award system, community service, flexible credit opportunities.
Gay Straight Alliance (GSA) – Open to all students interested in creating a safe and accepting school environment for all members of the WSD Community. 18-20 meetings, 40 hours; 50% attendance required.

Global Minds - Change Your Mind. Change The World. Global Minds is a for-youth by-youth organization that inspires students to form social bonds, intercultural friendships, and to consider global issues through youth led extracurricular activities.

Health Careers Club – Allow students interested in health to develop that pursuit through community service, personal education, and peer education. Students learn about the allied health professions via guest speakers along with health promotional activities within the Wissahickon Community. 18 meetings, 18 hours; 80% attendance and community service.

High School Democrats of America - The purpose of this club is to discuss current political issues and hold events for guest speakers. This club meets during IE approximately 18 times a year.

Ilium – WHS Yearbook – Yearbook Club is an opportunity for students to participate in the creation and development of the WHS Yearbook. Yearbook Club meets one Thursday a month from 2:45-4:15. 35-40 meetings, 75 hrs.

Interact Club – Interact is Rotary International’s service club for young people ages 12 to 18. Interact Clubs are sponsored by individual Rotary Clubs, which provide support and guidance, but they are self-governing and self-supporting. Attend monthly meeting, 5 hours of community service and $5 dues.

Jazz Ensembles – Any Jazz instrument student who auditions and is chosen. 26 meetings, 52 hours; attend all performances and rehearsals.

Jewish Student Union – Allow students to explore and experience the Jewish culture through conversations and celebrations of Jewish holidays. We talk about traditions and meanings of these events. 18 meetings, 18 hours; 80% attendance and community service.

Junior Class Committee – The Junior Class Committee will have general monthly meetings to plan events such as the Semi-Formal Dance and the Junior/Senior Prom. Attend 50% of the meetings; actively participate in at least two events.

Key Club – Sponsored by the Ambler Kiwanis Club. Key Club is open to any student who has an interest in service-locally and globally. 16 meetings, 40 service hours (20 personal); $15 dues.

Law Club — The law club learns about the process of trying a case in court, both as prosecution and as defense, and competes against other schools in the area in a mock trial. 18-20 meetings, 37 hours; attend 85% of meetings, Mock Trial Competition.

Marching Unit – The Wissahickon Marching Unit combines Trojan spirit, pride, musicianship, and decades worth of tradition to create renewed gridiron excitement. All 9th through 12th grade instrumentalists. 50 meetings and 16 service hours, 180 hours; attend all rehearsals and performances.

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

Model UN - Model UN is a simulation of the UN General Assembly and other multilateral bodies. Students role play the ambassadors debating topics as diverse as maternal health and landmines to promoting literacy. Meetings are bi-weekly. A goal is to attend the local conference in the spring.

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

NAMI - The purpose of this club is to educate others and raise awareness regarding mental illnesses. The club will also be a space to provide a safe space to talk about issues and engage in conversation. We will also provide resources for those who may need it.

National Honor Society – Open to juniors and seniors. Based upon scholarship, service, leadership and character. Students with a cumulative academic average of 3.5 at the end of sophomore year are eligible for membership. 9 meetings; 15 service hours.

Pit Orchestra – Open to students in the instrumental program (by audition when needed). Does not normally conflict with sports participation. 32 meetings and 16 service hours; regular attendance for practices and performances.

Poetry Club - The Poetry Club is a place where students can practice writing modern poetry (prose form) and listen to poetry slam videos from a multitude of famous authors. Students are encouraged to both listen and share their own prose poems. Poetry club is a safe space where students can be a part of the Wiss community, as well as share their thoughts and emotions through the spoken word. Meets Monthly. Attendance at 6 meetings and 1 event a year is mandatory to receive club credit.
Pop Culture Club - Pop Culture Club is a place where you can talk about your favorite books, movies, TV shows, comics, artists, and more! The club creates a place where you can comfortably talk about your interests, meet new people and make friends, and learn about all things pop culture.

Project Lit - We are a national, grassroots LIteracy movement, a network of dedicated teachers and students who are committed to increasing access to culturally relevant books and promoting a love of reading in our schools and communities. We work together to empower students as READERS and LEADERS in their school and community as we read and discuss the same impactful books.

Robotics – Open to any student who is interested in being part of a team that designs and builds a remote-controlled robot to enter scholastic arena-style competition against other high schools. Two meetings/6 hours per week; some weekend times required Sept-Feb.

SADD – Students Against Destructive Decisions – Open to any student who agrees to work at keeping their peers from making bad decision that could have severe consequences. 20 meetings, 26 hours; attend a minimum of 13 meetings; actively participate in a minimum of one initiative committee.

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

Self-Defense - The purpose of the club is to introduce and practice techniques for de-escalating conflicts and extracting oneself from dangerous situations. The club meets during IE’s. You can sign up through Infinite Campus and join the Schoology group.

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

Sophomore Class Committee – Sophomore Class Committee provides opportunities for students in the sophomore class to get involved in an organization that benefits their class and promotes engagement with their peers through social events. Attend 50% of the meetings; actively participate in at least two events.

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

Student Council – Consists of Officers, Student Senate and Student Representatives. Officers and Senators are elected by their peers in the spring of the previous year. Representatives are elected each September. Student Council members are made aware of and respond to student concerns as well as deal with needs within the school community. Attendance required for weekly (Officers/Senators) or monthly (Representatives) meetings.

Symphonic Orchestra – Open to students who play orchestral instruments (strings, woodwinds, brass, and percussion). Meets weekly for 2 hours. 22 meetings, 48 hours; regular participation in rehearsals and 2 concerts

Trojan Times – The Student Newspaper. Any student interested in writing and publishing the high school newspaper. Meetings after school during the year. 10-15 meetings, 18 hours; must attend 75% of meetings.

Warhammer Club - Allow students with an interest in tabletop miniature strategy games to connect and compete with one another.

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

Follow us @Wissahickonwildlife

WISS PALS - WISS Pals is a club that brings students of varying abilities and talents together to form relationships. Through our club, we strive to build compassion, understanding, and tolerance. WISS Pals meets once a month on Tuesday’s from 2:45 to 4:30 after school

World Education Club – The World Education Club is an awareness and charity/service club in which the focus is to provide educational services and supplies to children all around the world. Members of the club will participate in monthly fundraising events to help raise money to donate to those in need. 9 meetings/9 fundraising events; 50% participation is required; $10 dues.

WTV Club -- A broadcast television and filmmaking club for students who have an interest or ability with electronic media, particularly television production, film, videography, and editing. 6-12 hours per month; 2 projects per quarter.

Wissahickon Academic Quiz Team – Any student ready for a fast-paced team competition based on remembering or learning academic content questions will love this club. 1 practice monthly, 3 competitions annually, contribution to the website.
Music Organizations:

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

Jazz Ensembles—Any Jazz instrument student who auditions and is chosen. **26 meetings, 52 hours; attend all performances and rehearsals.**

Marching Unit—The Wissahickon Marching Unit combines Trojan spirit, pride, musicianship, and decades worth of tradition to create renewed gridiron excitement. All 9th through 12th grade instrumentalists. **50 meetings and 16 service hours, 180 hours; attend all rehearsals and performances.**

Musical—The annual Musical gives students the opportunity to experience the audition preparation and applications process, participation in an amateur production of a Broadway Musical, including vocal study, choreography, stage blocking, stage technology, and orchestral performance. **80 meetings, 180 hours; attend rehearsals and all performances.**

Pit Orchestra—Open to students in the instrumental program (by audition when needed). Does not normally conflict with sports participation. **32 meetings and 16 service hours; regular attendance for practices and performances.**

Symphonic Orchestra—Open to students who play orchestral instruments (strings, woodwinds, brass, and percussion). Meets weekly for 2 hours. **22 meetings, 48 hours; regular participation in rehearsals and 2 concerts.**
HIGH SCHOOL TIMELINE

GRADE 9
Plan
• Start planning now! Take the right courses and earn the best grades you can.
• Ask your counselor for a list of your high school’s NCAA core courses to make sure you take the right classes. Or, find your high school’s list of NCAA core courses at eligibilitycenter.org/courselist.

GRADE 10
Register
• Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
• If you fall behind on courses, don’t take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11
Study
• Check with your counselor to make sure you are on track to graduate on time.
• Take the ACT or SAT, and make sure we get your scores by using code 9999.
• At the end of the year, ask your counselor to upload your official transcript.

GRADE 12
Graduate
• Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.
• Request your final amateurism certification after April 1.
• After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

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

4x4=16
+ 4 English courses (one per year)
+ 4 math courses (one per year)
+ 4 science courses (one per year)
+ 4 social science courses (one per year)
= 16 NCAA CORE COURSES

For more information:
ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions
ncaa.org/studentfaq

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@NCAAECC

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ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

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

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

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

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

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<td>ENGLISH</td>
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<td>NATURAL/PHYSICAL</td>
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<td>SCIENCE</td>
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<td>MATH</td>
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DIVISION II

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

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

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

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

Use this worksheet to plan your program for the four years of high school. Use this space provided to list the courses and credits you will want to take and need to complete for graduation. In completing your worksheet, you will want to consider your future career and educational plans as well as the graduation requirements of Wissahickon School District. Of equal importance will be the difficulty level of the course as compared to your own academic ability and degree of motivation. This plan is tentative and subject to change from year to year. Be sure to discuss your plans with your parents and if you have questions or need assistance, please see your guidance counselor.

WISSAHICKON HIGH SCHOOL GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4.00</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4.00</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3.00</td>
</tr>
<tr>
<td>Science*</td>
<td>3.00</td>
</tr>
<tr>
<td>Wellness (9th grade health)</td>
<td>1.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.00</td>
</tr>
<tr>
<td>Health</td>
<td>0.50</td>
</tr>
<tr>
<td>Graduation Project</td>
<td>0.80</td>
</tr>
<tr>
<td>Electives **</td>
<td>9.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26.80</td>
</tr>
</tbody>
</table>

*Students must earn a combined total of 7.0 credits in Mathematics and Science.

**Two years of world language will be required, but exceptions will be considered on an individual basis.

<table>
<thead>
<tr>
<th>Grade 9 CREDITS</th>
<th>Grade 10 CREDITS</th>
<th>Grade 11 CREDITS</th>
<th>Grade 12 CREDITS</th>
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