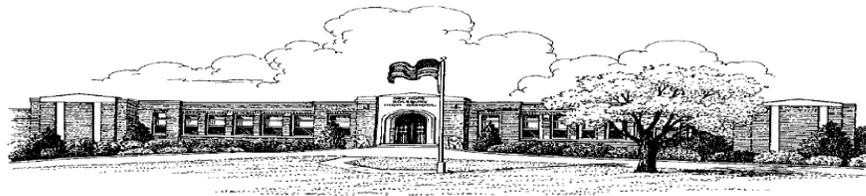




# NEW HOPE-SOLEBURY HIGH SCHOOL

*2017-2018*



## COURSE SELECTION GUIDE



### ***New Hope – Solebury School District Mission Statement***

***The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.***

## ***Message from High School Administration***



This course selection guide contains valuable information to assist you in planning your course of study for next school year. It includes a list of available courses, course descriptions, subject area pathways (suggested sequences for required courses), and graduation requirements. As you read through the course selection guide, remember that making informed decisions and accepting responsibility for those decisions is a critical component of the learning process.

It is important to understand and plan a course of study that takes into account your interests, abilities and goals. While you may not yet know your future plans, it is important to choose courses that are challenging within your level of academic ability. As you select courses, please pay close attention to any special requirements or prerequisites to ensure that you are eligible for that class.

Also, please understand that decisions you make during the course selection process are critical to our planning for the upcoming school year. The scheduling of classes, the purchase of supplies, textbooks and equipment, and the assignment of teachers is based on the information you give us during this process. It is impossible to construct a master schedule that meets every student's course requests. We work diligently to meet the maximum percentage of requests feasible; however, it is not possible to satisfy every student's preferences. Our focus is to first meet the core academic requirements of students and to then turn our attention to elective choices. If it is impossible to schedule all course requests, the alternate course selections you make will be utilized.

**Once you declare your course preferences, and you have submitted your final requests through the course verification process, changes in course requests will only be honored for the following four reasons:**

- (1) failure to meet the required prerequisite**
- (2) a level change that has been recommended by the teacher**
- (3) a change as guided by the student's IEP or 504 Plan**
- (4) a request to add a class in place of a study hall.**

New Hope-Solebury High School is committed to helping you along the way to achieve your goals. The teachers, counselors and administrators are available to answer any questions you may have and guide you through the course selection process. Please work closely with your parent or guardian, teachers, and school counselor as you make informed and thoughtful decisions in regard to your academic program. All of these individuals will help you to choose courses that are suited to your needs, interests and post-secondary goals.

I strongly encourage you to be thoughtful and to choose your courses with deliberate care.

Enthusiastically,

Mr. Stephen Seier  
Principal

**NEW HOPE-SOLEBURY HIGH SCHOOL**  
182 West Bridge Street, New Hope, PA 18938  
Phone: 215-862-2028 Fax: 215-862-3198

**2017-2018**  
**CEEB: 392-950**

### ***NEW HOPE ADMINISTRATION***

*Dr. Steven Yanni, Superintendent*  
*Mr. Charles M. Malone, Dir. of Elementary & Secondary Education*  
*Ms. Alyssa Marton, Director of Special Education*  
*Mr. Stephen Seier, Principal*

### ***GUIDANCE COUNSELORS/SOCIAL WORKER***

*Ms. Hebat El-Turky --- A through L --- 215-862-8171, x3179*  
*Mrs. Sarah Reeder --- M through Z --- 215-862-8171, x3178*  
*Mr. Douglas Olszewski, Social Worker --- 215-862-2028, x3112*  
*Mrs. Vickie Behlert --- 215-862-8171*

New Hope-Solebury High School is a four-year public high school enrolling approximately 535 students annually in grades 9 through 12. The district draws students from Solebury Township and the Borough of New Hope, located in historic Bucks County. The combined population of these two communities is approximately 10,000 persons. The high school environment is marked by strong interpersonal relationships at every level.

The U.S. News & World Report ranking of "Best High Schools" ranked New Hope-Solebury High School as #2 in Pennsylvania and Newsweek Magazine has ranked New Hope-Solebury High school as #169 nationwide.

New Hope-Solebury High School has also been named a **2014 National Blue Ribbon School**. This award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content.

### **GENERAL INFORMATION (2016)**

Grades: 9-12  
Enrollment: 535  
Graduating Class: 137  
Faculty: 60  
Type of School: Public

### **POST-SECONDARY PLANS**

For the class of 2016 approximately 92.9% enrolled in a 4-year college, 7% enrolled in a 2-year college, 1% took a gap year.

### **GRADUATION REQUIREMENTS:**

New Hope-Solebury requires twenty-eight (28.00) earned credits for graduation distributed as follows:

4 credits of English  
4 credits of Social Studies  
4 credits of Math  
4 credits of Science \*\*  
2 credits of Health/PE (1 of each)  
.5 credit of APEX  
9.5 credits of Electives

\*\* Science Courses with a lab will receive 1.5 credits

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## CURRICULUM

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The academic program is comprehensive and offers advanced courses in many subject areas. Students take eight 41-minute class periods each day. Honors and AP courses are weighted.

### Honors Program:

The honors program consist of courses in English, Mathematics, and Science for students meeting eligibility criteria. These criteria include a final grade of 92 in a non-honors course or an 83 in an honors course. All honors courses require the development and consistent application of critical thinking skills.

### Advanced Placement Program:

Advanced placement courses are offered in Biology, Calculus AB, Chemistry, Computer Science, English Language & Composition, English Literature, Environmental Science, European History, Music Theory, Physics, Statistics, Studio Art, U.S. History, and U.S. Government & Politics

## GENERAL COURSE CREDIT

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Each course at New Hope-Solebury has an assigned credit value depending on the following criteria:

- **Full Year** - meets daily for the year and is valued at one credit (1.00).
- **Full Year/Alternate Day** – meets every other day for the year and is valued at one-half credit (.50)
- **Semester/Half Year** - meets daily for one semester and is valued at one-half credit (.50).
- **Science w/Lab** – meets daily & twice every other day for the year and is valued at one-and-one-half credits (1.50).
- **Dropped Course** – zero credit will be awarded.
- **MBIT** - Meets for four class periods daily for the year and is valued at four credits (4.00)

Eight credits is the maximum credit load a student may schedule per year. Students in grades 9-11 are expected to carry a full schedule, consisting of a minimum of seven credits. Seniors are permitted to carry a course load of six-eight credits. Grade level placement is determined each year on the basis of earned credit.

## PROMOTION REQUIREMENTS

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<u>Promotion from 9<sup>th</sup> to 10<sup>th</sup> Grade:</u>	Seven (7.00) earned credits
<u>Promotion from 10<sup>th</sup> to 11<sup>th</sup> Grade:</u>	Fourteen (14.00) earned credits
<u>Promotion from 11<sup>th</sup> to 12<sup>th</sup> Grade:</u>	Twenty-one (21.00) earned credits

## GRADUATION REQUIREMENTS

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New Hope-Solebury requires twenty-eight (28.00) earned credits for graduation. Credits must be distributed in accordance with the following:

English (1.0 in each grade)	4.00 credits
Social Studies	4.00 credits
Math	4.00 credits
Science**	4.00 credits
Health/PE (1.0 of each)	2.00 credits
APEX	0.50 credit
Electives	9.50 credits
TOTAL	28.00 credits

*\*\*Science courses with a lab will receive 1.5 credits*

Students must earn a “proficient” or “advanced” score on the KEYSTONE Biology, Literature, and Algebra assessment in order to graduate.

## PARENTAL REQUEST FOR COURSE OVERRIDE

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When making recommendations for placements, teachers utilize 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 the teacher to discuss their recommendation.
2. Contact the guidance counselor to discuss the recommendation.

If you wish to waive the recommendation, you should ask the guidance counselor for the Parent/Guardian Request for Course Override Form, complete the form and return it to the guidance counselor. A meeting with the principal will take place and a determination of honoring the waiver will ensue. If satisfaction is not had, a parent/guardian may request an appeal with the Director of Elementary & Secondary Education. If the waiver is granted, please note that the course level will not be changed back and they are responsible for the completion of the course.

## CRITICAL COURSE SELECTION CHANGE PROCEDURE

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Please note that every effort will be made to accommodate course requests. Due to the constraints of the master schedule, there may be occasions when not every primary request can be scheduled. As a result, all students must choose alternative elective choices.

A schedule containing a combination of your primary and/or alternate course choices is *not* considered a schedule conflict.

Once your course preferences have been confirmed through the course verification process and the scheduling process has begun, **changes in courses requests will only be made for the following four reasons:** (1) failure to meet the required prerequisites; (2) a level change that has been recommended by the teacher; (3) a change as guided by the student's IEP or 504 Plan; (4) a request to add a class in place of a study hall.

Please note that requests for any other reason (lunch assignment, study hall placement, incomplete summer assignments, or teacher preference) do not meet the necessary criteria for a schedule change.

**Requests for schedule changes will not be considered after the fifth day of school.**

## COURSE WITHDRAWAL PROCEDURE

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**If a withdrawal from a course occurs after the fifth day of school, the student will receive a grade of "WP" (Withdraw-Passing) or "WF" (Withdraw Failing).** The grade will be determined by the student's cumulative average in the class at the time he or she is withdrawn. The "WP" or "WF" will appear on the student's report card and high school transcript. Exceptions to this practice will be considered for newly registered students and those eligible for special education. All such exceptions are subject to the approval of the principal.

## SENIOR APEX PROJECT

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The New Hope-Solebury School District Senior APEX Project is a student-directed, challenging project to be completed by every senior. The Senior APEX Project, based on an interest identified by the student, is shaped by an essential question about the student's chosen interest. The essential question is a broad, open-ended question (unable to be answered with a simple "yes" or "no") that drives any large research project. After that question is created, the project entails researching and answering that question and then telling us what you learned about the topic of your question

Seniors will earn .50 of a credit for the Senior APEX Project during the second semester of the senior year. They will earn a grade of "P" or "F" for each of the following: third quarter, fourth quarter, and final. All assignments and forms have deadlines prior to the experiential phase. These assignments and forms must be completed before they are released for the experiential phase. They must make a satisfactory final presentation to pass the project and graduate. **The successful completion of a Senior APEX Project is a graduation requirement.** Rubrics in the handbook clarify specific requirements and guide their learning. Further information may be found at:

## [SENIOR APEX PROJECT](#)

## COURSE SELECTION FOR COLLEGE ADMISSION

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Colleges expect students to take full advantage of the curriculum offered at their high school. Therefore, students are strongly advised to take the most challenging courses *as appropriate* to their academic background, future goals, and personal interests.

Highly selective colleges will expect to see high achievement in Honors and Advanced Placement courses. Students applying to selective colleges are strongly encouraged to take at least three laboratory sciences and a minimum of three years of the same world language. Many of the more select colleges and universities will expect four years of a world language.

Programs such as engineering, science, mathematics, and architecture will expect four or more years in mathematics and science. Future arts majors are strongly encouraged to take as many arts classes as possible and to work diligently in preparing a portfolio. The same is true for future music or theater majors since an audition is critical for college admissions.

## FUTURE PLANNING PROCESS & CHARTS

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The "Subject Area Pathway Chart" and "Four-Year Planner Chart" provide a recommended course sequence for New Hope-Solebury students. Any student electing to combine a college-preparatory academic program with a career, technical, or pre-professional program at Middle Bucks Institute of Technology may complete a modified sequence. The more challenging the course of studies selected, the more competitive one will be in seeking employment or admission to the college or university of choice.

## SUBJECT AREA PATHWAYS

The following subject-area pathways are typical for New Hope-Solebury High School students and will be helpful to students in their four-year program planning

<b>ENGLISH</b>		
<b>Grade Level</b>	<b>Pathway 1</b>	<b>Pathway 2</b>
9	Academic English 9	Honors English 9
10	Academic English 10	Honors English 10
11	English 11 (or) AP Option	Honors English 11 (or) AP Option
12	English 12 (or) AP Option	Honors English 12 (or) AP Option
<i>Advanced Placement course offering in English Language and English Literature</i>		

<b>SOCIAL STUDIES</b>		
<b>Grade Level</b>	<b>Pathway 1</b>	<b>Pathway 2</b>
9	Exploring the Non-Western World	Exploring the Non-Western World
10	America: The 20 <sup>th</sup> Century	AP US History
11	Contemporary Issues & Democracy in America (or) AP US Gov't & Politics	AP European History, AP Psychology, AP U.S. Government & Politics
12	Electives	Electives
<i>Electives include Advanced Placement offerings in European History, Psychology, U.S. History, and U.S. Government &amp; Politics</i>		

<b>MATHEMATICS</b>			
<b>Grade Level</b>	<b>Pathway 1</b>	<b>Pathway 2</b>	<b>Pathway 3</b>
9	Academic Algebra I	Honors Algebra II	Honors Geometry
10	Academic Algebra II	Honors Geometry	Honors Pre-calculus
11	Academic Geometry	Honors Pre-calculus	Honors Calculus
12	Academic Pre-calculus or Math Elective	Honors Calculus	AP Calculus
<i>Students meeting prerequisite requirements may take more than one math class in a given year to allow for enrollment in Advanced Placement courses. Advanced Placement offerings are available in Calculus, Statistics and Computer Science.</i>			

<b>SCIENCE</b>		
<b>Grade Level</b>	<b>Pathway 1</b>	<b>Pathway 2</b>
9	Biology	Honors Biology
10	Chemistry	Honors Chemistry
11	Academic Physics	Honors Physics
12	Science Electives including AP Option	Science Electives including AP Option
<i>Students meeting prerequisite requirements may take more than one science class in a given year to allow for enrollment in Advanced Placement courses. Advanced Placement offerings are available in Biology, Chemistry, Environmental Science and Physics.</i>		

## PROPOSED FOUR YEAR PLANNER FOR 2017-2018

**This worksheet is to assist you in planning** your educational program through your four years at New Hope-Solebury High School!

<i>FRESHMAN</i>	<i>CREDITS</i>	<i>COMPLETED</i>
Academic (or) Honors English 9	1.0	
Exploring the Non-Western World	1.0	
Academic (or) Honors Biology	1.5	
Academic Algebra 1 (or) Algebra II (or) Honors Algebra II	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	1.0 – 2.0	
	<b>7.0 credit minimum</b>	
<i>SOPHOMORE</i>	<i>CREDITS</i>	<i>COMPLETED</i>
Academic (or) Honors English 10	1.0	
America in the the 20 <sup>th</sup> Century or AP U.S. History	1.0	
Academic (or) Honors Chemistry	1.5	
Academic Algebra II (or) Honors Geometry (or) Math Elective	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	1.0 – 2.0	
	<b>7.0 credit minimum</b>	
<i>JUNIOR</i>	<i>CREDITS</i>	<i>COMPLETED</i>
Academic (or) Honors English 11 (or) AP Language	1.0	
Contemporary Issues (0.5) and Democracy in America (0.5) or AP U.S. Government & Politics	1.0	
Academic (or) Honors Physics (or) Science Elective	1.5	
Academic Geometry (or) Honors Pre-Calculus (or) Calculus (or) Math Elective	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	1.0 – 2.0	
	<b>7.0 credit minimum</b>	
<i>SENIOR</i>	<i>CREDITS</i>	<i>COMPLETED</i>
Academic (or) Honors English 12 (or) AP Literature	1.0	
Social Studies Elective(s)	1.0	
Science Elective	1.0	
Math Elective	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	1.5 – 2.5	
	<b>6.0 credit minimum</b>	

Note: Please refer to Graduation Requirements for specific requirements in subject areas and total credit requirements

Please refer to specific courses for credit value and number of class periods per week. There are forty (40) class periods available in a five-day week. Students are encouraged to take the most challenging curriculum possible in accordance with their strengths and needs. Advanced Placement courses are encouraged for students seeking admission to select colleges and universities and/or seeking advanced standing at participating institutions.

## COURSE PLACEMENT & PROGRAMS

All coursework at New Hope-Solebury High School is designed to advance a student's intellectual skills and conceptual understanding of important content. Some courses, however, are more rigorous than others as a function of their role in the study of a particular discipline. All students are encouraged to select a healthy balance of courses, as appropriate to their individual needs.

**Academic Courses:** Academic courses are organized to stimulate learning in a variety of ways – discussions, review of material, lecture format, and cooperative groups. Background information and skills are not assumed beyond those introduced through prerequisite courses. The pacing of academic courses is maintained at a level to prepare students to succeed at a four-year college or university. All assessments are designed to guide instruction and measure student learning. **Students receive an unweighted grade in an Academic course.**

**Honors Courses:** Honors courses are accelerated versions of academic offerings. These courses are organized to challenge the more motivated students by means of a faster pace and more complex curriculum. Students should demonstrate an active willingness and self-directedness to participate in course discussions, activities and production. Background information and skills must be fairly advanced and candidates for honors courses must meet the criteria for placement outlined in the relevant sections of this guide. The pacing of honors courses is rigorous. All assessments are designed to guide instruction and measure student learning. **Students receive a weighted grade in an Honors course.**

**Advanced Placement Courses:** Advanced Placement courses are designed for highly motivated students and organized in accordance with the guidelines published by The College Board. These courses are designed to replicate the work characteristic of an introductory college course. Advanced Placement courses challenge the student by depth and breadth of curriculum, accelerated pacing, and the need to be an independent learner. Much work is required of the student outside of the classroom, often beginning with summer assignments prior to the start of class. Background information and intellectual skills must be strong. The pacing of Advanced Placement courses is fast.

All students enrolled in Advanced Placement courses are expected to sit for the corresponding Advanced Placement examination. The cost of the exam is a student/family responsibility. Satisfactory performance on this examination may result in advanced credit or standing at participating colleges and universities. These decisions are made by the individual college or university based on their policies and the student's score.

Assessments are intended to prepare the student for the Advanced Placement exam in May. These assessments tend to measure retention of large amounts of information and the ability to process and synthesize information quickly.

**Students receive a weighted grade in an Advanced Placement course.**

Although the District has an open enrollment orientation toward Advanced Placement courses, students are encouraged to request these courses only after careful consideration. AP courses are rigorous and demanding. Students taking AP courses are expected to meet all course requirements including summer assignments. Once enrolled in an Advanced Placement course, the student must fulfill the requirements. The school will not change class assignments and/or modify the curriculum to accommodate students having difficulty with the academic requirements of Advanced Placement classes.

**Acceleration of Placement:** As a general rule the high school does not recommend summer advancement as an alternative to a full year high school course. A preferred pathway would be for a student to “double up” by taking courses such as geometry or statistics (as long as the prerequisite courses have been met). Students who choose to take courses over the summer to advance their placement may do so under the following conditions:

1. Please refer to School Board Policy 217.2, 217.3, and 217.4 for proper district procedures on how to obtain high school, private tutor, or college course credit.
2. The prior approval of the principal by May 15.
3. It is recommended that the student must have earned a 90% or higher average for the first three marking periods and first two CBA's for the course they are in at the time of the request.
4. The course is from a program that is approved by the principal, or from a certified PA teacher/tutor.

Summer advancement is achieved through the options described in the school board policy. It is strongly recommended that the student secure the New Hope-Solebury curriculum in the course they are taking before attempting to advance through any course over the summer. In order for the student to be successful in future courses, it is critical that they advance with the specific curriculum from our sequence.

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### **GIFTED AND TALENTED**

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Students identified as meeting gifted criteria have their needs addressed by means of a Gifted Individual Educational Plan. New Hope-Solebury High School offers a range of program options for gifted students that are designed to address their particular interests and needs. Additional information on our gifted curriculum is further detailed in our course descriptions. Students and parents should discuss the options with their gifted teachers and school counselors.

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### **LEARNING SUPPORT PROGRAM**

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The Learning Support Program is designed to meet the needs of students who have been identified and are in need of special education services. This program is designed to support students in their regular education classes, small group instruction and/or adapted curriculum in one or more subject areas. All students enrolled in the Learning Support program are encouraged to report to the Learning Support classroom in lieu of study hall. This provides the student with an opportunity to receive assistance in study skills, organizational skills, time management, and assignment completion.

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### **INDEPENDENT STUDY**

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New Hope-Solebury permits students to participate in Independent Study and research projects for credit. Independent Study cannot be undertaken in lieu of a similar course offered unless there is a scheduling conflict. Students may opt to pursue extended study of a topic. Students interested in an Independent Study arrangement are to see their guidance counselor for an application and details. Arrangements must be made in the prior school year. Administrative approval is required.

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### **ALTERNATE CREDIT OFFERINGS**

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The high school offers alternate credit opportunities for students such as high school enrichment courses at BCCC, dual enrollment college courses and cyber/online courses. Students interested in alternate credit opportunities are to see their guidance counselor for additional details.



# GRADING SYSTEM

Grade reporting is a means of communicating academic progress to students, parents, and outside agencies and institutions of higher learning. Grades also provide a permanent record of a student's academic achievement.

## GENERAL PROCESS

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Grades are issued numerically using a 100-point scale. The school year consists of four marking periods with a grade issued as detailed below:

- **Full Year** – 4 marking period grades will each be valued at 22% of the final grade and three CBA grades will each be valued at 4% of the final grade.
- **Semester/Half-Year** – If no final exam is given, 2 marking period grades will each be valued at 50% of the final grade. If a final exam is given, 2 marking period grades will each be valued at 40% of the final grade with the final valued at 20% of the final grade.

A passing grade is 65 or higher. For full year courses, no grade lower than 50 will be recorded for marking periods one, two, or three. For the fourth marking period, the grade recorded will be the grade earned, regardless of number. For semester courses, no grade lower than 50 will be recorded for the first of the two marking periods. For the second marking period, the grade recorded will be the grade earned, regardless of number.

Each marking period will be distinct from each other marking period with an assigned grade reflecting academic achievement for that period only.

With the prior approval of the principal, a "No Grade" mark will be issued when it is determined that a student cannot or should not be held accountable for completing course requirements.

The term "Withdraw-Passing" is used in the event a student withdraws from a course, with administrative approval, while earning at a passing level. A WP will have no impact when calculating a student's GPA.

A "Withdraw Failing" mark will be issued when a student withdraws from a course, with administrative approval, while earning at a failing level. A WF will be treated the same as a zero when calculating a student's GPA.

## HONOR ROLL

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Students qualify for honor roll status at one of the following two levels.

**Honors:** 3.0 GPA or higher with no grade lower than 83%

**High Honors:** 4.0 GPA or higher with no grade lower than 93%

All high school courses contribute to the computation of Grade Point Average and determination of honor roll status. Please note that weighting for Honors and Advanced Placement courses are not used in calculating marking period Grade Point Average and Honor Roll status.

## GPA (GRADE POINT AVERAGE)

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Cumulative grade point average is based on final course grades. Weighted grades for Honors and Advanced Placement courses are included in the computation of cumulative grade point average.

GPA is calculated by converting each numeric grade on the transcript to a corresponding point value using the "Weighting Scale" chart and multiplying that number by the credit value of the course. This gives you a quality point number. Do this for each course on the transcript. Add all of the quality points together and divide by the total number of credits *attempted* to arrive at a student's GPA.

## WEIGHTED GRADES

Weighted grades are in place at New Hope-Solebury High School as an incentive for students to take more challenging academic courses and to recognize the greater demands placed on students by these courses. Grade weights affect the computation of Cumulative Grade Point Average (GPA) and are a factor in determining class rank. (Class rank is updated each semester, but is not reported on transcripts unless a parent requests so in writing.) Weights are factored in at the completion of a course.

		Academic Scale (Unweighted)	Honors Scale	AP Scale
<b>A</b>	<b>93-100</b>	4	4.5	5
<b>A-</b>	<b>90-92</b>	3.7	4.2	4.7
<b>B+</b>	<b>87-89</b>	3.3	3.8	4.3
<b>B</b>	<b>83-86</b>	3	3.5	4
<b>B-</b>	<b>80-82</b>	2.7	3.2	3.7
<b>C+</b>	<b>77-79</b>	2.3	2.8	3.3
<b>C</b>	<b>73-76</b>	2	2.5	3
<b>C-</b>	<b>70-72</b>	1.7	2.2	2.7
<b>D</b>	<b>65-69</b>	1.3	1.8	2.3
<b>F</b>	<b>0-64</b>	0	0.5	1

## SUMMER SCHOOL GUIDELINES

If a student earns a failing course grade, the course failures can be made up by completing an approved accredited summer school class, or by repeating the class in a subsequent year. All summer school arrangements must be approved in advance by the student's counselor and principal. If not approved in advance, the high school is under no obligation to accept the grade or award credit.

**Accredited Summer School:** Students may enroll, at their own expense, to take any number of classes that were failed during the school year. Please gain approval from the guidance counselor or principal before enrolling. Updated brochures are available in May. An official transcript, noting completion of all classes, is required before credit is awarded.

**Acceleration of Placement:** Students choosing to accelerate their academic program by taking enrichment summer school courses require an application and approval beforehand by parents, specified school staff members, and the principal. . Please refer to School Board Policy 217.2, 217.3, and 217.4 for proper district procedures on how to obtain high school, private tutor, or college course credit.

## SUMMER ASSIGNMENTS

Summer assignments are an integral part of the curriculum and required for many core courses. These assignments **must** be completed by the first day of school. This work will prepare students for an excellent start to the school year. Failure to complete this work by the first day of school deadline may result in an academic grade penalty for late work.

## GUIDANCE SUPPORT FOR STUDENTS

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The New Hope-Solebury High School Guidance Department supports students academically, socially and emotionally. School Counselors collaborate with students, parents, high school staff, administration, and outside community agencies to support our students. The High School Guidance Department provides direct and indirect student service such as individual, crisis and classroom services as well as college planning and academic advising.

### 9<sup>th</sup> Grade

- Transitioning to High School- Freshman are involved in the Peer Leadership program in the Fall of 9<sup>th</sup> grade to help acclimate them to the academic, social and emotional aspects of High School.
- Introduction to Career and College Exploration- Students are introduced to Naviance which contains career and college search resources.
- Transcript & Extra-Curricular Activities- Freshman are encouraged to explore extra-curricular activities and strive to take challenging courses in order to strengthen their transcript. 9<sup>th</sup> grade final grades are included in the transcript sent to colleges.

### 10<sup>th</sup> Grade

- PSAT- The New Hope-Solebury School District provides an opportunity for all 10<sup>th</sup> grade students to take the PSAT **at no cost** during the school day on the College Board's designated test date in October.
- Understanding your PSAT Score- PSAT scores are mailed home in December.
- Students are encouraged attend college campus visits to begin the college exploration process. Naviance is a helpful resource in this college search process.
- Students are encouraged to continue extracurricular involvement and maintain academic focus.

### 11<sup>th</sup> Grade

- PSAT- The New Hope-Solebury School District provides an opportunity for all 11<sup>th</sup> grade students to take the PSAT **at their own expense** during the school day on the College Board's designated test date in October.
- The 11<sup>th</sup> grade PSAT is the National Merit Scholarship Program's qualifying test.
- Junior College planning program- Intro to the college process and standardized testing for college.
- Counselors will conduct individual meetings with each junior to assist with the college search and application process.
- Students are encouraged to research and build a college list.
- Students should meet with college representatives at the high school. Students may sign up through Naviance.
- Arrange college campus visits and attend college fairs though out junior year to refine college list.
- Students are encouraged to take the SAT or ACT twice during junior year.
- Juniors must complete the self-assessment questionnaire to assist the counselors with writing their letters of recommendation.
- Students are encouraged to brainstorm ideas and/or begin writing their college essay over the summer before senior year.

### 12<sup>th</sup> Grade

- Seniors may begin working on college applications as soon as they are available online. Some applications may be available as early as August before senior year.
- Senior College Planning Program takes place in September & October of senior year.
- Seniors are encouraged to continue college campus visits and high school campus visits in the fall.
- Financial aid programs are held in September & October of senior year.
- The Free Application for Federal Student Aid (FAFSA) is available October 1<sup>st</sup> of senior year.
- Students are encouraged to apply for scholarships year round.
- Seniors should consider retaking the SAT or ACT in the fall of senior year *as needed*.
- Seniors should aim to finish their applications by Thanksgiving.
- Seniors would make a decision about colleges by May 1<sup>st</sup>.

# NCAA ELIGIBILITY CENTER QUICK REFERENCE SHEET

## Core Courses

NCAA Division I requires 16 core courses. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II currently requires 14 core courses. Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the breakdown of core-course requirements below.

## Test Scores

Division I uses a sliding scale to match test scores and core grade-point averages. The sliding scale for those requirements is shown on page two of this sheet.

Division II requires a minimum SAT score of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

## Grade-Point Average

Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Use the list as a guide.

Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.

Division I core grade-point-average requirements are listed on the sliding scale on Page No. 2 of this sheet.

The Division II core grade-point-average requirement is a minimum of 2.000.

Remember, the NCAA grade-point average is calculated using NCAA core courses only.

### DIVISION I

#### 16 Core Courses

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

### DIVISION II

#### 14 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

For more information, visit the [NCAA Eligibility Center](http://www.ncaa.org/eligibilitycenter)

# **BUSINESS EDUCATION**

Business Education compliments all industry careers. Course offerings in business education are designed to provide students with a broad-based education including the fundamentals of business management, entrepreneurial strategies, marketing and advertising, accounting principles, managing personal finances and enhanced computer applications. Proficiency in these areas gives students an advantage in meeting the challenges of tomorrow's economy and the 21<sup>st</sup> Century employment market.

## **PUBLIC SPEAKING AND PRESENTATIONS FOR TOMORROW'S LEADERS**

Term: One semester course  
Grade: 9-12  
Credit: 0.50

A must-have for anyone in today's world! To be an effective leader in our world, each of us must be able to effectively and powerfully communicate our ideas and vision. To meet the high expectations in today's economic world, a person must be a self-assured and a captivating speaker as well as a refined professional who is able to conduct business in any setting. This course provides the student with valuable skills that will be useful in college and the workplace. Individual and team presentations are required using multi-media resources, such as MS PowerPoint, Photo Story and desktop publishing software. Students will study various important speeches and analyze the delivery, word selection, and impact on the audience based on their study of important communication skills and strategies.

## **PERSONAL FINANCE-LET'S GET OUR FINANCIAL LIFE IN ORDER!**

Term: One semester course  
Grade: 9-12  
Credit: 0.50

All the basics you need as you begin to build your financial future! Managing your personal finances and investing in our economy are ways to ensure your financial success. Students will have an opportunity to develop their understanding of personal finances within the context of the general economy. While critical thinking skills will be employed, students will learn using simulations and the computer. They will identify important money management factors, create a budget, and learn investment strategies in the stock market. Students will study how to handle money responsibly and how to make wise credit and investment decisions. Students will also use an online stock market simulation to learn about investing. Major emphasis will be placed on studying the essential financial components that lead to successful money management after high school.

## **BUSINESS ADMINISTRATION: THE BASICS**

Term: One semester course  
Grade: 10-12  
Credit: 0.50

This survey course is designed for students who are planning on, or may be interested in, a college business administration major. It serves as a foundation in business management for all college business majors. Course topics include the environment of business, ethical business issues, types of business ownership, and the impact of business management on production, marketing, financial management, human resources and other management responsibilities.

## **ACCOUNTING I**

Term: Full year course

Grade: 11-12

Credit: 1.0

Tomorrow's corporate leaders need the power this knowledge brings! Whether you are planning to major in business, own your own business (or be self-employed), or rise to a corporate executive management level, accounting is a necessity for your future financial success. In this course, students gain accounting and personal financial skills. It introduces students to the concepts of modern accounting practices by using general accounting principles and computerized simulations. It prepares students for financial understanding by utilizing their analytical, critical thinking and decision making skills; that enables financial success through college and their future career path regardless of industry. Students develop accounting skills, using manual and computerized resources; understand various forms of accounting functions, the accounting equation and double-entry systems, and the preparation of financial statements. Students learn to prepare and interpret financial records for various business types.

## **BUSINESS/CONSUMER LAW & ETHICS**

Term: One semester course

Grade: 10-12

Credit: 0.50

Learn how to protect yourself! Begin by examining and understanding contracts, sales and property law, and business law. Students will acquire the basic mechanics of what one should know as a citizen and a consumer in the United States. You are made aware of the increasing need for people in a free society to develop greater personal responsibility within the law. Emphasis on the application of legal rules to solve hypothetical and real-life legal problems will be experienced by the students. Critical thinking will be stressed as students review various case studies and ethical issues. Students will take an in-depth look at the elements of a contract. A special section will focus on how modern day technology affects the law. This course develops an understanding of personal rights and obligations in business situations whether purchasing and financing an item to business ethics and consumer protection laws.

## **INTERNATIONAL BUSINESS: GROWING WITHOUT BORDERS**

Term: One Semester Course

Grade: 10-12

Credit: 0.50

It's a small world after all! As many as 1 in 6 employment positions today are directly or indirectly dependent on international business. This course provides students with an understanding of what it means to be in a global economy. They will learn how social, cultural, political, legal and economic factors of various countries, influence the business environment. Students will evaluate communication, ethics and the marketing necessary for success in today's global economy. Students will employ critical thinking and analysis skills to examine real world successes and failures in a global market. Join in on the global enterprise and discover new possibilities.

## **WIDE WORLD OF MARKETING**

Term: One semester course

Grade: 09-12

Credit: 0.50

Sports, Entertainment, Theater & Corporate. Whatever your interest, we will learn the basics of marketing by exploring each of these industries. Does majoring in Business or college appeal to you? If so, learning all you can about marketing and advertising is a must! This class will go hand-in-hand with Small Business Management - Entrepreneurship and cover the following areas: identifying a targeted audience to sell a product or service, the sales process, closing the sale, following up the sale, pricing strategies, determining promotional strategies and public relations. This will be an integrated curriculum including technology, class presentations and virtual business software.

### **CAREER EXPLORATIONS WITH COMPUTER SKILLS**

Term: One semester course

Grade: 09-12

Credit: 0.50

Do you wonder what career fits your personality, your individual interests, aptitudes and values? Career exploration is designed to have the student identify and evaluate their personal interests and characteristics through a variety of on-line surveys. They will utilize the surveys to identify potential career paths that fit their personality, passion and interests, which will enable them to focus on researching various careers and educational options. Information/research obtained will be evaluated and documented and maintained in a portfolio. Students will review and discuss current employment trends and avenues to aid in determining career and educational options optimal to their individual personality.

### **SMALL BUSINESS MANAGEMENT - ENTREPRENEURSHIP**

Term: One semester course

Grade: 10-12

Credit: 0.50

Do you have ideas? The world can be your oyster! This course provides students with the necessary knowledge and skills to start or manage a business. Students will study the foundations of business and the many facets of being an entrepreneur. This course provides insight into the characteristics, organizations, and operation of business. Students will discuss contemporary issues and as well as routine factors that affect business operations, including the environment of business, business ownership, finance, and government regulation. This will be an integrated curriculum including technology, class presentations and virtual business software.

### **MARKETING-HOSPITALITY & TOURISM (CYBER COURSE)**

Term: One semester course

Grade: 09-12

Credit: 0.50

Are you motivated by lifestyle? Do you have an interest in being a world traveler? This project-based course, designed to introduce students to the global development of hospitality and tourism industries is your ticket to success! Focus begins on the various marketing aspects of the hospitality and tourism industry, including lodging, international travel, hotel/restaurant management, and tourism. Practical application of marketing methods and strategies learned are demonstrated through activities using internet research, project based learning, and simulations. The integrated curriculum and activities utilize technology, creativity, research, and class presentations that promote critical thinking and decision making skills and creativity along with developing marketing plans for business growth and financial profitability. This course is a complimentary course to **Small Business Management-Entrepreneurship** which focuses on the overall business

# ENGLISH

The English program is designed to guide the student through a challenging and diversified literature-based curriculum. An emphasis on the development of rudimentary language skills is a core component of the curriculum. This emphasis will include direct and contextual vocabulary study and exercises in usage and mechanics. Students will study a number of literary genres, viewing each as an art form with its respective conventions and contributions to the world of literature. Students will also be encouraged to critically and creatively question the issues and themes of the various works and to respond in a variety of ways, including oral reports, large-group and small-group discussions, and projects. In learning about the relationship between reading and writing, students will be actively involved in the writing process.

The Honors English program is designed to provide a more rigorous and intense study of Language Arts for those students who achieve at a high level. Students with well-established skills at grade level will be challenged to explore literature and to write and think critically. The students' ability to read with comprehension and speed will enable them to make connections to other areas of study while delving into abstract levels of understanding. In addition, they will refine writing skills to include reflective thinking and sophisticated elements of style. Students should come to the course with a great love of language, respect for the written word, and a serious commitment to hard work. ***Summer reading is an integral requirement that must be completed by the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty.***

## ACADEMIC ENGLISH 9

Term: Full year course

Grade: 09

Credit: 1.00

This year-long course provides students with a foundation in writing, speaking, critical thinking, and literary traditions. A survey of short stories, novels, poetry, drama, epic poetry, and literary nonfiction provides a thematic focus of forging one's identity and values. Vocabulary, grammar, and mechanics will be emphasized. Students will investigate philosophical and literary questions and will express their insights through writing in various modes, as well as through class discussion, formal presentations, and creative projects. The research process will be taught and utilized throughout the course.

## HONORS ENGLISH 9

Term: Full year course

Grade: 09

Credit: 1.00

The Honors English 9 course provides students with a foundation in writing, speaking, critical thinking, and literary traditions. A survey of short stories, novels, poetry, drama, epic poetry, and literary nonfiction provides a thematic focus of forging one's identity and values. Vocabulary, grammar, and mechanics will be emphasized. Students will investigate philosophical and literary questions and will express their insights through writing in various modes, as well as through class discussion, formal presentations, and creative projects. The research process will be taught and utilized throughout the course. There is a high expectation that students will be self-motivated and participate on a daily basis. This Honors course is challenging and rigorous, and it is meant to ultimately prepare students for future AP and college level courses. ***A summer reading assignment is required; students will be expected to discuss and write about the summer reading upon return to school.***

***PREREQUISITE: 92% in Academic English 8 or 83% in Honors English 8 and Teacher Recommendation***

## ACADEMIC ENGLISH 10

Term: Full year course

Grade: 10

Credit: 1.00

This program provides a survey of American literature, with a focus on the development of advanced writing skills, especially persuasive and expository; usage and mechanics; critical reading skills; and an in-depth study of literary forms. Students will be required to analyze short stories, nonfiction selections, novels, drama and poetry. Vocabulary is a standard component, and speaking and listening skills will be practiced throughout the year. The student will be evaluated through tests, quizzes, process writing, class participation, projects, presentations and a research project.

### **HONORS ENGLISH 10**

Term: Full year course

Grade: 10

Credit: 1.00

This program provides a survey of American literature. It is the intent of this course to encourage students to continue to develop analytic, evaluative and critical thinking skills, as well as to refine language arts skills in the areas of composition, usage, vocabulary and oral communication. Skills will be developed through an intensive study of novels, drama, poetry, non-fiction selections and short stories. Outside readings will also be required. Class discussion is emphasized along with small and large group projects. Extensive writing assignments, with emphasis on the persuasive and expository modes, will be required. Students will also complete a research project. ***A summer reading assignment is required; students will be expected to discuss and write about the summer reading upon return to school.***

***PREREQUISITE: 92% in Academic English 9 or 83% in Honors English 9 and Teacher Recommendation***

### **ACADEMIC ENGLISH 11**

Term: Full year course

Grade: 11

Credit: 1.00

This full year course is designed to help students further enhance their critical reading and writing skills. Using selections of British literature, from the Anglo-Saxon period to the present, and from the various genres, including novels, poetry, essays, speeches and short stories, students will be presented with numerous opportunities to analyze, to reflect on, and to respond, both verbally and in writing, to the various content and literary techniques inherent in the literature. Students will be evaluated through tests, quizzes, process writing pieces, in-class writing assignments, and group and individual projects. The major writing project is the MLA-style research paper.

### **HONORS ENGLISH 11**

Term: Full year course

Grade: 11

Credit: 1.00

The goal for Honors English 11 students is to continue to develop analytic, evaluative, critical and creative thinking skills as they thematically and chronologically survey British literature from the Anglo-Saxon period to the present. Reading requirements are rigorous. Students are expected to demonstrate insights not only into a given literary work but also into the literary tradition/movement to which the piece belongs. Student evaluation is based on class discussion, frequent writing assignments, research papers of varying lengths, and various other creative and/or analytic assignments and projects. Vocabulary study is ongoing. ***A summer reading assignment is required; students will be expected to discuss and write about the summer reading upon return to school.***

***PREREQUISITE: 92% in Academic English 10 or 83% in Honors English 10 and Teacher Recommendation***

### **ACADEMIC ENGLISH 12**

Term: Full year course

Grade: 12

Credit: 1.00

This course is designed to reinforce students' critical reading and writing abilities, as well as to provide them with a variety of skills necessary to prepare them for the world beyond high school. By moving through four distinct modules, students will gain or strengthen life-long learning skills that will help them critically evaluate contemporary issues. The topics explored in these modules include college and job application procedures, styles of rhetoric, analysis of mass media, and formal debate strategies. Student evaluation will be based on class discussion, frequent writing assignments, research projects, outside reading, tests, and a variety of other creative and analytical assignments.

## **HONORS ENGLISH 12**

Term: Full year course

Grade: 12

Credit: 1.00

The purpose of the Honors English 12 course is to reinforce students' critical reading and writing abilities, as well as to provide them with more advanced analytical skills necessary for college courses. Common threads of analysis pertaining to contemporary societal issues will carry students through distinct units of study. Student initiative to explore such topics on a deeper, more investigative level will be emphasized. The topics studied in these units include college and job application procedures, styles of rhetoric, analysis of mass media, and formal debate strategies. There is also a heavy focus on literary analysis of classical and contemporary fiction and nonfiction. Student evaluation will be based on class discussion, frequent writing assignments, research projects, outside reading, tests, and a variety of other creative and analytical assignments. ***A summer reading assignment is required; students will be expected to discuss and write about the summer reading upon return to school.***

***PREREQUISITE: 92% in Academic English 11 or 83% in Honors English 11 and Teacher Recommendation***

## **READING**

Term: Full year course

Grade: 9-12

Credit: 1.00

This course is intended for the student interested in improving his/her reading and language skills. Targeted skills include reading fluency and comprehension, finding personal meaning in text, and improving written and oral expression. The class is organized as a reading/writing workshop. Students will read and write routinely to build knowledge, make connections, and develop an appreciation for the written word. The purpose of this course is to strengthen students' reading strategies so that they become proficient readers across the curriculum. Students will be afforded time to read independently, in small groups, or as a whole class. Students will be given multiple opportunities to respond orally and in writing to various forms of contemporary, high interest literature. Students will also work closely with the teacher in identifying and working towards their own unique reading goals.

***PREREQUISITE: Teacher recommendation is required for enrollment.***

## **KEYSTONE LITERATURE PREP/LITERATURE PREP SEMINAR**

Term: One semester course

Grade: 11-12

Credit: 0.50

A Proficient or Advanced score on the KEYSTONE Literature assessment is a graduation requirement. The Keystone Literature Prep is a directed study that entails the directed PDE mandated modules (on-line) and monitoring by a staff member. ***Students who do not receive a score of proficient or advanced Literature portion on the 10<sup>th</sup> grade KEYSTONE assessment will be required to take this course.***

The Literature Prep Seminar is a parallel support class for English students.

## ENGLISH ADVANCED PLACEMENT COURSES

### AP ENGLISH LITERATURE & COMPOSITION

Term: Full year course

Grade: 11-12

Credit: 1.00

The purpose of Advanced Placement English Literature and Composition is to give qualified students the opportunity to read extensively and write prolifically about great works of world literature in a seminar situation. The course requires that the students read classical works of literature, novels, short stories, poems and critical essays. Through thoughtful analysis, close reading of text, class discussion and critical writing, students will develop a broad base knowledge of literature, sensitivity to style and theme, and will draw relationships between genres and literary periods. The typical AP Literature and Composition student comes to the course with a passion for reading, solid writing skills, and the ability to work independently and cooperatively. The conclusion of the year offers the students the opportunity to read and study the work of a living author or creative arts professional. **Summer reading is an integral requirement that must be completed, and students will be evaluated on their ability to read those texts closely at the beginning of the year (the first day of class will feature an objective test followed by essay examinations).**

### AP ENGLISH LANGUAGE & COMPOSITION

Term: Full year course

Grade: 11-12

Credit: 1.00

The purpose of Advanced Placement Language and Composition is to help students become effective readers and writers in college courses across the curriculum. Students will be expected to read, understand and interpret a diverse and challenging collection of prose from various disciplines and historic periods with an appreciation for language, structure, style and theme. Graphic expression is also explored. Students will also be expected to respond to the reading in various prose styles that demonstrate substance, depth, complexity and sophistication as befitting advanced placement standards. Emphasis is on the writing, particularly expository, analytical and argumentative writing, as a natural response to interpretive reading and as a process of higher level exploration, planning, drafting, and revising, the ultimate goal of which is effective communication.

The typical AP Language and Composition student is one who has previously mastered solid writing skills, including grammar; has a sound working knowledge of and respect for the research process, specifically the Modern Language Association (MLA) style of research and documentation; and can work independently and responsibly to complete all reading and writing assignments in a mature manner and with a degree of sophistication. **A summer assignment is an integral course requirement that will be evaluated. Failure to complete this work by the first day of school deadline will result in an academic grade penalty for late work.**

## ENGLISH ELECTIVE COURSES

The following courses may not be used to satisfy English graduation requirements, but may be used to fulfill elective requirements.

### CREATIVE WRITING

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is designed for students who enjoy writing and have the desire to develop a proficiency in expressing their ideas through writing. The course operates as a writing workshop in which students have the opportunity to explore writing journals, poetry, narratives (short stories and novellas), songs, stage plays, screenplays and non-fiction. The class is very much oriented toward the individual student's writing process and the class rarely works as a group. Because of the variation in prompts and focus on the individual, the class can be retaken as often as the student desires. **It may be possible to take this class as a cyber course.**

### **CREATIVE WRITING (CYBER COURSE)**

Term: One semester course  
Grade: 9-12  
Credit: 0.50

This course is designed for students who enjoy writing and have the desire to develop a proficiency in expressing their ideas through writing. The course operates as a writing workshop in which students have the opportunity to explore writing journals, poetry, short stories, songs, stage plays, screenplays and essays. Students should be able to both give and take constructive criticism.

### **DRAMATIC WRITING AND THE ART OF THE FILM**

Term: One semester course  
Grade: 09-12  
Credit: 0.50

This course offers student writers the chance to write in a workshop environment, with an emphasis on the structural elements of dramatic writing (playwriting and screenwriting) and the revision and completion of draft materials. Students will study plays and films of various genres. Students will also explore publishing and performance opportunities, including play and film competitions and the staged readings of students' ten-minute plays in the annual NHS student play festival in the spring. Because of the variation in prompts and focus on the individual, the class can be retaken as often as the student desires. **It may be possible to take this class as a cyber course.**

### **ACTING FOR THEATER AND FILM I**

Term: One semester course  
Grade: 09-12  
Credit: 0.50

This course is focused on performance skills for classical and contemporary theater and film, including scene analysis, improvisation, voice, and movement. Activities include theater games and improvisation, as well as prepared scenes and monologues. This course is suitable for both aspiring actors and students who wish to develop their public speaking and presentation skills. Because of the focus on performance, both acting classes may be retaken as often as the student desires.

### **ACTING FOR THEATER AND FILM II**

Term: One semester course  
Grade: 10-12  
Credit: 0.50

This course provides students the opportunity to study advanced acting and directing techniques, including mask and improvisation. Depending on enrollment, it may be offered concurrently with Acting for Theater and Film I.

***PREREQUISITE: Acting for Theater and Film I or permission of the instructor.***

### **THEATER STUDIES**

Term: One semester course  
Grade: 09-12  
Credit: 0.50

Theater Studies introduces students to the full range of theater disciplines: set and prop design, costume and make-up design, lighting design, acting and directing, theater history and dramaturgy, stage management, and specialized topics such as puppetry and mask. Theater Studies is designed to be a very hands-on, project-based class in which students can pursue experiences in analyzing and designing for the performing arts, both on stage and in film. **It may be possible to take this class as a cyber course.**

### **JOURNALISM I**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course will provide students with instruction in the basic skills of journalism and practical experiences in the areas of printed news, advertising, and television broadcasting. Students produce a school newspaper, participate in the daily news broadcast and film school events. Students will produce products using Microsoft Office, iMovie, MovieMaker, Adobe Photoshop, Adobe Premiere Elements, Garage Band, and Google Apps.

### **JOURNALISM II**

Term: Full year course

Grade: 10-12

Credit: 1.00

This course will provide students with the opportunity to direct the newspaper staff in the production of the student newspaper and to expand their knowledge of publications by creating and updating the student newspaper's website. In addition, the class will study the changing nature of journalism in the Internet age, changes in advertising, publicity and media business management. Students will also function as the school's public relations department, covering events for both *The Lion's Tale* and outside publications. Students will also have the opportunity to study broadcast media. Students will produce products using Microsoft Office, iMovie, MovieMaker, Adobe Photoshop, Adobe Premiere Elements, Garage Band, and Avid Media Composer.

***PREREQUISITE: Journalism I or permission of the instructor.***

### **JOURNALISM III**

Term: Full year course

Grade: 11-12

Credit: 1.00

This course is designed for journalism students who wish to expand their writing and editing skills from print to include broadcast media and the Internet. The focus of the course will be news and feature reporting for the school's internal television station, as well as developing material suitable for radio spots and television broadcasts. Students will also manage *The Lion's Tale* and the school's news website. Students will produce products using Microsoft Office, iMovie, MovieMaker, Adobe Photoshop, Adobe In Design, Adobe Premiere Elements, Avid Media Composer, and Garage Band.

***Prerequisite: Journalism II or permission of the instructor***

# FINE ARTS

(Art and Music)

Course offerings in the fine arts are designed to nurture and develop the creative expression of students through organized and structured learning experiences. Participation in art and music provide insight into the self and culture and encourage alternative ways of looking at the world.

## ART

### ART I

Term: Full year course

Grade: 09-12

Credit: 1.00

Art I is intended for those students who have an interest in exploring the visual arts from both a historical and hands-on perspective. This is an introductory course and is appropriate for all students. This course will cover the elements and principles of design and how they are applied to historical works of art as well as student art work. A wide variety of techniques and mediums will be explored such as: pencil drawing, painting, printmaking, and sculpture. In addition to creating art, students will also write about art and give presentations on historical art and artists as well as their own work. Students will be required to purchase a sketchbook and complete weekly sketchbook assignments.

### ART II

Term: Full year course

Grade: 10-12

Credit: 1.00

Art II is intended for those students who have already completed Art I and would like to continue their exploration of visual arts. This class will extend and elaborate the themes and techniques learned in Art I, but with greater depth and complexity. In addition to creating art, students will also be required to write about art and present historical works of art as well as their own work. Students will be required to purchase a sketchbook, or continue using their sketchbook from Art I, to complete weekly sketchbook assignments. Students in Art II should be motivated, independent workers.

***PREREQUISITE: Successful completion of Art I with a minimum average of an 80% or better.***

### ART III

Term: Full year course

Grade: 11-12

Credit: 1.00

Art III is intended for those students that have previously taken Art I and Art II and are interested in continuing their exploration of visual art but feel that they are not ready for AP Art. This class will extend and elaborate the themes and experiences in Art II but with greater complexity. Students will be required to purchase a sketchbook or use their sketchbook from Art II and complete weekly sketchbook assignments. Art III students need to be motivated, independent workers.

***PREREQUISITE: Successful completion of Art II.***

## **ADVANCED PLACEMENT STUDIO ART**

Term: Full year course

Grade: 10-12

Credit: 1.00

The AP Studio Art program consists of 3 distinct test areas: 2D Design, 3D Design, and Drawing. Within each of these areas students will develop their portfolios based upon quality, breadth, and concentration. Students will be expected to produce quality artwork for weekly critiques, read art-related material, attend artistic happenings, participate in active art displays, and develop and present a quality portfolio. Submission to the College Board in May is encouraged; there is an AP exam fee. Students are supposed to produce a large body of work, without sacrificing the quality of their production. Studio time outside of the class period will be required. ***A summer assignment is an integral course requirement that must be completed and will be evaluated. Any student who fails to complete and submit the summer assignment by the first day of school will receive an academic penalty for late work.***

***PREREQUISITE: Successful completion of Art 1 with a minimum average of an 80% AND teacher selection.***

## **CERAMICS I**

Term: One semester course

Grade: 09-12

Credit: 0.50

The purpose of this course is to introduce students to the skills, tools, materials, and processes involved in working with clay. Students will learn about hand building through pinch pots, coil, and slab methods. A history of art through ceramics is studied and developed through research projects. Student assessment is based on studio performance, research projects, sketchbook assignments and project development

## **CERAMICS II**

Term: One semester course

Grade: 10-12

Credit: 0.50

This is an advanced level semester course expanding upon the skills, tools, materials, and processes involved in working with clay. Students are expected to design advanced projects based upon skills learned in Ceramics I. Student assessment is based upon studio performance, demonstration of technique, and project development. Given the independent nature of this course, students should be intrinsically motivated and an independent worker.

***PREREQUISITE: Successful completion of Ceramics I with a minimum average of 80%***

## **CRAFTS DESIGN**

Term: One semester course

Grade: 09-12

Credit: 0.50

The purpose of this course is to introduce students to the skills, tools, materials and processes involved in the production of both traditional and contemporary crafts. Students will learn Bookmaking, jewelry design, and fiber arts such as weaving, sewing, and dying. Historical and cultural significance of crafts will also be explored. Student assessment is based on sketchbook assignments, project development and studio performance.

## **3D DESIGN**

Term: One semester course

Grade: 09-12

Credit: 0.50

The purpose of this course is to introduce students to the skills, materials, and processes involved in working with sculpture materials. Three dimensional sculpture techniques will be studied including additive, subtractive, and relief. Materials used to create sculpture may include cardboard, papier mache, plaster, clay as well as Claymation. A history of sculpture is studied and developed through research projects and development of themes. Student assessment is based on studio performance, research projects, a weekly sketchbook assignment and project development.

## **DRAWING AND PAINTING**

Term: One semester course

Grade: 09-12

Credit: 0.50

Students will create 2 dimensional work in pen, pencil, charcoal, oil & chalk pastel, acrylic and oil paint, watercolor, printmaking and mixed media. Emphasis will be placed on drawing from direct observation and use of the elements and principles of design. Throughout this course, students utilize traditional drawing and painting techniques. Students will study the historical techniques and significance of work from other time periods, movements, and artists. Students will be required to complete weekly sketchbook assignments as well as written assignments and project development.

## **MUSIC**

### **CONCERT CHOIR**

Term: Full year course

Grade: 09-12

Credit: 1.00

Chorus is open to students who are interested in developing skills in vocal music. **Enrollment is contingent upon the approval of the director.** This course is designed to provide the student with greater means of creative self-expression through group effort. The goals of the chorus are to provide training commensurate with the student's present ability and interest, to expand the student's musical awareness and appreciation, and to perform repertoire that contains works from all the major genres of choral literature. Chorus is scheduled daily for one class period. Special activities include the winter and spring concerts and community performances. There are two evening rehearsals scheduled during the year in preparation for these events. Attendance at all evening activities is a course requirement. Non-attendance at these functions will result in a significant grade reduction. Student grades are based upon singing tests, written assignments, participation and attendance. Opportunities also exist for students to perform in select out-of-school music festivals. Examples are county, district, regional and state choruses. **Participating students must purchase a performance uniform from the school approved vendor.**

### **CHAMBER CHOIR**

**(By audition only)**

Term: Full year course

Grade: 10-12

Credit: 1.00

This is a select ensemble dedicated to the performance of choral music that is more stylistically appropriate for smaller groups. The main purpose of the Chamber Choir is to provide a musical experience that will challenge the school's highest-level singers. This choir will also expose these students to a wider variety of musical genres than they would experience in the Concert Choir, including more early music and more complex jazz standards. The choir will consist of 18-24 singers, at the discretion of the conductor. **Admission to this choir will be by audition only. These auditions will take place in the spring. Those who are selected will participate for one full school year.** If a vacancy opens during the first semester, auditions will be held in January to fill that slot. Again, this is solely at the director's discretion. The Chamber Choir will meet five days a week in rehearsal to prepare music for both outside performances and performance in the school's two concerts. The choir will serve not only as the school's premier choral ensemble, but also as ambassadors for the school to the local community. This ensemble will also participate in any music festivals that the music department attends. Members of this ensemble will be eligible for participation in both county and regional festivals. Requirements for the ensemble include performances at the high school's winter and spring concerts as well as an evening rehearsal preceding each of these performances. The group will also perform outside of school, but these events will be discussed on an individual basis each year. The musical goals of the group will be to produce a healthy vocal sound, to perform both accurately and expressively, and to improve aural skills. **Participating students must purchase a performance uniform from the school approved vendor.**

**PREREQUISITE: One year in concert choir**

### **MADRIGAL CHOIR**

Term: Full year course

Grade: 09

Credit: 0.50

The madrigal choir is the select choral ensemble for the freshmen class. **Admission to Madrigal Choir is by audition only.** The focus of the choir is learning early a cappella choral literature, with a focus on intonation and blend. There will also be times when the group will combine with the chamber choir for larger works. It is preferred that members of the madrigal choir have sufficient music reading skills, and a healthy approach to singing. Requirements for the ensemble include performances at the high school's winter and spring concerts as well as an evening rehearsal preceding each of these performances. The group will also perform outside of school, but these events will be discussed on an individual basis each year.

### **STRING ORCHESTRA**

Term: Full year course

Grade: 9-12

Credit: 1.00

String Orchestra is offered for students who play the violin, viola, cello and bass. **Enrollment is contingent upon the approval of the director.** This course is for advanced string students with previous training and a degree of proficiency is required. The goals of the orchestra are to provide training commensurate with the student's present ability and interest, to expand the student's musical awareness and appreciation and to perform repertoire that contains works from all the major genres of orchestral literature. Orchestra is scheduled daily for one class period. In addition to class, students will perform in winter and spring concerts, adjudications, the Spring Art Show, and community events. Non-attendance at these functions will result in a significant grade reduction. Students' grades are based on participation, playing tests, attendance, class work and attitude. Highly qualified students are encouraged to participate in the NH-S musical production Pit Orchestra and to audition for county, district, regional and state orchestras. **Participating students must purchase a performance uniform from the school approved vendor.**

### **BAND**

Term: Full year course

Grade: 09-12

Credit: 1.00

Students in grades 9 through 12 who have an interest in performing music on a brass, wind or percussion instrument may elect band. Enrollment is contingent upon the approval of the band director. Since this ensemble is for advanced instrumental students, previous training and a degree of proficiency are required. Band activities include concert presentations, Pep Band, Jazz Band, playing for community events, like the tree lighting ceremony in December, and trips to national music competitions and festivals. After school rehearsal will also be part of this class and are a part of the grading. Band is scheduled daily for a class period. Student grades are determined by achievement in the following areas: playing tests, class work, attitude and performance. Participation in public performances is required and is included in the grading process. Expectations for band members are designed to enable the students to successfully meet the musical mission of the group. This mission is to realize each student's musical potential through exposure to different styles of music and the development of instrumental technique. These trips are financed through fund raising efforts coordinated by the music parents association. Highly qualified students are encouraged to participate in the NH-S musical production Pit Orchestra and to audition for county, district, regional and state honor bands and orchestras. **Participating students must purchase a performance uniform from the school approved vendor.**

## **JAZZ BAND**

Term: Full year course

Grade: 9-12

Credit: 1.00

Jazz Band class is a class designed for those students who are interested in a more detailed study of American jazz music. In this class students would work on basic fundamentals of music performance and learning a wide variety of music. An audition process selects students for enrollment in this course. **Enrollment is limited by instrumentation needs as well as by audition only.** This commitment will involve time outside of the regular school day and our calendar will include local performances, festivals and possibly a performance tour. Performance dates will be announced as soon as possible. As part of the course students will also be members of the Wind Ensemble. ***Students who are accepted into this ensemble must be present every day in class unless they are involved in another music class at that time.***

## **HISTORY OF ROCK & ROLL**

Term: One semester

Grade: 09-12

Credit: 0.50

This course challenges the student to re-evaluate a familiar musical medium "Rock and Roll" as cultural expression blossoming from events, trends and contemporary thought, as opposed to sheer entertainment for listening or dance. It analyzes the musical and textual structure as the vehicle for this expression. The History of Rock and Roll connects the student to the recent past and examines cultural context and change, and practices. In addition, it requires the student to learn about the basic elements of music in preparation for the student's in-class presentation. The History of Rock and Roll class will deal with human response both physiological and psychological to music. It will deal with U.S. and World history and societal factors from the nineteenth and twentieth centuries to the present.

## **HISTORY OF ROCK & ROLL (CYBER COURSE)**

Term: One semester

Grade: 09-12

Credit: 0.50

This course challenges the student to re-evaluate a familiar musical medium "Rock and Roll" as cultural expression blossoming from events, trends and contemporary thought, as opposed to sheer entertainment for listening or dance. It analyzes the musical and textual structure as the vehicle for this expression. The History of Rock and Roll connects the student to the recent past and examines cultural context and change, and practices. In addition, it requires the student to learn about the basic elements of music in preparation for the student's in-class presentation. The History of Rock and Roll class will deal with human response both physiological and psychological to music. It will deal with U.S. and World history and societal factors from the nineteenth and twentieth centuries to the present.

## **MUSIC TECHNOLOGY I**

Term: One semester

Grade: 09-12

Credit: 0.50

Music Technology I is an introductory course that exposes students to basic music concepts using the MIDI, Digital Audio and Multi-media applications. Sound Systems, MIDI, Garage Band, Logic Pro, MainStage, and Keynote are studied. Students will learn how to use a recording studio and learn how to record on site at concerts and other school events. Music Technology I would meet 5 days a week for one semester (half-year).

## **MUSIC TECHNOLOGY II**

Term: One semester

Grade: 09-12

Credit: 0.50

Music Technology II is an advanced course that explores the real world applications of Music Technology. Radio Commercials, The Art of Foley, Podcasting, Film Scoring and Website Design are all studied using the applications learned in Music Technology I. Students will learn how to use a recording studio and learn how to record on site at concerts and other school events.

**PREREQUISITE: Successful completion of Music Technology I with a minimum average of 73% or better.**

## **MUSIC THEORY**

Term: Full year course

Grade: 9-12

Credit: 1.00

Music theory is the study of how music is put together. This course will include a study of the basic musical language, melody, harmony (including chords, chord progressions, part-writing), rhythm and expression. Students will also study musical form: orchestration and composition. This course is appropriate for any student who is considering going into music after graduation (either performance or education), for students who are currently involved in the music program at the school (either band, chorus or orchestra), or for students who are involved in music outside of school (particularly students who are in bands or musical groups that are either covering songs or writing their own music).

## **ADVANCED PLACEMENT MUSIC THEORY**

Term: Full year course

Grade: 10-12

Credit: 1.00

The objective of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This goal will be promoted by an integrated approach to the development of the student's aural, sight-singing, written, compositional and analytical skills through listening, performance, written, creative and analytical exercises. Student mastery of music notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns will be emphasized. Course registrants are expected to sit for the AP Music Theory test in the spring.

***PREREQUISITE: Music Theory or with teacher approval***

# **GIFTED**

## **VOICES AND CHOICES**

Voices and Choices is a program that offers enrichment opportunities for gifted students at the high school. All students with a GIEP are entitled to Voices and Choices opportunities. These opportunities have been developed from the suggestions of students and parents over the years, and take into consideration varied interests, needs, and concerns relating to our gifted students. The options offer structured flexibility. Options include: Mock Trial, College Collaboration, TEducation, Math League, Knowledge Masters Open, Independent Enrichment Opportunities, and online extensions to the regular education curriculum. Many options can be found on the following page:

<https://sites.google.com/site/nhselvey/Home/voices-and-choices>

## **READING FOR QUARTERS: EXPLORING THE NON-WESTERN WORLD**

Term: Year-long meetings and commitments

Grade: 09

Credit: 0.25

This course is to enrich the student's understanding of the World Cultures curriculum. Students identified with a GIEP will be given the opportunity to earn partial social studies credit for completing the Reading for Quarters requirements. The requirements include completion of assigned readings, attendance at multiple discussion sessions, and production of a paper for four different historical-fiction novels. These novels are aligned with the World Cultures curriculum. Themes include African colonization, gender equity, cultural conflicts, and generational disparities. Participating students will be asked to synthesize information from their readings with what they learn in their history course in a creative fashion.

## **READING FOR QUARTERS: AMERICA: THE 20<sup>TH</sup> CENTURY**

Term: Year-long meetings and commitments

Grade: 10

Credit: 0.25

This course is to enrich the student's understanding of the United States History curriculum. Students identified with a GIEP will be given the opportunity to earn partial social studies credit for completing the Reading for Quarters requirements. The requirements include completion of assigned readings, attendance at multiple discussion sessions, and production of a paper for four different historical-fiction novels. These novels are aligned with the U.S. History curriculum. Themes include westward expansion, Native American struggles and lore, reconstruction, The Great War, and forecasting America through the study of history. Participating students will be asked to synthesize information from their readings with what they learn in their history course in a creative fashion.

## **Independent Study**

In addition, or as an alternative to the Seminar, students with a GIEP may complete an independent study for credit. *(further information can be located under the "NHS Alternative Offerings" section)*

# **HEALTH and PHYSICAL EDUCATION**

The sequential and mandatory offerings in Health and Physical Education are designed to introduce students to concepts and experiences that emphasize habits of physical fitness, emotional health and interpersonal competence.

Course offerings in physical education are designed to introduce students to the fundamental skills associated with exercise, sport, recreation and dance. Participation in the physical education experience will provide students with the skills necessary to be successful in today's society. These experiences will enhance and develop the students' communication, problem-solving and cooperative skills.

Course offerings in health education are designed to provide students with the knowledge necessary to meet all dimensions of wellness. These courses focus on mental, emotional, physical, social and environmental health. Students completing course work in health education will have an improved understanding of what is best for the growth and development of the individual. Furthermore, they will begin to realize the impact of their decisions on the community.

## **HEALTH I**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course will emphasize health education and physical fitness by incorporating both factual knowledge and the development of healthy attitudes and behaviors for individual students. Students will explore current trends, attitudes and levels of health as exhibited by specific populations (children, adolescents, adults and the elderly). This will be accomplished by integrating topics relating to physical, mental and social health. Specific topics will include dimensions of wellness, nutrition and physical activity, eating disorders, drug and alcohol education, human development and sexuality, communicable and non-communicable diseases, and current issues and trends in health and wellness.

## **HEALTH II**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course will continue the emphasis on health education and will incorporate both factual knowledge and the development of healthy attitudes and behavior for individual students. Students will participate in a program designed to foster healthy lifestyles. Specific topics will include stress management, mental and emotional health, medicines and drugs, environmental health, injury prevention, aging, diseases and disorders and current issues and trends in health and wellness.

## **PHYSICAL EDUCATION**

Term: Full Year Course (every other day)

Grade: 09-12

Credit: 0.50

The ultimate goal of Physical Education is to improve students' quality of life through the promotion of life long health enhancing physical activity. Students will learn how to control weight, strengthen the heart, strengthen the body, relieve stress, avoid disease, improve self-confidence and improve overall quality and outlook on life. The course of study concentrates on lifetime fitness activities.

### **FITNESS FOR LIFE**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is designed to place an emphasis on improving the student's overall fitness level. Students will be responsible for designing and implementing their own individual fitness program. The course will encompass the following content areas: cardio-respiratory fitness, muscular strength and endurance, flexibility, weight training, nutrition, preventing common fitness injuries, the body's physiological and psychological response to exercise, ply metric training techniques, body shaping, and identifying and analyzing components of both aerobic and anaerobic conditioning. This is an elective course and is intended to supplement the established Health and Physical Education curriculum. **This course also fulfills the Physical Education requirement.**

### **INDIVIDUAL SPORTS**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is designed for students to participate in a variety of popular individual sports such as: badminton, ping pong, pickle ball, weight training, basketball, tag games, tennis, climbing wall and various outdoor games. The course focuses on the improvement of specific sport skills and strategies needed to successfully compete in both interscholastic and recreational competition. Along with skill development, this course will focus on the enhancement of a student's self-esteem and confidence. **This course fulfills elective requirements only.**

### **TEAM SPORTS**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is designed to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students in grades 9-12.

**This course fulfills elective requirements only.**

### **PE LEADERSHIP/BUDDY PROGRAM**

Term: Full Year Course (every other day)

Grade: 09-12

Credit: 0.50

PE Leadership is a unique physical education class experience where exemplary regular education students have the opportunity to assist students with special needs in a physical education class setting. The class is designed for students to be a leader to a special needs buddy during their physical education class. The leaders support their buddy by providing themn assistance in physical activities and positive social interaction. Students will perform one-on-one or in small groups working with individuals who have a variety of special needs. Students will participate in a wide variety of activities to gain exposure to health, fitness, and recreation activities. It is the hope that the class can parallel the general education PE class with modification to meet the needs of all students. This class benefits all students and demonstrates great character in students who understand its importance.

***PREREQUISITIE: Students must have patience and the willingness to help a student with diverse needs, but most of all have the ability to care for another individual and develop a friendship.***

# **INFORMATION TECHNOLOGY**

Information technologies are embedded into almost everything we do. Being familiar with these technologies is a requirement for informed citizens in the Information Age. Two pathways are available to students. One involves programming and applied mathematics; the other involves the understanding and use of commercial applications.

Programming courses will be of interest to those students who want to refine their logical reasoning and problem-solving skills; have an interest in post-secondary study in the area of mathematics, science, engineering, or information technology; or plan to move directly into the workplace in the information technology field.

Computer application courses will be of interest to all students. These courses develop essential life skills that will facilitate success both in the classroom and the workplace.

## **INTRODUCTION TO PROGRAMMING**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is designed for the student who would like to enhance his/her computer background knowledge to a beginner programmer level. Students will learn concepts of computer coding in a rewarding and fun way. These concepts will allow students to move on to higher levels of computer science such as AP Computer Science with a strong foundation in the basics of computer programming. They will use Scratch from Lifelong Kindergarten Group at the MIT Media Lab to program projects such as story animation, game design, and a complete adventure game. Students will explore advanced computer topics with SNAP, previously known as Build Your Own Blocks created by University of California at Berkeley. Students will also use AppInventor created by MIT to create apps for Android devices.

## **INTRODUCTION TO PROGRAMMING (CYBER COURSE)**

Term: One semester course

Grade: 9-12

Credit: 0.50

This course will be taught using the Canvas system. Students registered into this course will work through the content online under the virtual guidance of the instructor. This course can be scheduled during any period of the day. It is designed for the student who would like to enhance his/her computer background knowledge to a beginner programmer level. Students will learn concepts of computer coding in a rewarding and fun way. These concepts will allow students to move on to higher levels of computer science such as AP Computer Science with a strong foundation in the basics of computer programming. They will use Scratch from Lifelong Kindergarten Group at the MIT Media Lab to program projects such as story animation, game design, and a complete adventure game. Students will explore advanced computer topics with SNAP, previously known as Build Your Own Blocks created by University of California at Berkeley. Students will also use AppInventor created by MIT to create apps for Android devices.

## **INTRODUCTION TO PYTHON**

Term: One semester course

Grade: 09-12

Credit: 0.50

Students will further their understanding of computer programming by learning the Python computer language. This course is designed for the student who would like to enhance his/her computer background knowledge to an independent programmer level. Currently many colleges and universities are using Python in their introductory computer science curriculum. In addition Python is used at companies such as YouTube, Industrial Light and Magic, Google, JourneyX and many others. "Today dozens of Google engineers use Python, and we're looking for more people with skills in this language." said Peter Norvig, director of search quality at Google, Inc. It is recommended that Introduction to Programming be taken first but this is not a requirement.

## **INTRODUCTION TO PYTHON (CYBER COURSE)**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course will be taught using the Canvas system. Students registered into this course will work through the content online under the virtual guidance of the instructor. This course can be scheduled during any period of the day. Students will further their understanding of computer programming by learning the Python computer language. This course is designed for the student who would like to enhance his/her computer background knowledge to an independent programmer level. Currently many colleges and universities are using Python in their introductory computer science curriculum. In addition Python is used at companies such as YouTube, Industrial Light and Magic, Google, JournyX and many others. "Today dozens of Google engineers use Python, and we're looking for more people with skills in this language." said Peter Norvig, director of search quality at Google, Inc. It is recommended that introduction to programming be taken first but this is not a requirement.

## **WEB DESIGN**

Term: Full year course

Grade: 09-12

Credit: 1.00

Students will understand the components of good Web page design and learn elements of design and layout. They will gain a working knowledge of HTML code, enabling them to create an entire web sites writing their own HTML code including text operations, navigation, images, tables, forms, and meta tags. Students will learn how to style a webpage using CSS and learn how to use scripting in a web page. Students will learn how to create a dynamic website for a client and deliver it by a deadline.

## **WEB DESIGN (CYBER COURSE)**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course will be taught using the Canvas system. Students registered into this course will work through the content online under the virtual guidance of the instructor. This course can be scheduled during any period of the day. Students will participate in an online course using the Blackboard management system. Students will understand the components of good Web page design and learn elements of design and layout. They will gain a working knowledge of HTML code, enabling them to create an entire web sites writing their own HTML code including text operations, navigation, images, tables, forms, and meta tags. Students will learn how to style a webpage using CSS and learn how to use scripting in a web page. Students will learn how to create a dynamic website for a client and deliver it by a deadline.

## **DIGITAL PRODUCTIVITY**

Term: One semester course

Grade: 09-12

Credit: 0.50

Students will learn efficient and effective computer skills designed to increase their productivity in the classroom. The course will cover topics such as blackboard, cloud services, digital note taking, internet safety, social network management, digital calendars and schedules. When this course is completed students will be able to take full advantage of the one to one device provided by the district.

## **AP COMPUTER SCIENCE**

Term: Full year course

Grade: 09-12

Credit: 1.00

The Advanced Placement course and exam is an introductory computer science course in JAVA. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. It is expected that all students will sit for the AP exam in May. Following the exam, students will work on Computer Science research projects of their own design. It is recommended that an introductory computer science course be taken before attempting the AP course.

## **ROBOTIC ENGINEERING AND DESIGN I – MARS 2020**

Term: One semester course

Grade: 09-12

Credit: 0.50

2020 will mark a historic race for Mars. NASA, The European Space Agency, and China are all landing rovers on Mars. In this technology education course your design team will plan and construct a model Mars Rover. You will use a 3D printer and your problem solving skills to print a body structure that protects the Rover's "vital organs." A minicomputer will be the brain. Your rover will be able to collect temperature, images, sounds, humidity, etc. in a sensor package you design. The learning goals of this hands-on course include concepts of electrical engineering, electricity, computer science, planet science, fabrication, physics, and the design process. Learn about the challenges of a Mars mission and be a part of the race to Mars as you improve your literacy in an array of technology fields.

# MATHEMATICS

The mathematics program is designed to meet the academic needs of all students. Challenges and enrichment opportunities are provided to all students in both the Academic and the Honors sequences. The mathematics curriculum has high but reasonable expectations for all students. Success in mathematics is more dependent on effort and opportunity to learn than on innate ability.

The goal of the mathematics curriculum is to emphasize the process of mathematical reasoning rather than simply the mechanics of computing. Students will be challenged through diverse problems and projects. Higher-order thinking skills, such as application, analysis and synthesis, will be modeled and emphasized. Students will be encouraged to participate in various appropriate high school mathematics competitions.

Strategies, preparation and practice for the KEYSTONE, PSAT and SAT I tests are infused throughout the math curriculum.

Instructional practices will include individual and cooperative group work, discussion, questioning and extended writing about mathematics. Students will use appropriate technology (computers, calculators) for computation, simulation and exploration. Mathematics courses will also utilize a variety of technologies to supplement, support and enrich the mathematics curriculum. This instructional use of technology will ensure that the students' experience in mathematics will match the realities of everyday life, develop their reasoning skills and promote their understanding and application of mathematics. Graphing calculators are a necessity for some courses and will therefore be required. The recommended model is the TI-84 Plus. A student without such a calculator cannot benefit from its use. If a family has difficulty with this expense, an arrangement can be made with the instructor for the use of a calculator during class.

## ACADEMIC ALGEBRA I

Term: Full year course  
Grade: 09-12  
Credit: 1.00

The students in this course of study will master solving 1<sup>st</sup> and 2<sup>nd</sup> degree equations and inequalities in one variable, as well as linear equations in two variables. Applications and real-world models will be used to extend student understanding of these topics. Operations with polynomials, factoring, geometry integrations and operations with irrational numbers will be emphasized. Problem-solving strategies will be integrated with the above topics and applied to both routine and non-routine problems. Scientific calculators are required, but graphing calculators are recommended.

**SUMMER ACADEMIC REQUIREMENT** - Varies by teacher. Follow up with current teacher in June.

## ACADEMIC GEOMETRY

Term: Full year course  
Grade: 09-12  
Credit: 1.00

The students in this course of study will master relationships between lines, planes, rays, segments and angles. Instruction will focus on geometric constructions, triangle congruency, triangle similarity, right triangle properties, polygons and properties of the circle and volumes and surface area of solids. Students will demonstrate their understanding of formal proofs through deductive and inductive reasoning using definitions, postulates and theorems. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. The GEOMETER'S SKETCHPAD (computer software) will be utilized by students to discover and investigate the above geometric concepts. Scientific calculators are required, but graphing calculators are recommended. **PREREQUISITE: Algebra II – completed or taken concurrently**

**SUMMER ACADEMIC REQUIREMENT** - Varies by teacher. Follow up with current teacher in June.

## **HONORS GEOMETRY**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course of study will emphasize the elements of Euclidian Geometry. The topics will include the relationship between points, lines and planes, geometric constructions, angle relationships, properties of the circle, triangle congruence, similarity and area of polygons, volume of solids, symmetry and tessellations. Students will demonstrate their understanding of formal proofs through deductive and inductive reasoning using postulates, definitions and theorems. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Scientific calculators are required, but graphing calculators are recommended. The GEOMETER'S SKETCHPAD (computer software) will be utilized by students to discover and to investigate the above geometric concepts. **PREREQUISITE: 92% (A-) in Algebra I and Teacher Recommendation.**

**SUMMER ACADEMIC REQUIREMENT** –Varies by teacher. Follow up with current teacher in June.

## **ACADEMIC ALGEBRA II**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course of study will include a brief review of the real number system; evaluating, simplifying and factoring algebraic expressions; and solving and graphing equations and inequalities. Instructional emphasis will be placed on absolute value, rational expressions, analytic geometry, matrices, logarithms, conics, statistical analysis, relations and functions. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. **Graphing calculators are required. PREREQUISITE: Algebra I**

**SUMMER ACADEMIC REQUIREMENT-**Varies by teacher. Follow up with current teacher in June.

## **HONORS ALGEBRA II**

Term: Full year course

Grade: 09-12

Credit: 1.00

The students in this course of study will further develop their mathematical reasoning through an in-depth exploration of functions and their applications. The following functions will be mastered: Linear, Quadratic, Exponential, Logarithmic, Absolute Value and Rational. These functions will be adapted to fit mathematical models, used to investigate real-world problems, and applied to statistical analyses. Instruction will focus on matrices, determinants, linear programming and complex numbers. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Students will be encouraged to take the American Senior High Mathematics Exam and to participate in the Senior High Mathletes competition. **Graphing calculators are required. PREREQUISITE: 92% (A-) in Algebra I and Teacher Recommendation.**

**SUMMER ACADEMIC REQUIREMENT** -Varies by teacher. Follow up with current teacher in June.

## **ACADEMIC PRECALCULUS**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course of study will include a review of analytic geometry, relations, functions, complex numbers, logarithms and conics. Instructional emphasis will be given to polynomial equations, equations in three variables, probability, trigonometric definitions, identities and laws, equations and the graphing of their functions and inverses. Additional topics may include sequences and series, polar coordinates and limits. Applications using mathematical models will be investigated. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. **Graphing calculators are required. PREREQUISITES: Algebra II; Geometry**

**SUMMER ACADEMIC REQUIREMENT** –Varies by teacher. Follow up with current teacher in June.

## **HONORS PRECALCULUS**

Term: Full year course

Grade: 09-12

Credit: 1.00

The students in this course of study will apply their mathematical reasoning to the study of the following functions: polynomial, trigonometric, circular and inverse trigonometric functions. These functions will be adapted to fit mathematical models, sequences and series and used to explore real-world applications. Additional content will focus on graphing techniques, trigonometric identities, trigonometric equations, triangle properties and polar coordinates. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Students will be encouraged to take the American Senior High Mathematics Exam and to participate in the Senior High Mathletes competition. **Graphing calculators are required.**

**PREREQUISITES:** *Honors Algebra II (83% or higher) or Academic Algebra II (92% or higher) and Teacher Recommendation*

**SUMMER ACADEMIC REQUIREMENT** – *Varies by teacher. Follow up with current teacher in June.*

## **ACADEMIC CALCULUS**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course of study includes a review of algebraic, trigonometric, logarithmic and exponential functions. Instructional emphasis will be given to the study of limits, derivatives and integrals and their applications in business, science and industry. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems.

**Graphing calculators are required. PREREQUISITE: Pre-calculus**

**SUMMER ACADEMIC REQUIREMENT** – *Varies by teacher. Follow up with current teacher in June.*

## **FINITE MATHEMATICS**

Term: Full year course

Grade: 10-12

Credit: 1.00

This course of study will include the study of set theory, logic, number theory and the real number system, matrices and applications to linear programming, mathematical systems and modular arithmetic, consumer mathematics, graph theory, Problem solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Additional topics may include game theory, mathematical system, an introduction to proofs and problem solving, and non-Euclidean geometry. **Graphing calculators are required. PREREQUISITES: 83% in Honors Pre-calculus or 92% in Academic Calculus and teacher recommendation**

## **HONORS CALCULUS**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course of study includes the study of advanced algebraic functions, trigonometric functions and transcendental functions. Instruction will focus on limits, derivatives, and integrals and their real-world applications. Derivations and problem-solving strategies will be discussed. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. SAT preparation and strategies will be provided. Students will be encouraged to take the American Senior High Mathematics Exam and participate in the Senior High Mathletes competition. **Graphing calculators are required.**

**PREREQUISITE:** *92% in Academic Pre-calculus or 83% in Honors Pre-Calculus and Teacher Recommendation*

**SUMMER ACADEMIC REQUIREMENT** – *Varies by teacher. Follow up with current teacher in June.*

### **ACADEMIC STATISTICS**

Term: Full year course

Grade: 10-12

Credit: 1.00

The purpose of Academic Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data in a real-world, hands-on approach. The course will expose students to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns, and (4) statistical inference. This course is designed to give students a better understanding of the data-driven world around them and allows for statistical explorations into current events. The course will have two major projects which will incorporate statistics into student interests and curiosities. Academic Statistics will approach statistical themes and concepts using a hands-on approach that focuses on the basic fundamentals of statistics and how it relates to the surrounding world. Students who successfully complete Academic Statistics and have a continuing interest in the discipline may sign up for AP Statistics. **PREREQUISITE: Algebra II and Geometry**

### **KEYSTONE MATH PREPARATION**

Term: One semester course

Grade: 11-12

Credit: 0.50

A Proficient or Advanced score on the KEYSTONE Mathematics assessment is a graduation requirement. This independent study entails the self-directed and guided review and study of the eligible content on the KEYSTONE Mathematics assessment. Students who do not receive a score of proficient or advanced on the math portion of the 11<sup>th</sup> grade KEYSTONE assessment **will be required to take this course.**

### **INTERACTIVE ALGEBRA**

Term: One semester course

Grade: 11-12

Credit: 0.50

Interactive Algebra is designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. This course will cover math topics that interest students as well as topics not typically covered in our traditional sequencing. Other topics studied include measures of center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound interest and continuous interest, credit card debt, car ownership, and budgets.

**PREREQUISITE: Algebra II and Geometry**

### **MAKER MATH**

Term: One semester course

Grade: 09-12

Credit: 0.50

Maker Math is a STEM course (science technology engineering math). Students will apply a diverse skill set to learn how to incorporate the elements of STEM into inquiry learning projects. Students will use the NASA engineering design process to design prototype solutions to problems such as Navy ship design, firefighting robots, Quadrotor rescue helicopters, molecular gastronomy, environmental impact studies, recycling to create energy and wearable computers. The instructor will base course project decisions upon recent technology and is subject to change.

**PREREQUISITE: Algebra I**

## **MATH ADVANCED PLACEMENT COURSES**

### **ADVANCED PLACEMENT CALCULUS**

Term: Full year course

Grade: 09-12

Credit: 1.00

The course includes the further study of the following calculus topics: methods and applications of differentiation, methods and applications of integration, inverse trigonometric functions, parametric and polar curves, and series. Problem-solving strategies will be integrated with the above topics and applied to both routine and non-routine problems. The course is designed to prepare students for the Advanced Placement Calculus AB and BC exam. TI-89 Titanium graphing calculators will be loaned to the students. **PREREQUISITE: Honors Calculus OR Academic Calculus and teacher recommendation**

### **SUMMER ACADEMIC REQUIREMENT**

*Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline may result in a late grade penalty.*

### **AP STATISTICS**

Term: Full year course

Grade: 09-12

Credit: 1.00

The purpose of this course of study is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will expose students to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns and (4) statistical inference. The course follows the topical outline prepared by the Educational Testing Service and is equivalent to a college-level course. It is expected that all students will sit for the AP exam in May. Following the exam, students will conduct their own statistical study incorporating skills learned in the course. A graphing calculator is required (in class we will use the TI-84 Plus). Students will be encouraged to take the American Senior High Mathematics Exam and participate in the Senior High Mathletes competition. **PREREQUISITES: Honors Algebra II or Academic Pre-calculus.**

**NOTE: Computer Programming courses can be found in the section “Information Technology”**

# SCIENCE

Course offerings in the sciences are designed to introduce students to the methods, culture and content of contemporary science. Students practice science in the laboratory, develop habits of logical thought and explore the application of science to real-world problems. These courses provide students with a solid foundation useful to a more complete understanding of issues faced by citizens of a rapidly changing world.

## ACADEMIC BIOLOGY

Term: Full year course (7 periods per week)

Grade: 09

Credit: 1.50

This Academic Biology course has been designed to investigate living systems from simple levels of biological organization to complex levels. The study of basic chemistry, cell structure and function, ecology, evolution, and genetics gives the student the background to appreciate the diversity of living things and their place in the biosphere.

## HONORS BIOLOGY

Term: Full year course (7 periods per week)

Grade: 09

Credit: 1.50

This is fast-paced, rigorous, and more in depth Biology course designed to build biological knowledge and critical thinking skills in the field of biology. The course will cover scientific process, microbiology, inheritance, ecology, evolution, and the form and function of animals and plants. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Biology. Students will develop advanced laboratory skills that require both qualitative and quantitative analysis of results. This course is recommended for students planning on taking AP Science Classes. **PREREQUISITE: 93% in 8<sup>th</sup> Grade Science, above average reading comprehension skills, and teacher recommendation.**

## ACADEMIC CHEMISTRY

Term: Full year course (7 periods per week)

Grade: 10 – 12

Credit: 1.50

This course is designed to introduce students to chemical concepts. Students will develop problem-solving skills using algebra to analyze chemical processes. Successful completion of this class will allow students to enroll in Academic Physics. Topics include the composition and study of matter, changes in matter and the laws that govern change. **PREREQUISITE: Algebra I and Biology.**

## ACADEMIC CHEMISTRY (CYBER COURSE)

Term: Full year course

Grade: 10 – 12

Credit: 1.0

This course is designed to introduce students to chemical concepts. Students will develop problem-solving skills using algebra to analyze chemical processes. Successful completion of this class will allow students to enroll in Academic Physics. Topics include the composition and study of matter, changes in matter and the laws that govern change. This version of the class is a non-lab based course. All work will be submitted online through the Canvas system. **PREREQUISITE: Algebra I and Biology.**

## **HONORS CHEMISTRY**

Term: Full year course (7 periods per week)

Grade: 10 – 12

Credit: 1.50

Honors Chemistry is designed to allow highly motivated students the opportunity to study topics in general chemistry. This course emphasizes laboratory investigations and the mathematical nature of chemistry and is intended for students planning advanced studies in science. Topics include the composition and structure of matter, the changes that matter undergoes, the amount and kinds of energy necessary for these changes, and the laws that govern change. This course is recommended for students planning on taking AP Science Classes. **PREREQUISITE: 93% in Academic Biology or 83% in Honors Biology and teacher recommendation and successful completion of Algebra II or concurrent enrollment in Algebra II**

## **ACADEMIC PHYSICS**

Term: Full-year course (7 periods per week)

Grade: 11 – 12

Credit: 1.50

Academic Physics is designed to introduce students to a study of topics in physics. There is a study of the applications of mathematical laws of physics. Laboratory investigations will play a large role in the course and further cement students' understandings. This is an algebra based course designed for students majoring in a non- science field. Topics covered will include kinematics, forces, momentum, energy, and electricity, among others. **PREREQUISITE: Successful completion of Algebra I, and successful completion of a Chemistry course.**

## **HONORS PHYSICS**

Term: Full-year course (7 periods per week)

Grade: 11 – 12

Credit: 1.50

Honors Physics is designed to allow highly motivated students the ability to study topics in physics. There is a strong emphasis on the underlying mathematical laws of physics. Laboratory investigations will play a large role in the course and further cement students' understandings. Students should have a strong grasp of the underlying concepts in Algebra II and Geometry before taking this course. Students planning on majoring in a science field should enroll in this course. This course is recommended for students planning on taking AP Science Classes. **PREREQUISITE: 93% in Academic Chemistry or 83% in Honors Chemistry, and teacher recommendation and successful completion of Pre-calculus or concurrent enrollment in Pre-calculus**

## **KEYSTONE BIOLOGY PREP/BIOLOGY PREP SEMINAR**

Term: One semester course

Grade: 11-12

Credit: 0.50

A Proficient or Advanced score on the KEYSTONE Biology assessment is a graduation requirement. This independent study entails the self-directed and guided review and study of the eligible content on the KEYSTONE Biology assessment. Students who do not receive a score of proficient or advanced on the Biology portion of the 9<sup>th</sup> grade Biology KEYSTONE assessment **will be required to take this course.**

The Biology Prep Seminar is a parallel support class for Biology students.

## SCIENCE ADVANCE PLACEMENT COURSES

### AP BIOLOGY

Term: Full year course (7 periods per week)

Grade: 10 – 12

Credit: 1.50

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course for biology majors during their first year. Its two main goals are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Areas of study fall under four big ideas: Evolution (natural selection, genetics), Energy Flow (cells, organisms, populations), Information (genetic regulation, cell communication), and Systems (interactions within cells, organisms, and populations). **A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated.**

**PREREQUISITES: Biology and Chemistry, and recommendation from Biology teacher.**

**SUMMER ACADEMIC REQUIREMENT:** A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a penalty.

### AP CHEMISTRY

Term: Full year course (7 periods per week)

Grade: 11 – 12

Credit: 1.50

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in such a course should attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic.\* Topics will include the Atom, Molecules, Reactions, Kinetics, Thermodynamics, and Equilibrium. The course is designed for 200 minutes of classroom instruction and 90 minutes of lab per week. "It is assumed that the student will spend at least five hours a week in unsupervised individual study." A student selecting A.P. Chemistry must have successfully completed Academic Chemistry; have sound mathematical and laboratory skills, and a sophisticated understanding of basic chemical principles. This student will be required to work independently and responsibly on readings and problem sets in a mature and timely manner. **PREREQUISITES: Chemistry and recommendation from Chemistry teacher or Honors Chemistry**

**SUMMER ACADEMIC REQUIREMENT –** A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. *Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a penalty.*

\*Advanced Placement course description taken from the College Board course description.

### AP PHYSICS

Term: Full-year course (7 class periods per week)

Grade: 11-12

Credit: 1.50

The Advanced Placement Physics course is designed to be the equivalent of the introductory physics college level course for engineers and science majors. In accordance with the course description published by the College Board, this course will stress "basic knowledge of the discipline of physics including phenomenology, theories and techniques and general principles; the ability to ask physical questions and to obtain solutions to physical questions by use of physical intuition, experimental investigation, and formal logic." Topics will include Newton's Laws, energy, momentum, oscillations, electrostatics, capacitors, electric circuits, magnetostatics and electromagnetism. It is assumed that the student will spend at least eight (8) hours per week in unsupervised individual study. **PREREQUISITES: Chemistry, concurrent enrollment in Calculus, and recommendation from either a Chemistry or Physics teacher. It is strongly suggested, but not required, that a student have completed either Physics or Calculus prior to this course.**

**SUMMER ACADEMIC REQUIREMENT** – A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. *Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a penalty.*

### **AP ENVIRONMENTAL SCIENCE**

Term: Full-year course (7 class periods per week)  
Grade: 10-12  
Credit: 1.50

The Advanced Placement Environmental Science course is designed to be the equivalent of a college introductory first year environmental science course. Its two main goals are to help students develop a conceptual framework for the detailed understanding of ecosystem structure and to help students gain an appreciation of humanity's role in ecosystem stability. Areas of study fall under the broad categories of matter and energy flow in ecosystems, ecological succession, population ecology, land use management and pollutants. This is a field study course. Although most lab work can be completed during the school day, students may be required to collect data outside of class. **PREREQUISITES: *Biology, Chemistry (completed or concurrently) and a recommendation from a Biology teacher***

**SUMMER ACADEMIC REQUIREMENT** – A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. *Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a penalty.*

### **SCIENCE ELECTIVE COURSES**

#### **ASTRONOMY**

Term: One Semester  
Grade: 11-12  
Credit: 0.50

Astronomy is the study of our Universe and the laws that govern its existence. In this course the “why’s” and “how’s” of our planet, the Solar System, the Milky Way, and the entire Universe will be considered. The course will cover topics including the planetary system, the chemistry and physics of stars, the history of astronomical understanding, current research in the expanding universe. It will include a discussion of current research in stellar evolution, planetary formation, elemental formation, and fusion. This course will include discussions of possibility of life on other planets/moons, space travel, and terra-forming. Students should have a grounding in chemistry and some understanding of the physical sciences before enrolling in this course.

#### **FORENSICS**

Term: One Semester  
Grade: 11 - 12  
Credit: 0.50

Forensics incorporates biology, chemistry and physics topics in an interdisciplinary investigation. Students will apply their knowledge to solve problems using critical thinking. Data collection and analysis is the central tenet of this course. Analyzing blood spatter patterns, hair, fingerprints, fiber samples, and ballistics are some of the topics that will be explored and analyzed in forensic science. These tools will be used to solve fictional crimes with fictional crime scenes.

#### **HUMAN ANATOMY AND PHYSIOLOGY**

Term: One Semester  
Grade: 11 - 12  
Credit: 0.50

This course is designed to study several human body systems in detail from the molecular level to the organismal level. Students are expected to learn a great deal of vocabulary in order to fully understand all the mechanisms of how the human body works. A variety of investigative methods are used to examine the structure and function of the human body. In addition to the wide variety of laboratory activities, students will complete the course with a dissection of a cat for purposes of comparing the body systems to a human being. The knowledge and experience gained through these activities should provide the student with a greater understanding of how the human body works.

## **GENETICS**

Term: One Semester

Grade: 11 - 12

Credit: 0.50

This exciting and challenging course enriches students' understanding of biological concepts and applications particularly in the study of genetics. The course covers principles of heredity at the molecular, cellular and organism level. Students learn about the transmission, structure, and alteration of genetic information. Students will learn about the discovery and implications of current technological advances in our understanding of genetics. Students will also explore mutations and causes of genetic anomalies. Students will evaluate scientific data relating to the effects of genes on human health and the implications of engineering, altering and possibly eliminating defective genes from future human generations. Starting points for an in- depth study of genetics are Cellular structure, Nucleic acid structure and function, and Mendelian Genetics. The course will cover three major areas of genetics including; Classical Genetics, Molecular Genetics and Evolutionary Genetics. ***PREQUISITE: Biology***

# **SOCIAL STUDIES**

Course offerings in the social studies are designed to develop in students a deeper understanding of the individual in relation to society. Students completing course work in the social studies will have an improved understanding of their historical and cultural context; will be better prepared to understand the evolving nature of social structures at the personal, local, national and international levels; and will have the skills required to be productive citizens in the 21<sup>st</sup> century. Unless otherwise noted by the teacher, all courses in the Social Studies Department will include a final exam.

Four credits in social studies are required for graduation, and in addition to the electives, the following courses must be completed:

- ✓ Exploring the Non-Western World
- ✓ America: The 20<sup>th</sup> Century
- ✓ Contemporary Issues
- ✓ Democracy in America

Satisfactory completion of Advanced Placement U.S. History fulfills the 20th century America requirement. Satisfactory completion of Advanced Placement United States Government and Politics fulfills the Democracy in America and Contemporary Issues requirement.

## **EXPLORING THE NON-WESTERN WORLD**

Term: Full year course  
Grade: 09  
Credit: 1.00

This course allows the student to come away with an understanding of historical, cultural, and contemporary regional world issues. It is intended to enhance student appreciation of cultural diversity and themes such as the commonality of human experience, the environment, human rights, global interdependence, poverty and societal instability through central lenses of geography, culture, political systems, economics and faith-belief systems. Primary skills focused on in this course are: organization, notetaking, reading comprehension and application, general case studies, simulations, culminating projects/exams, and layering levels of understanding. Students will create/present current events at least twice during the year. Units are focused on the following regions: Introductory "Toolkit" (geography, culture, political systems, economics and faith-belief systems), Sub-Saharan Africa, Middle East, South Asia and East Asia.

## **AMERICA: THE 20<sup>TH</sup> CENTURY**

Term: Full year course  
Grade: 10  
Credit: 1.00

This course is designed to provide students with an understanding of the origins of the modern United States. Students will focus on the major social, political and economic events that impact today's world and America. Major topics will include immigration, business, politics, imperialism, world conflicts, social issues and economic concerns. The students will complete projects and analyze and evaluate issues through research, debates, discussions and simulations to better understand America and its place in the world as it relates to the 20<sup>th</sup> century.

## **CONTEMPORARY ISSUES**

Term: One semester course  
Grade: 09-12  
Credit: 0.50

This course will examine the social, political and economic conditions of the United States and the world in current times. Students will be expected to draw consistently on skills, concepts and facts acquired in previous social studies courses to analyze, make judgments and give informed opinions on issues of local, regional, national and international significance. Frequent writing assignments and short oral presentations are required. Each student will also select an individual topic to research and develop into a major presentation each quarter.

## **DEMOCRACY IN AMERICA**

Term: One semester course

Grade: 09-12

Credit: 0.50

Democracy in America is the study of authority, power and decision-making. This course will emphasize the individual's role in the American political system. Topics studied include the three branches of the federal government, political parties, voting and the voter's role in the electoral process, the development of the Constitution, and current policies. Contemporary political issues and controversies will be emphasized; therefore, in addition to the textbook, students will use newspapers, magazines and personal interviews as resources. The goal of the course is to encourage and prepare students for active, informed participation in the American political system.

## **SOCIAL STUDIES ADVANCED PLACEMENT COURSES**

### **AP EUROPEAN HISTORY**

Term: Full year course

Grade: 10-12

Credit: 1.00

This year-long study in European History is intended to survey the major themes of European history at a college academic level. Topics are discussed in light of cultural, economic, political and social trends, with connections made to modern day themes and events in Europe and in the world. Major units of the course begin with ancient Rome and end with Contemporary Europe. The reading volume for the course is approximately 30 to 40 to pages per week. If a student is not prepared to commit to this level of work, the student should not take the advanced placement section of European History. All students are expected to sit for the AP European History Exam in May, an exam which could qualify them for credit at the college level. There is also a final research project with both a written and an oral component to be completed in May and June, and there will be a final exam used to determine the student's final course grade for the high school transcript.

***SUMMER ACADEMIC REQUIREMENT*** – *The summer assignment is an integral course requirement that must be completed and will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty.*

### **AP UNITED STATES HISTORY**

Term: Full year course

Grade: 10-11

Credit: 1.00

This Advanced Placement course is designed for the student who is seeking a deeper understanding of U.S. history. The course, covering colonial times through the present day, will require students to critique primary documents, research historical themes and developments, and write analytical papers on the economic, social and political aspects of American history. All students are expected to sit for the AP United States History Exam in May, an exam which could qualify them for credit at the college level.

***SUMMER ACADEMIC REQUIREMENT*** – *The summer assignment is an integral course requirement that must be completed and will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty.*

## **AP PSYCHOLOGY**

Term: Full year course

Grade: 11-12

Credit: 1.00

AP Psychology is designed to allow the highly motivated student to analyze the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They will also learn about the methods Psychologists use conducting and reporting on research while stressing the need to think like a psychologist. Whether you choose to pursue a career in psychology or in some entirely different field, this habit of mind will be of great value. It is expected that all students taking this course will sit for the AP Psychology exam in May.

**SUMMER ACADEMIC REQUIREMENT** – *The multi-part summer assignment is an integral course requirement that must be completed and will be graded. Students must complete and submit requirements **both by a summer benchmark date in July** and on the first day of school. Failure to meet the first day of school deadline will result in a significant late grade penalty, and will impact the course grade.*

## **AP UNITED STATES GOVERNMENT AND POLITICS**

Term: Full year course

Grade: 10-12

Credit: 1.00

This course is designed for the highly motivated student to gain an analytical perspective in United States government and politics. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Investigated topics include Constitutional underpinnings of the U.S. government, political beliefs and behaviors, mass media and interest groups, and civil rights and liberties. All students are expected to sit for the AP United States History Exam in May, an exam which could qualify them for credit at the college level.

**SUMMER ACADEMIC REQUIREMENT** – *The summer assignment is an integral course requirement that must be completed and will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty*

## **SOCIAL STUDIES ELECTIVE COURSES**

### **EUROPEAN HISTORY**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is intended to survey the major themes of European history and culture, especially as it has had an impact on our own American culture. Topics are discussed in light of cultural, economic, political and social trends, with frequent connections to modern day themes and events in Europe and in the world. The course surveys the historical periods from Roman Empire through First World War. **Note: This course may not be taken concurrently with or subsequently to AP European History.**

### **HISTORY OF FASCISM, WORLD WAR II AND THE HOLOCAUST**

Term: One semester course

Grade: 09-12

Credit: 0.50

This semester course traces the history of Europe from the First World War through the Nuremberg Trials. Fascism will be analyzed as a movement throughout Europe, but with a special focus on the National Socialist German Workers' Party. Students will examine the details of the Second World War, the Holocaust and the aftermath of Germany's surrender in much greater depth than in the other European History courses. Knowledge of European history is not a pre-requisite for taking this course, though it is helpful. Younger students are discouraged from taking the course because of the violent images and topics covered as part of the class. Major project assignments are an integral part of the course.

### **HISTORY THROUGH FILM**

Term: One semester course

Grade: 10-12

Credit: 0.50

Students will study films with an American history focus, research the accuracy of these films, and interpret and evaluate them. Students will discuss the essential question, "Are movies a valid source of historical evidence?" as they contemplate the filmmaker's possible conflict between entertainment and presentation of the truth. Students will view films on various topics and themes from US History and write essays comparing that film evidence to information in more traditional sources (primary source documents, magazine articles, and textbook readings), along with film reviews and critical commentaries. Students should come to the course prepared with a background in American history. ***Prerequisite: Either "America: The 20<sup>th</sup> Century" or "AP US History" must be taken prior to or concurrent with this course, to facilitate concept and content synthesis.***

### **HONORS PHILOSOPHY**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course will provide students with an introduction to philosophical inquiry. Students will first be introduced to what it means to study philosophy. Students will then survey the development of philosophy from the Pre-Socratics and Confucius through the modern era. As students study the work of prominent philosophers, they will be expected to wrestle with the very questions that have prompted philosophical thought, discussion, debate, and research over the centuries. This course will require students to complete a substantial amount of analytical reading and writing.

### **INTRODUCTION TO ECONOMICS**

Term: One semester course

Grade: 09-12

Credit: 0.50

Economics is the study of how people deal with the problem of scarcity and the production, distribution and consumption of goods and services. This elective course is designed to give students an overview of micro and macro-economic theories. The course includes the study of economic terminology, analysis of the free market system, supply and demand, monetary policies, national taxation issues, and global economies.

### **INTRODUCTION TO PSYCHOLOGY**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course is designed to introduce the student to the various topics in the field of psychology by gaining a basic understanding of the relationship between the brain and our behavior. General areas of study include a history of and approaches to psychology, the brain, memory, learning, levels of consciousness, and abnormal psychology. The course provides great opportunity for an analysis of personal behavior and experiences, which allows for a deeper analysis and understanding of the material studied. Students will apply what they learn through the completion of a rotating series of individual and small group performance assessments (projects), exams and assignments. Students will also sit for a final exam in this course.

## **INTRODUCTION TO SOCIOLOGY**

Term: One semester course

Grade: 0 9-12

Credit: 0.50

This course will examine the processes of sociology including a history of the field, foundations of society (How and why do societies form?), the individual in society (What is the individual role in society? How does society affect the individual?), and social stratification (Why are there differences among people in societies? What does it mean to be a part of different social strata?). To facilitate this, students will look at social patterns in an attempt to understand these topics. Students will also apply what they learn in various individual and small group experiences. Special attention will be placed on a student-conducted sociological research project to facilitate a study of how sociologists conduct research in the field. There is a final exam for this course.

## **LAW & JUSTICE**

Term: One semester course

Grade: 0 9-12

Credit: 0.50

It is the purpose of this course to provide a basic understanding of the legal concepts, terminology, practices and procedures that will serve students both as citizens and consumers. Topics studied in Law & Justice I will include the history of law, criminal law, juvenile justice and tort law. Students are expected to read, discuss, debate and write on relevant legal topics.

# **TECHNOLOGY EDUCATION**

Course offerings in Technology Education are designed to introduce students to the use of technology as a tool in solving human problems. Participants are exposed to hands-on experiences that represent complex problems grounded in a real-world context. These courses are helpful in developing problem-identification and problem-solving skills. They also foster the personal habits needed to address and solve practical, real-life problems.

## **ENGINEERING, MANUFACTURING & DESIGN TECHNOLOGY-A**

Term: Full year course  
Grade: 09-10  
Credit: 1.00

Engineering, Manufacturing and Design (EMD) Technology allows each student to experience the exciting and multidimensional world of Technology Education. Students will design custom built project, made from wood that are original ideas and begin as a raw material. Processes, skills and techniques in drafting, designing, engineering, manufacturing, mathematics and problem solving will be presented with an emphasis on cooperative learning. All students will experience working with Computer Numerical Control equipment to produce finished, purposeful projects. A mass production project unit will provide students with a realistic view as to how items are made in industry. Occupational information is presented throughout the course to broaden students' understanding of career options. Engineering, Manufacturing, and Design (EMD) Technology is for all students, grades 9 through 12, regardless of previous Technology Education/Industrial Arts experience. The course is grouped by grade level – 9/10 (A) and 11/12 (B).

## **ENGINEERING, MANUFACTURING & DESIGN TECHNOLOGY-B**

Term: Full year course  
Grade: 11-12  
Credit: 1.00

Engineering, Manufacturing and Design (EMD) Technology allows each student to experience the exciting and multidimensional world of Technology Education. Students will design custom built project, made from wood that are original ideas and begin as a raw material. Processes, skills and techniques in drafting, designing, engineering, manufacturing, mathematics and problem solving will be presented with an emphasis on cooperative learning. All students will experience working with Computer Numerical Control equipment to produce finished, purposeful projects. A mass production project unit will provide students with a realistic view as to how items are made in industry. Occupational information is presented throughout the course to broaden students' understanding of career options. Engineering, Manufacturing, and Design (EMD) Technology is for all students, grades 9 through 12, regardless of previous Technology Education/Industrial Arts experience. The course is grouped by grade level – 9/10 (A) and 11/12 (B).

## **EXPLORING GRAPHIC COMMUNICATIONS**

Term: One semester course  
Grade: 09-12  
Credit: 0.50

Students will have the opportunity to explore various areas of the graphic communications industry. Offset lithography, screen-printing, desktop publishing, elements of design, precision cut vinyl shirt and sign graphics, laser cut and engraving and dye sublimation printing will be explored through real world activities. Problem-solving techniques, tools, materials and equipment used in modern printing production will be used by students to produce projects for themselves and the school community in a cooperative learning atmosphere. Students will design two screen-printed projects that will be printed on textile materials such as t-shirts, hats, sweatpants and shorts. Students will also produce one offset printing project or job that meets criteria outlined by a client of their own choosing. Other design project which students will be exposed to will range from license plates, metal street signs, vehicle magnets, military dog tags, metal business cards, laser cut granite, marble and glass. Dye sublimated ceramics such as coffee cups and ceramic tile. Grading for the course is based on lab performance and project evaluation.

## **SENIOR HIGH GRAPHIC DESIGN**

Term: Full year course

Grade: 09-12

Credit: 1.00

This problem-solving based STEM (Science, Technology, Engineering, Math) course will explore photographic silkscreen processes, its related darkroom techniques and applications, digital printing, offset photography and press operation techniques which include line and continuous tone material. Design work will also include work in the area of vinyl cutting and sign design, laser cutting and engraving through the use of a CO2 laser cutter, 3D printers and dye sublimation production of diverse products. This course will place heavy emphasis on computer design and layout skills through the use of various powerful computer programs such as Strider Typestyler, Adobe InDesign Creative Cloud, Adobe Illustrator Creative Cloud, and Adobe Photoshop Creative Cloud. The course is taught through a series of skill and technique-building tasks and projects that incorporate various levels of imagination and applied design. This course is excellent for any student who is interested in a career in computer graphics, graphic design, illustration, or who intends to work in an environment that would require preparation and production of printed material.

## **ARCHITECTURAL DRAFTING & DESIGN (STEM COURSE)**

Term: Full year course

Grade: 09-12

Credit: 1.00

This STEM (Science, Technology, Engineering, Math) course is excellent for any student wishing to pursue a career in Engineering, Architecture or Design. Learning 3D design is an interactive process. Students learn best when they can explore practical applications of the concepts presented. Students will have hands-on experience designing various structures through the use of both computer-aided drafting & design software (Sketchpro 2016, Vector Works 2008) and board techniques. Students will explore the technical drawing field. Each student will be given the opportunity to develop drawing skills to his/her fullest potential through problem-solving methods in a cooperative learning environment. Students will design and draw to scale functional and efficient residential home designs. Commercial architecture will be covered through the design of a real commercial design project such as sports stadiums, recording studios, movie production facilities and amusement/theme parks. Students will also convert their two-dimensional drawings into a series of 3D scale structures. Model design and construction will be assisted through the use of our CO2 laser cutter, 3D printers and animation software. Any structure currently available today at one time had to be represented accurately on paper and this ability to represent ideas is the focus of this STEM based course; Architectural Drafting & Design.

## **PRODUCTION PRINTING**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course is based on the production skills and techniques utilized by the Printing and Graphic Communications industry and is taught in a cooperative learning environment. Students will experience activities centered on the production of modern, printed documents through the use of offset presses, photographic screen-printing, digital vinyl cutting, dye sublimation and CO2 laser cutter and engraver. This course will place heavy emphasis on computer design and layout skills through the use of various powerful computer programs such as Strider TypeStyler, Adobe InDesign Creative Cloud, Adobe Illustrator Creative Cloud, and Adobe Photoshop Creative Cloud. Students will be expected to carry a job through from the planning stages, to design and layout, to darkroom work, press operation, and finishing procedures. Activities will center on school district printing needs while allowing opportunity for design and production of student-generated work. The class is run like a business with each class member a part of the team with the objective of meeting the quality demands of a professional printing facility and the needs of our school community. This course is an excellent choice for any student who is interested in a career in Computer Graphics, Graphic Design, Illustration, Journalism or other print and design media occupations.

## **DESIGN WITH MATERIALS**

Term: One semester course

Grade: Grades 09-12

Credit: 0.50

This course is a problem-solving, technology-based course that exposes the student to various areas of design through the use of diverse materials and methods of thinking. It calls for a great deal of imagination on the part of the student to solve a variety of scenarios in a wide range of cross-curricular areas. The student is given a design brief, or simulation, with an embedded problem to solve. Using the background information and materials provided, the student must design and usually construct a solution to the specific problem. Areas that are often explored include construction, transportation, structural dynamics, physics, robotics, energy systems, applied mathematics, propulsion and computer design. This course is open to all students, grades 9 through 12, and is similar to the *Odyssey of the Mind* program.

## **PHOTOGRAPHY**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course explores the basics of film photography. Photography is a means of recording forever the things one sees for a moment. It now enjoys an unprecedented level of popularity and interest as well as serving as a means of communication, a tool for recording scientific data, a teaching tool and a form of individual self-expression. The student will explore various aspects of the photographic field. The following topic areas will be explored: darkroom processing of prints and enlargements, history of photography, camera types and designs, handling and use of a camera, composition, exposure, film and film development, print development, print finishing, and careers in photography. Students are encouraged to have their own cameras for this course although a limited number of loaner cameras are at times available.

## **ADVANCED PHOTOGRAPHY**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course expands upon the topics introduced in Photography and relates these topics to vocational and leisure pursuits. Photography is an ever-changing field of study that offers the student an unlimited opportunity to explore and communicate the visual world that surrounds him/her. The student will expand his/her study of the field of photography into the topic areas of lighting, filters, close-up and macro-photography, studio photography, darkroom chemistry and career exploration and opportunities. Additionally, the student will be introduced to advanced techniques in printmaking. Students are encouraged to have their own cameras for this course although a limited number of loaner cameras are at times available.

***PREREQUISITE: Photography***

## **DIGITAL PHOTOGRAPHY & PHOTOSHOP**

Term: One semester course

Grade: 09-12

Credit: 0.50

In the foreseeable future, film may give way to digital processes as the means for recording images photographically. Many photographers continue to use film with conventional cameras; however, commercial photographers are increasingly turning to digital cameras because of trends in the industry, the speed with which high quality images can be generated and the technology involved with manipulating each image. Photography is increasingly dependent on computers for retouching, manipulating, separating and transmitting images electronically. Just think of the last email you received or the last web page you visited! This course will introduce the student to digital photography and the computer as a tool for the creation, manipulation, and production of photographic images. The student will use Adobe Photoshop Creative Cloud, the industry standard, to manipulate digital photographs and scanned images in the exploration of this highly technological as well as artistic field. There will also be exposure to various digital cameras as well as consumer information covered which will empower the student to make solid educational decisions when it comes to the selection, purchase and/or use of a digital camera. High quality final products will be produced by the students through a series of learning activities which culminate in five comprehensive and professional products.

### **COMPUTER ANIMATION (STEM COURSE)**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course provides an in-depth instruction in the field of computer animation and multimedia. Students engage in group and individual activities where they develop innovations, design and fabrication through the use of 3D design software and 3D printers. This is a hands-on computer application course designed for any student with an interest in the product of entertaining, informational and/or educational products such as game design, reports, yearbooks, tutorials, music videos or simply entertainment. Each student will produce projects of his/her own design and will explore a variety of areas of computer animation. Students will also have an opportunity to create state of the art computer animation through the use of the very powerful and creative program AnimationMaster, Adobe Dreamweaver Creative Cloud and Adobe Flash Creative Cloud. All class work will be completed on Macintosh computers using the software programs PowerPoint, Keynote, QuickTime, Adobe Photoshop Creative Cloud, Adobe Illustrator Creative Cloud, Adobe Flash Creative Cloud, Adobe Dreamweaver Creative Cloud, and AnimationMaster.

### **ADVANCED DIGITAL PHOTOGRAPHY & PHOTOSHOP (STEM COURSE)**

Term: One semester course

Grade: 09-12

Credit: 0.50

This course picks up where Digital Photography and Photoshop left off. The field of Digital Photography is enormous and continually growing and changing. The student who wishes to be current as well as proficient in Digital Photography must grow and evolve with it. In our advanced course the student will work in the advanced areas of color, layers, channels, masks, filters, composites and advertising copy. This course is for students interested in careers in the areas of advertising, marketing, journalism, publishing, historic recreation, criminal investigation as well as photography as an avocation. The student will use Adobe Photoshop Creative Cloud, the industry standard, to manipulate digital photographs and scanned images in the exploration of this new and emerging field. **PREREQUISITE: Digital Photography & Photoshop**

### **YEARBOOK DESIGN**

Term: Full year course

Grade: 09-12

Credit: 1.00

Yearbook Design is an elective course that gives students marketable experience in print media publishing. This course solely works toward the completion and selling of a large finished product, New Hope-Solebury High School's yearbook. Yearbook Design is different from every course taught at our school in that it is a real business maintaining a product that must be precisely and professionally produced by the end of the school year. In class students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many marketing operations, make announcements, maintain signs, conduct student polls, take photos, and write articles. The course in turn covers many of the content standards and objectives encountered in English courses, as does it also for objectives of art, business, computer technology and STEM courses. Because Yearbook is a monetary business, students must cooperatively work with others, must be hardworking, and be eager to be creative. Out of class and after school, students will shoot digital photos, design advertising and distribute yearbooks. Students should expect to spend some of their time before and after school in Room 164 working on computerized yearbook pages. This course also examines legal and ethical issues of media law and copyright.

**BUDDY TECH**

Term: Full year course meeting every other day

Grade: 09-12

Credit: 0.50

This alternative day course allows students with special needs to be included in a productive and meaningful manner through an elective offering in IA/Technology Education. A certified IA/Technology teacher plans and modifies for the students in the inclusive Graphic Design class with support of neuro-typical peers through pairing up or a "Buddy System". Continual lessons are created specifically for students with special needs surrounding topics of design, production and marketing within the field of Graphic Arts and Design. The aforementioned lessons are pre-taught and re-taught in the ILS classroom throughout the year. This course falls in line with transition goals related to independent living, pre-employment and vocational skills. It is recommended for all students who receive support in the ILS program as well as students who may be interested in psychology, social services and/or teaching.

# WORLD LANGUAGE

Course offerings in World Languages are designed to deepen student understanding and use of language as a tool in the representation of ideas and culture. The study of World Languages can help students recognize, understand and negotiate cultural differences. These are important skills in an increasingly interdependent world.

## FRENCH I

Term: Full year course  
Grade: 09-12  
Credit: 1.00

The course stresses language as a method of communication. Special emphasis is placed on vocabulary growth and grammar. The study of French civilization and culture from throughout the Francophone world is presented. Evaluation of student achievement will include speaking, listening (comprehension), reading and writing.

## FRENCH II

Term: Full year course  
Grade: 09-12  
Credit: 1.00

The second level of French strengthens the patterns introduced in French I. Conversational skills are stressed. The study of grammar is intensified, and an emphasis is placed on reading comprehension. Student understanding of French culture and civilization throughout the Francophone world is extended. Evaluation of student achievement will continue, as in French I, with increased emphasis on comprehension and writing skills.

## FRENCH III

Term: Full year course  
Grade: 09-12  
Credit: 1.00

At this level, students are expected to read with greater efficiency and to speak with increased fluency. The study of grammar and vocabulary is intensified and particular attention is given to improving comprehension. The writing of compositions will commence. Emphasis will be on comprehension and speaking skills.

## HONORS FRENCH IV

Term: Full year course  
Grade: 09-12  
Credit: 1.00

At this level, students will master the features of advanced grammar and concentrate on increasing their vocabulary. More complex literary selections and contemporary works will be introduced and discussed. The practice of regular compositions will continue. French literature and culture will be studied. Students will be evaluated on their ability to apply the four aspects of language mastery: listening, speaking, reading and writing. ***PREREQUISITE: 83% in French III or teacher recommendation***

## HONORS FRENCH V

Term: Full year course  
Grade: 09-12  
Credit: 1.00

This course is specifically designed for the needs of advanced language students. The course provides an in-depth study of French culture and civilization. The course uses a systematic approach to examine French history and literature while reviewing and reinforcing grammar skills. Students will be evaluated on their ability to apply the four aspects of language mastery: listening, speaking, reading and writing. Special emphasis will be given to speaking and conversational skills. ***PREREQUISITE: 83% in Honors French IV or teacher recommendation***

### **SPANISH I**

Term: Full year course

Grade: 09-12

Credit: 1.00

Spanish I offers the student an opportunity to begin to speak and read the language at an elementary level through group, partner, and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. The study of Hispanic culture and Civilization from throughout the Spanish-speaking world is introduced. Evaluation of student achievement will include speaking, listening (comprehension), reading and writing.

### **SPANISH II**

Term: Full year course

Grade: 09-12

Credit: 1.00

Spanish II offers the student practice of functional expressions, vocabulary and grammar structures. The study of Hispanic culture and civilization is continued. Group, partner, and individual practice and participation are a vital part of student success. Evaluation of student achievement will continue to include speaking, listening (comprehension), reading and writing.

### **SPANISH III**

Term: Full year course

Grade: 09-12

Credit: 1.00

Instruction in Spanish III consists of a communicative approach with an emphasis on grammar and vocabulary to help students become proficient readers and speakers of Spanish. The aim of this class is to build student confidence in language learning and use. Students will continue their study of Hispanic culture and civilization and will be evaluated in their master of the four components of language.

### **HONORS SPANISH IV**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course is designed for advanced language students. At this level all materials revolve around a communicative goal through grammar and vocabulary. Reading and writing strategies are presented to help students understand authentic Spanish documents and literature from throughout history and Hispanic civilization. Student evaluation consists of mastery of language skills in speaking, reading, listening, and writing. ***PREREQUISITE: 83% in Spanish III or teacher recommendation.***

### **HONORS SPANISH V**

Term: Full year course

Grade: 09-12

Credit: 1.00

This course is geared toward the needs of the advanced language student and the highly motivated learner. The course presents all grammatical concepts and vocabulary as functions of the language. Student assessment is based on their ability to use their language skills and their higher-order thinking skills. The aim is to increase comprehension and make connections with themselves and those who speak the language. The Standards are derived from the American Council of Teachers of Foreign Languages (ACTFL). ***PREREQUISITE: 83% in Honors Spanish IV or teacher recommendation***

# **NH-S ALTERNATIVE OFFERINGS**

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## **MIDDLE BUCKS INSTITUTE OF TECHNOLOGY (MBIT)**

New Hope-Solebury students are eligible to participate in career, technical and pre-professional experiences at the Middle Bucks Institute of Technology (MBIT) campus along with students from Central Bucks, Council Rock and Centennial School Districts. The MBIT program involves formal business and industry partnerships, articulation agreements with colleges, and industry-recognized credentialing of students.

The MBIT program offers participating students the opportunity to develop advanced technical skills as a foundation for college study, while at the same time completing a rigorous academic program at New Hope-Solebury High School.

## **INDEPENDENT STUDY**

Term: Semester or Full Year Course

Grade: 9-12

Credit: 0.25 – 1.00

The Independent Study course allows students to select options of specific interest to them, and to work on these areas of interest independently and at great depth. Independent Study projects must stress higher order thinking and creativity and address an area of study not covered by the regular school curriculum. Interested students are required to complete and submit an application that thoroughly describes the proposed activity, intended outcomes, general timeline, and assessment methods. **Parents, advisor, and the principal must approve the application prior to the closure of the course selection process. It is recommended that students submit their applications early in case revisions or modifications are recommended prior to approval being made.**

Typically, students should expect to commit to perform a minimum of three hours per week on a project or specified series of projects, submit regular summaries of efforts/activities, and meet with the advisor once per week to discuss progress and evaluate efforts. While selection of competition or extracurricular options are potential areas that may be considered, the Independent Study course requires the student to commit to efforts that go above and beyond the normal bounds of participation in order to gain advisor and principal approval. Areas of interest for projects may include, but are not limited to, architecture, art, debate, comparative literature, career exploration, computer programming, creative writing, environmental studies, fashion, forensics, journalism, mentorships, movie or play production, music, philosophy, playwriting and psychology.

## **VIRTUAL HIGH SCHOOL**

Term: Semester or Full Year Course

Grade: Grades 9-12

Credit: 0.50 – 1.00

Virtual High School (VHS) is an on-line provider of high school courses in a range of disciplines. The high school purchases a limited number of placements for VHS courses each year. A class period will be scheduled for participating students to complete their online course work. Students are responsible to their online course instructor and must meet all timelines and course requirements. Course activities include, but are not limited to, online discussions, group collaboration, independent projects, and written assignments. Course grades are issued by the course instructor. The credit value for each course is determined by its length (semester or year-long). Academic weight is assigned for all honors and Advanced Placement courses.

A catalogue of VHS offerings is available in the Guidance Office or by visiting the high school webpage. Students are eligible only for those courses not offered at NHS.

There are a limited number of spaces for NHS students in Virtual High School. Enrollment decisions will be based on the applicant's needs, grade level and academic history.

Interested students need to possess strong independent learning and organizational skills. VHS courses move at a rapid pace and there are new expectations and requirements announced to participating students each week. Inasmuch as space is limited, it is expected that any student taking a VHS course will complete it. If a student does drop a VHS course, a Withdrawn Failing (WF) mark will be issued and this mark will appear on the student's transcript.

Our campus at Middle Bucks Institute of Technology offers a complete array of career, technical, and pre-professional courses to enhance the academic program of all students. The Middle Bucks Campus is located on Old York Road in Jamison, Warwick Township. The school is operated jointly by four participating school districts: Centennial, Central Bucks, Council Rock, and New Hope-Solebury. The school provides both a morning and afternoon program with students spending the other half of the day at their sending high school where they continue to be an integral part, studying their required subjects and participating in co-curricular and interscholastic activities. Students entering 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades are eligible to apply for admission. Students attending MBIT may earn four (4) credits. Transportation to Middle Bucks is provided by the school district.

### **VARIETY OF CAREER DEVELOPMENT EXPERIENCES**

Depending on individual career plans and goals, students may enroll for one, two, three, or four-year experiences. Students whose career plans include college will find any of the career programs to be meaningful and appropriate enhancements to a college prep curriculum. Middle Bucks also offers many technical programs ideal for the employment-bound student. The Middle Bucks experience provides students with a blend of classroom theory, technical applications in state-of-the-art laboratories, and actual off-campus work-based experiences. Student learn and apply reading, writing, mathematics, science, communications, and technology in a way that has personal meaning and career relevance.

### **APPLICATION AND SELECTION PROCESS**

Students must complete the Middle Bucks application process to be considered for admission. Selection is based on completion of selected Program Recommendations, aptitude and achievement scores, interest inventories, attendance records, behavior patterns, emotional stability and staff recommendations. **A transcript must accompany the MBIT standard application.** Students are accepted based on the aforementioned variables and a quota system by district. Since many programs fill to capacity quickly, students should begin the application process early to ensure that a completed application package is on file at MBIT by April 1<sup>st</sup> of the year prior to enrollment. However, applications will be accepted anytime throughout the year. Applications may be obtained from your school counselor.

### **THE EDUCATIONAL PROGRAM**

The educational program is organized around ten broad career clusters and operates twenty-two state approved career pathway programs. The school operates fall and spring sessions, with a summer enrichment program for middle school students. Instruction is individualized, self-paced, and highly personalized. Middle Bucks prepares today's students for tomorrow's emerging technologies and provides students with the competitive edge needed to compete in a global marketplace and succeed in college.

### **CAREER ASSESSMENT**

Career assessment services are intended to help secondary students and adults make career decisions by identifying their technical aptitudes and interests, and are available at no charge to secondary students in each of the four sending districts. A testing center has been created at MBIT with staff trained in test administration and analysis. Please contact your child's guidance counselor for more information.

### **COLLEGE AND UNIVERSITY CONNECTIONS**

MBIT has a variety of college and university connections available to students. The **partnership agreements** with Bucks County Community College provides students with an opportunity to earn up to 18 credits toward an associate's degree by earning an industry-specific, nationally recognized skills certificate/credential that combines technical training with general education knowledge. These agreements also provide students with the opportunity to earn an additional 15 credits for two years of structured work experience at approved sites. **Five career pathways are eligible for the college partnership:** Automotive Technology, Collision Repair Technology, Cosmetology, Electrical and Network Cabling Technology, and Welding Technology.

Career pathway **articulation agreements** are in place with many postsecondary institutions such as Bucks County Community College, Drexel University, Gwynedd Mercy University, Pennsylvania College of Technology, and the Hussian School of Art. Students can earn from six to twelve credits toward an associate's degree or certification at these or other postsecondary institutions.

# MBIT ~ CAREER CLUSTER OFFERINGS

	<p><b>Architecture &amp; Construction Career Cluster Pathways:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Building Trades Occupations</i></li> <li>➤ <i>Computerized Drafting &amp; Engineering Graphics</i></li> <li>➤ <i>Electrical Technology</i></li> <li>➤ <i>HVAC &amp; Plumbing Technology</i></li> <li>➤ <i>Horticulture Landscape &amp; Design</i></li> <li>➤ <i>Residential Construction</i></li> </ul>
	<p><b>Arts, A/V Technology Communications Career Cluster Pathways:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Commercial Art &amp; Design</i></li> <li>➤ <i>Multimedia Technology</i></li> </ul>
	<p><b>Health Science Career Cluster Pathways:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Dental Occupations</i></li> <li>➤ <i>Medical &amp; Health Professions</i></li> <li>➤ <i>Sports Therapy &amp; Exercise Management</i></li> </ul>
	<p><b>Hospitality &amp; Tourism Career Cluster Pathway:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Culinary Arts &amp; Science</i></li> </ul>
	<p><b>Human Services Career Cluster Pathways:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Cosmetology</i></li> <li>➤ <i>Early Childhood Care &amp; Education</i></li> </ul>
	<p><b>Information Technology Career Cluster Pathways:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Networking &amp; Operating Systems Security</i></li> <li>➤ <i>Web Design &amp; Interactive Media</i></li> </ul>
	<p><b>Law, Public Safety &amp; Security Career Cluster Pathway:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Public Safety</i></li> </ul>
	<p><b>Manufacturing Career Cluster Pathway:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Welding Technology</i></li> </ul>
	<p><b>Science, Technology, Engineering &amp; Mathematics Career Cluster Pathway:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Engineering Related Technology</i></li> </ul>
	<p><b>Transportation, Distribution &amp; Logistics Career Cluster Pathways:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Automotive Technology</i></li> <li>➤ <i>Collision Repair Technology</i></li> </ul>