

# 2021-2022 Program of Studies



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# Directory

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**Administrator, faculty, and staff directory** can be located on the district website. To access the online directory [Click Here](#)

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## Forward to Parents

Your son or daughter will be selecting a program of studies soon for the 2021-2022 school year. This is an important task that requires both reflection and foresight in making important decisions related to your child's academic programming. High school students today face more opportunities for choice than ever before. While in many ways this is advantageous, choosing courses from so many offerings can be confusing and frustrating. Parents should be involved in this planning to ensure that course selections are realistic and consistent with future plans and goals.

To assist your child in this process, several activities take place here at the school. Assemblies are held to discuss the registration process with students, and classroom discussions are held by the teachers in each department to familiarize students with course offerings. Teachers make individual course recommendations for each student in core content areas, and students confer with their school counselor to review and discuss core course recommendations and to select elective courses. Parents are asked to review and discuss the final student selections with their child. In addition, school counselors are available upon request to discuss course selections with parents.

Caution is an important ingredient in the selection process. A student's study habits and skills are not likely to change drastically over the summer or as a result of entering the next grade level. The schedule of courses should be challenging enough to encourage academic growth but not so demanding that the student becomes overwhelmed or discouraged. The student has four years—ninth through twelfth grades—in which to fulfill graduation and post high school entrance requirements or to gain entry-level job skills.

Students must make firm choices in selecting courses during program planning. The master schedule includes the number of teachers, number of courses and students per section, and is built upon initial student responses. Once the master schedule is completed, it is extremely difficult to accommodate schedule changes.

After selecting a program of study, your child will bring a copy of their course selections home for your signature. Please use this opportunity to reflect with your child on future educational expectations, plans and career goals. Your input is both needed and appreciated.

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## Profile of a Graduate

During the 2015-16 school year, we in the Salisbury Township School District engaged stakeholders in a year-long visioning process driven by two questions:

1. What are the skills, knowledge/literacies and dispositions our graduates will need to be successful?
2. What kinds of learning environments will best foster the development of these competencies and qualities?

We engaged with groups of stakeholders across the year and in different ways. Learn more about our process at [www.salisburysd.us](http://www.salisburysd.us). Experts and thought leaders were also engaged in conversations around educational innovations through our co-hosted podcast at [www.tltalkradio.org](http://www.tltalkradio.org). Over the course of the year, we interviewed 35 experts and tapped into their wisdom, informing conversations with stakeholders and the final outcome of the visioning work.

### **Outcome of the Process**

The final products of this work – our organizational vision for learning in the classroom – are the attached *Profile of A Graduate* and *Beliefs About Learning*.

*Learn more at:*

[Beliefs about Learning](#)

[Profile of a Salisbury Graduate](#)

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# Guidelines For Program Planning

Planning your program of study each academic year is one of the most important tasks a student will complete throughout his or her career at Salisbury High School. Students will be guided through this process by faculty, school counselors and administrators. Counselors will present an overview of the program of studies and highlight prerequisites and course sequences. Listed below are some basic guidelines to follow when selecting courses for the next academic year:

1. Motivation, interest and aptitude are important factors to consider when selecting courses. Students are encouraged to challenge themselves with the most demanding courses they can successfully complete in a given academic year.
2. Previous levels of achievement should be reviewed to determine possible course selection. When selecting a sequential course, students should have achieved a “C” or better in the preceding course.
3. Graduation requirements must be reviewed each year to determine appropriate progress in all required subject areas.
4. Students must select a complete schedule for each academic year.
5. Students should review their academic records to identify areas of strength and weakness. This information should be considered when planning for the upcoming academic year.

Counselors will review the course selections for students, advising them of an appropriate program of studies. Additionally, teacher recommendations are a valuable source of information to help students select the most advantageous course sequences. Counselors will meet with each student to review the entire academic schedule and to track graduation requirements. Parents will be contacted if a course selection appears to be too difficult for a student to complete successfully. This determination will be based upon previous classroom performance, test scores and other standardized data.

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## School Counseling Services

School counselors are an excellent resource when concerns or questions arise regarding course selection and post-secondary planning. Conferences can be requested if students are not achieving at levels commensurate with the student's ability and academic progress is not being made. Appointments can be scheduled by contacting the school counseling office at (610) 797-4107 ext. 2530. The High School counseling assignments are as follows:

### School Counselors

- Mr. Michael Anderson - Students with last names A –M
- Mrs. Allison Moyer- Students with last names N -Z and all SHS VAST students
- Mrs. Sally Martinez-Administrative Assistant

[Guidance Department Website](#)

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# Academic Year

The Salisbury High School academic year is divided into four rating periods. Report cards are uploaded to the Sapphire Community Portal at the end of each marking period. Interim progress reports are uploaded to the Sapphire Community Portal at the midpoint of each marking period.

Sapphire's [Community Portal Login](#) allows students and / or parents to access course grades, report cards, interim report cards, discipline records, and attendance records.

**If you need information to access Sapphire's Community Portal, please contact Mary Bishop at (610)-797-2062 or [mbishop@salisburysd.org](mailto:mbishop@salisburysd.org).**

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## Career Education and Work (CEW) Standards

In 2006, the Pennsylvania State Board of Education promulgated regulations (22 Pa. Code Chapter 4) establishing the State Academic Standards for Career Education and Work (CEW) Standards and making the standards required education for all students in Pennsylvania. The CEW Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Obtaining a Job)
- Career Retention and Advancement
- Entrepreneurship

For more information about Career Education and Work (CEW) Standards, please visit the Pennsylvania Department of Education website at: [PDE \(CEW\) Standards](#)

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## Grading System

The achievement grade, which is issued four times each year, is a combination of the student's mastery of the subject content. The following rating scale is used to determine and assign grades:

<b>93-100</b>	Distinguished, exceptional, outstanding work
<b>85-92</b>	Superior, above average
<b>77-84</b>	Average, meets expectations, possibility of improvement
<b>70-76</b>	Fair, passing, improvement needed
<b>I</b>	Work incomplete
<b>Below 70</b>	Subject failed, make-up required for credit

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## Weighted Grades

Grades in the following subjects are weighted when determining Numeric Grade Average (NGA) and class rank. Weighted grades are also used to determine eligibility for honor roll and National Honor Society. Honors classes are weighted 1.05. Advanced Placement (AP) courses are weighted 1.10.

Honors Courses	Advanced Placement Courses
<u>English Department</u> <ul style="list-style-type: none"> <li>● English 9</li> <li>● English 10</li> <li>● English 11</li> </ul> <u>Science Department</u> <ul style="list-style-type: none"> <li>● Biology I</li> <li>● Chemistry I</li> <li>● Chemistry II</li> <li>● Physics I</li> <li>● Physics II</li> <li>● Anatomy &amp; Physiology</li> </ul> <u>Math Department</u> <ul style="list-style-type: none"> <li>● Algebra II</li> <li>● Geometry</li> <li>● Pre-calculus</li> </ul> <u>Social Studies Department</u> <ul style="list-style-type: none"> <li>● American Cultures I</li> <li>● American Cultures II</li> </ul> <u>Gifted Education Program</u> <ul style="list-style-type: none"> <li>● Honors Gifted Seminar: Innovators and Innovations</li> <li>● Honors Gifted Seminar: How to Think</li> </ul>	<u>English Department</u> <ul style="list-style-type: none"> <li>● English Literature &amp; Composition</li> <li>● English Language &amp; Composition</li> </ul> <u>Science Department</u> <ul style="list-style-type: none"> <li>● Biology</li> </ul> <u>Math Department</u> <ul style="list-style-type: none"> <li>● Calculus AB</li> </ul> <u>Social Studies Department</u> <ul style="list-style-type: none"> <li>● United States History</li> <li>● Psychology (New for 2021-2022)</li> <li>● World History</li> </ul> <u>Information Technology Department</u> <ul style="list-style-type: none"> <li>● Computer Science A</li> <li>● Computer Science Principles</li> </ul> <u>Gifted Education Program</u> <ul style="list-style-type: none"> <li>● AP Seminar</li> <li>● AP Research</li> </ul>

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### Honors and AP Class Prerequisites

To ensure the integrity of advanced level courses and to provide the greatest opportunity for success for those students registering for these courses, the Board of School Directors strongly urges parents and students to adhere to the recommendations for entrance and continuation in Honors and AP level courses. Please refer to the course descriptions for these recommendations. A student must secure written approval from his or her current teachers in that subject area at the time of registration. Students in honors courses are afforded the same opportunity for schedule changes within the first 6 days of the course as students in other courses.

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## Class Rank and Numeric Grade Average

Class rank is computed at the end of each quarter. The rank is cumulative from grade nine through twelve. All subjects taught by SHS faculty and assigned a numerical grade are included in class rank. Honors and Advanced Placement courses are weighted in the calculation of class rank. The weight for an honors course is 1.05, and the weight for an Advanced Placement course is 1.10. *Weighted grades are used for the computation of NGA, class rank, honor roll, and National Honor Society.* Grades assigned for courses taken as concurrent enrollment (for concurrent high school and college credit) will be considered when calculating a student's NGA. Courses taken strictly for college credit appear on the high school transcript as a college course with the grade earned; however, the college grades are not calculated in determining the student's NGA or class rank. Valedictorian and salutatorian are determined by class rank when the third quarter/marketing period closes.

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### Honor Roll

**High Honor Roll** – A student must attain an overall average of 95.00% or greater in the marking period in all numerically graded subjects. A student may earn no grades lower than a 90 and may not fail any subjects in which he / she receives letter grades.

**Honor Roll** – A student must attain an overall average of 90.00% in the marking period in all numerical graded subjects. A student may earn no grade lower than an 85 and may not fail any subjects in which he / she receives letter grades.

Honor Roll is calculated as follows:

Pre-calculus	90
German II	92
Honors English	91 (95.55 w/ 1.05 weight)
Accounting	96
Food/Cultures	96
AP Biology	93 (102.3 w/ 1.1 weight)
World History	95
Public Speaking	98
= 8 Courses	= 764.85

**Total = 764.85 / 8 = 95.6 (qualifies for High Honor Roll)**

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# Extended Educational Opportunities

Salisbury High School offers a variety of educational opportunities for seeking additional academic challenges beyond the regular high school curriculum. The following programs are available to all eligible students. Contact your school counselor to obtain more information on any of these options.

1. **College Attendance:** Students with prior approval to attend a college before the completion of the twelfth grade will receive their diploma at the same time as their original graduation year if they have complied with the required stipulations.
2. **Independent Study:** Independent study programs are intended to supplement the curriculum already established by each of the major discipline areas at Salisbury High School. An independent study is intended to encompass rigorous learning activities for students who have a strong desire to study a subject in depth. Students interested in securing an independent study must contact prospective teachers to collaborate on a proposed course outline, including goals and objectives that must be accomplished by the end of the course. The independent study contract must also identify appropriate resource materials and define strategies by which the student can successfully master the stated objectives. The following guidelines must be followed when requesting independent study programs:
  - a. Independent study programs will not be approved for courses that are not offered in the program of studies.
  - b. Independent study programs will not be assigned a weighted grade unless the program being offered is an Advanced Placement or honors course not offered through the master schedule.
  - c. Administrative approval is required for all independent study course requests.
  - d. Independent study program contracts must be completed prior to the start of the semester in which the course is being taught.
  - e. Only one independent study will be approved for each student each semester.
  - f. Independent study programs do not replace selected courses on the student's academic schedule. An independent study is considered an addition to the required courses needed for a complete academic schedule.
  - g. All independent study programs will operate under the supervision of a faculty member with prior written approval of the principal. Requests for independent study programs should be submitted to your school counselor during the regular registration period established for all course selections for the upcoming year. Credit will be granted for the independent study only if an approved contract is on file in the counseling office. Independent study program grades will be recorded each marking period and a final grade will appear on the student's high school transcript.

3. **Distance Learning:** Salisbury is acquiring greater capabilities to offer students unique and innovative programs through technology. Courses outside our curricular offerings, and at the high school and college level, will be increasingly available. Students will be notified of new offerings by the counseling office.
4. **DCO (Diversified Career Occupations):** Eligible students may apply for LCTI's Diversified Career Occupations during their senior year. Arrangements will be made through the counseling office. Grading will include employer workplace performance evaluation.
5. **High School Honors / Scholars Program:** The High School Honors / Scholars program, sponsored by several area colleges, provides the opportunity for eligible students to take collegiate courses during their senior year. Acceptance into the program is by nomination by the school or student request following completion of the junior year of high school. If accepted into the program, a student will be allowed to take one course at a local college tuition free. Enrollment is limited and selective.
6. **LCTI's Emerging Health Professionals Program:** This is a dual enrollment program for seniors that combines science courses with hospital experience. Students can earn up to eight (8) Penn State or LCCC credits. The program consists of two sessions, one in the morning and the other in the afternoon. Students will learn about healthcare careers while they participate in first hand job shadowing experiences. Shadowing experiences may include departments such as emergency room, cath. lab, pathology, radiology, operating room, pediatrics, and critical care units. The requirements include a B average or better and completed coursework in Biology, Chemistry and Algebra II. All costs and transportation associated with this program are the student's / parent's responsibility. Applications will be available at the annual LCTI/ Penn State/LVH program information session. Contact your counselor for more information.
7. **LCCC's Early College Program** provides the opportunity for highly motivated juniors in good academic standing to concurrently earn a high school diploma and an associate's degree. Early college students forego their junior and senior years of high school to matriculate at LCCC for two full years. Students enjoy a full college experience at LCCC, including access to student services like the library, advising and tutoring. Students can pursue their career interests early, giving them a head start on their chosen academic path. Additionally, students earn college credits that may transfer to four-year colleges and universities. For more information, go to the LCCC website at: <https://www.lccc.edu/admissions/dual-enrollment/early-college>.

# Dual Enrollment Option

Salisbury High School offers several courses for which eleventh and twelfth grade students can receive college credit while attending high school. Ninth and tenth grade students may choose a dual enrollment option with administrative approval. These offerings are labeled in the course description section of the Program of Studies. A student who opts to take such a course for college credit will pay tuition to the partnership college and will receive a college/university transcript. The courses will be taught at the high school by Salisbury High School teachers who are approved as adjunct professors with the partnering college. Students will receive both high school and college credit simultaneously. The grade earned is included when determining the student's NGA and class rank. Students in the same course(s) may choose to take the offerings for high school credit only, in which case grades and credits are recorded in the normal manner on the high school transcript. Grades for these students are considered in figuring the student's NGA and class rank, as they are for all high school classes.

## Courses offered for Dual Enrollment for 2021-2022:

### Seton Hall and Moravian College Dual Enrollment

<b>English</b>	<b>Seton Hall University</b>	<b>Moravian College</b>
AP Literature and Composition	Core English I - ENGL 1201 (3 cr)	
AP Language and Composition	Core English I - ENGL 1201 (3 cr.)	
Classical Mythology	Classical Mythology-CLAS 2317 (3 cr.)	
Creative Writing	Introduction to Creative Writing-ENGL 2511 (3 cr.)	
Media Management 1	TV Production I - COBF 2223 (3 cr.)	
Public Speaking	Oral Communication - COST 1600 (3 cr.)	
<b>Mathematics</b>	<b>Seton Hall University</b>	<b>Moravian College</b>
AP Calculus AB	Calculus - MATH 1401 (4 cr.)	
Calculus		Analytic Geometry & Calculus - MATH 170 (4 cr.)

Introduction to Statistics		Elementary Statistics - MATH 107 (4 cr.)
<b>Science</b>	<b>Seton Hall University</b>	<b>Moravian College</b>
AP Biology	Introduction to Biology - BIOL 1101 (3 cr.)	
Honors Anatomy & Physiology	Human Anatomy & Physiology I - BIOL 1122 (3 cr.) and Lab - BIOL 1123 (1 cr.) Human Anatomy & Physiology II - BIOL 1133 (3 cr.) and Lab – BIOL 1134 (1 cr.)	
Honors Chemistry II	General Chem CHEM 1123 (3 credits) General Chem I Lab CHEM 1125 (1 credit)	
Honors Physics I Honors Physics II	General Physics I - PHYS 1701 (3 credits) General Physics I Lab PHYS 1811 (1 credit) Physics II - PHYS 1702 (3 credits) General Physics II Lab PHYS 1811 (1 credit) (can only be taken for Dual Enrollment if students took Honors Physics I for Dual Enrollment the year prior)	
<b>Social Studies</b>	<b>Seton Hall University</b>	<b>Moravian College</b>
AP World History	World History I - HIST 1101 (3 cr.) World History II - HIST 1102 (3 cr.)	
Psychology		Intro. to Psychology-PSYCH 120 (4 cr.)
<b>World Languages</b>	<b>Seton Hall University</b>	<b>Moravian College</b>

Spanish IV	Intermediate Spanish I - SPAN 2001 (3 cr.) Intermediate Spanish II - SPAN 2002 (3 cr.)	
Spanish V		Introductory Spanish II - SPAN 105 (4 cr.)

**Student Costs:** Tuition costs for college study are the responsibility of the student and/or his/her parent/guardian. All students taking courses offered through Seton Hall or Moravian College will pay a reduced rate per credit / course. Per Seton Hall and Moravian College policy, students may only earn credit when they achieve a grade of “C” or better. Additional information about Salisbury High Schools’ Dual Enrollment Program can be found on the [Dual Enrollment webpage](#) or in the School Counseling Office. Registration occurs in the fall and / or spring. Please contact your school counselor for more information regarding registration.

· **Benefits to Students:**

- Students will be able to earn college credit at a reduced cost while completing high school credit.
- Students will receive an official college transcript from the dual enrollment college to provide to the college of their choice.
- Students will be able to experience the rigor of college courses in order to be better prepared for the college experience.
- Students will develop confidence in their ability to successfully complete college level coursework.
- Students will be able to complete college level courses during high school which may lessen their course load during their college semesters.

· **Additional Information:**

- Students have the option of taking the courses for high school credit only or as dual enrollment. Salisbury High School will allow the students the option to enter or drop the dual enrollment program through the first six calendar days of the school year in accordance with SHS procedures and the college tuition refund plan.
- Students who elect to withdraw from the dual enrollment program will have this reflected on their college transcript according to the college’s procedures. Students will continue to receive high school credit if they remain in the course.

\* Students may also take on-line courses through Lehigh Community College or other area colleges that offer courses to high school students.

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# Graduation Requirements

English Social Studies Mathematics Science	4 credits 3 credits 3 credits 3 credits 1 credit*	<i>*Plus 1 additional credit [total of 4] in one area: social studies, mathematics, or science, depending on the student's career path or interest. LCTI students are exempt from this requirement.</i>
LifeSmarts Art / Humanities Health Physical Education Electives	1 credit 1.5 credits .5 credit 1 credit 8.5 credits	
<b>Credit Total</b>	<b>26.5 Credits</b>	

## Scheduling Guidelines and Limitations

- Students must schedule four (4) blocks per day.
- During Falcon Period, all students will be assigned a Homeroom during one (1) of the six (6) days in the cycle. On the other five (5) days of the cycle, students may choose to enroll in a variety of enrichment, remediation, or exploration activities. [Please see the Falcon Period offerings list.](#)
- Careful planning must be exercised when selecting courses for the next academic school year. Staff assignments, class sizes, material resources, and course offerings are all dependent upon student requests; therefore, schedule changes must be held to a minimum to maintain the integrity and balance of the master schedule. Any errors, conflicts, omissions, or additions to a student's schedule will be resolved as soon as possible.
- All students are expected to continue in and complete the courses selected. Only exceptional requests to drop or add subjects will be given consideration until the end of the first six (6) calendar days of the school year. The principal reserves the right to render a decision on requests of this nature.
- The following guidelines exist for all other schedule changes requested after the schedule change deadline:
  - Students /parents must submit a formal written request for change to counselor.
  - Schedule changes will be considered for *valid educational reasons only*. Schedule changes will NOT be made to accommodate requests for lateral moves within the same subject area.
  - All students must maintain a full schedule for the entire year.

- Students moving from Honors or Advanced Placement courses to another course will not be awarded the weighted grade unless the student has completed two full marking periods of the Honors or AP course.
- The process of building the master schedule begins early in the preceding year with a review of curriculum offerings by the staff and administration. In late January and into February, students select courses from those which the faculty has determined best meet their needs and interests. Based on course request information, the number of sections and teaching assignments are determined. The master schedule is built so as to minimize the number of conflicts and maximize the number of students who are scheduled for all of their course requests. Because of the number of courses requested or because the requests do not follow a common pattern, it may be impossible to create a conflict-free schedule. You will be contacted by a school counselor if this is the situation. The school reserves the right to cancel or postpone courses when insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel necessitates such action.

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## Senior Privilege

As students nearing the end of their academic career in secondary education and growing accustomed to living independently, seniors may enjoy certain privileges along with their responsibilities.

This senior privilege policy for Salisbury High School provides the following:

- A reward to seniors whose behavior has historically been in accordance with school rules.
- A reward to seniors who have historically put effort into their academic career.
- A reward dependent upon seniors' continued commitment to put effort into and succeed in their academic work.

Seniors have two options for senior privilege, late arrival or early release.

- **Late Arrival** - If a senior chooses to apply for late arrival, he/she must sign into the main office no later than 8:50 a.m. Seniors that arrive later than 8:50 a.m. are considered late and face disciplinary action including the revocation of senior privilege. After seniors arrive at school and sign in, they may report to the library or remain in the office until block 1 ends.
- **Early Release** - If a senior chooses to apply for early release, he/she is dismissed after block 3 ends. If a student has Lunch C, he/she must report to lunch and may leave when Lunch C ends.

[Click here to access the Senior Privilege Handbook.](#)

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# Summer School

Salisbury High School offers summer school courses online through a third-party vendor . The following criteria will apply to Salisbury students who fail courses and choose to recover those credits in summer school:

1. Students and parents must attend a mandatory information meeting which will be scheduled right after school ends in June. Students begin the courses and must maintain weekly goals, called benchmarks. Students must maintain a grade of 80% and must maintain a completion percentage benchmark after each week (summer school is four weeks, so 25% each week) to continue with course completion only at home. Should students fall below the 80% benchmark or the completion percentage benchmark, they are required to attend summer school lab at SHS from Monday to Thursday.
2. Students may not attend summer school if they fail a course with a grade below 50%.
3. Students must have completed 75% of the assigned work in the course they failed.
4. Summer school grades will be averaged with the original yearlong grade to determine if the average is a passing grade. If so, the credit will be granted. We will continue to use the original failing grade for the class rank and NGA. The summer school grade, used to determine credit only, will be noted as the actual grade earned in summer school.
5. Students may not enroll in more than two (2) courses during any summer.

**Failure to adhere to the aforementioned criteria will cause the student to be denied the opportunity to recover credits in a summer school program.**

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## Promotion and Retention

1. Students must earn a total of 26.5 credits in order to qualify for graduation.
  2. Students who fail to earn the necessary credits for graduation may complete their studies during the summer following the senior year at an approved institution and will receive the diploma at the successful completion of the course(s). Students may also opt to take the required courses during the school year following the senior year and receive the diploma with the subsequent class. Students who choose this option will attend Salisbury High School for the required class periods only and must leave school premises each day immediately following the class.
  3. Students will only be permitted to participate in commencement exercises AFTER they have completed ALL graduation requirements.
  4. Students who fail to accumulate the number of credits necessary for the next grade designation shall continue in the sequence of courses passed, but must repeat those courses necessary for graduation. Thus, a student who has completed grade 10 but has failed English 10 will be considered credit deficient. He/she will continue in the sequence of the courses successfully completed and repeat grade 10 English (if not made up in summer school).
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# Waiver of Senior Year to Attend College

A Salisbury High School senior may have his/her senior year waived by submitting a request to waive the senior year to the principal. This request must be accompanied by an acceptance / early admission notice from a college or university. A student who has been granted a waiver will be awarded a Salisbury High School diploma upon satisfactory completion of the freshman year of college. The student may participate in graduation ceremonies but will not be allowed to compete for awards. Students seeking a waiver of their senior year should speak with their school counselor.

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# Nondiscrimination Policy

In accordance with state and federal law, Salisbury Township School District does not discriminate, either in the educational programs and activities that it operates or in the employment of personnel, on the basis of handicap, race, sex, color, national origin, age or religion.

The Salisbury Township School District, in conjunction with the Lehigh Career and Technical Institute (LCTI), offers a variety of programs. Admission to these programs is available to all students. Criteria for admission are limited to academic aptitude/achievement and available space.

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# Non Binding Statement

This booklet describes all courses contained in the Salisbury High School program of studies; however, not all courses may be offered during a given school year. The forms distributed at the time of registration will contain the official list of courses to be offered for the upcoming school term. The school reserves the right to cancel or postpone courses for insufficient enrollment, lack of physical facilities or unavailability of teaching personnel necessitates such action.

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# NCAA Clearinghouse Information

The NCAA, an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid, regulates many college athletic programs. The NCAA has three membership divisions – Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If a student is planning to enroll in college as a freshman and wishes to participate in Division I or II athletics, the student must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA Initial Eligibility requirements for all prospective student-athletes at all member institutions.

Students should apply for certification during the spring of their junior year if they intend to participate in collegiate athletics. The Clearinghouse will issue a preliminary certification report once the student has submitted all materials. After a student graduates, the Clearinghouse will review his or her final transcript to make a final certification decision according to the [NCAA Clearinghouse](#).

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# Course Catalog

## ARTS & HUMANITIES

### ART

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**ADVANCED ART** Grades 10-12 1.0

*Prerequisite: Successful completion of Drawing and Painting 1 and two other art courses, or art teacher permission*

This course may be repeated more than once for course credit. Advanced Art is designed for the serious art student: advanced art is for both students advanced in art and for students preparing a portfolio for acceptance to an accredited college of art or architecture.

**D.I.Y. CRAFTS** Grades 9-12 .5

This "Do it Yourself" course is designed to be a step back from the "Art scene" and instead simply explore the craft of making. Students will learn the tools, tips, and tricks used when restoring, repurposing, and getting the most out of any item. Students will also focus on concepts such as decor, themes, patterns, textures, and interior design. Within each lesson, students will work with various materials to create handmade items, developed around their unique styles and personalities. Projects will utilize a variety of materials such as cardboard, paint, paper, and found and recycled materials.

**DRAWING AND PAINTING I** Grades 9-12 .5

Drawing and Painting I is an introductory course that covers the fundamentals of drawing and painting. The course focuses on the technical side of drawing and then builds towards the more creative side. Each lesson introduces something new while continually recycling each technique learned prior. Students will explore color, composition and design concepts while experimenting with a variety of materials that may include pencil, colored pencil, charcoal, watercolor, acrylic and pastels.

**DRAWING AND PAINTING II**

Grades 9-12

.5

***Prerequisite: Drawing and Painting I***

Drawing and Painting II will allow students to build upon their knowledge and experiences from Drawing and Painting I. The students will continue to explore color, composition, and design in greater depth, while having more creative freedom.

**INTRODUCTION TO 3-D PRINTING**

Grades 9-12

.5

Introduction to 3-D Printing is designed to allow students to sample the 3D printing world and what it has to offer. Through discussion, videos, and hands-on activities students will learn all about current technology, software, databases and materials available when working with 3-DD printing. Students will work through challenge-based learning to develop a strong grasp of 3D modeling, operating a 3D printer, and executing their own designs and products.

**PHOTOGRAPHY I**

Grades 9-12

.5

Photography I is an introduction to digital and film-based techniques of creative image making. The beauty of this course is that students will learn about the use of both traditional photographic techniques and modern digital cameras- and how the two can be combined together by using modern computer technology. In addition to digital and film-based cameras, students will learn the fun of using historical or “alternative” photographic processes such as using pinhole cameras, photograms, cyanotypes, and plastic “toy” cameras. Students also learn about using computers to work on images. Students will learn how to take better pictures through the basics of camera operation, design principles, and photographic composition. A variety of photographic subjects will be explored. Students will also learn about historical photographers, film development and scanner and printer use. Students will be expected to complete an outside of class photo assignment every two weeks.

**ADVANCED PHOTOGRAPHY**

Grades 9-12

.5

***Prerequisite: Photography I***

This course may be repeated more than once for course credit. Photography Studio students will work on more advanced assignments than in Photography I. Students will be expected to use various camera settings and adjustments to apply creative techniques to their photography. Students will shoot with film and digital cameras, and be able to use SLR cameras. The class will include a variety of photography and computer assignments, some teacher directed and others student interest driven. Students will explore and study historical photographers, look at their methods of creating photographs, and work on developing a personal style of photography. There will also be some more advanced work in alternative processes, experimental techniques, and shooting with film, digital, pinhole, or plastic cameras. Students will be expected to complete an outside of class photo assignment every two weeks.

**DIGITAL IMAGING**

Grades 9-12

.5

Digital Imaging is an introductory course for the student who would like to use the computer as a creative medium. The Digital Imaging course will lead students through a variety of visual problem solving challenges to encourage creative thinking. Assignments will include using digital cameras, adjusting and manipulating digital photographs, graphic designs, multimedia slideshows, drawing and painting on the computer, and creating on-line portfolios. Occasionally, traditional art materials (pencils, paints, papers) may be combined with digital imagery. Students will develop skills in using various technologies such as computer hardware and software, digital cameras, flatbed scanners, and printers in creating unique and original works of art!

**ADVANCED DIGITAL IMAGING**

Grades 10-12

.5

***Prerequisite: Digital Imaging***

This course may be repeated more than once for course credit. Advanced Digital Imaging is for students who really want to focus on using computer technology to create advanced digital art. Building upon what was learned in Digital Imaging, the class includes a variety of assignments, some teacher directed and others student interest driven. The focus of work may be directed towards photography, graphic design, digital painting and fine art, animation and multimedia work, or on-line portfolios. Students in Digital Imaging Studio will be expected to work on smaller assignments but also have a specific project and interest in mind to drive their

work.

**SCULPTURE AND CERAMICS I**                      Grades 9-12                      .5

Sculpture and Ceramics I is a three-dimensional introductory course. The course focuses on technique, materials, safety, and provides students the opportunity to work with a variety of new sculptural materials and concepts. The students will learn the fundamentals of sculpting which include design, construction, additive and subtractive methods of working, and objective and non-objective concepts.

**SCULPTURE AND CERAMICS II**                      Grades 9-12                      .5

*Prerequisite: Sculpture and Ceramics I*

Sculpture and Ceramics 2 is a continuation of Sculpture and Ceramics I allowing students the opportunity to expand their skills and knowledge of 3-D design. The students will be challenged with more conceptual art-making problems.

## MUSIC

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**BEGINNING KEYBOARDING / PIANO**                      Grades 9-12                      .5

Beginning Keyboard / Piano requires no previous piano experience. No piano at home is needed. This beginning-level class will teach students to play the piano. There will also be an emphasis on music theory including note and rhythm reading, chords, scales, melodies and basic terminology and symbols. Students should expect to be able to play several songs by the end of the course. Completion of both written and performance grades is required.

**ADVANCED KEYBOARDING / PIANO**                      Grades 9-12                      .5

*Prerequisite: Beginning Keyboarding or teacher recommendation.*

Advanced Keyboarding / Piano students will advance their piano playing skills which would include sight-reading, duets, classical repertoire, and playing from fake books. The material covered and required assignments will be determined by the instructor based on the starting level of the student. Students will also have the opportunity to choose their own pieces. Students may take this course as many times as they wish.

**CHORUS** Grades 9-12 1.0

Chorus is for students who enjoy singing and wish to gain more experience reading and singing historically significant choral works in addition to contemporary arrangements. Singers will be expected to acquire sight-singing skills while developing intonation, blend, and an understanding of basic music elements. Evening performances are a required part of this class, including the winter and spring concerts. Additional performance opportunities may be added. Additional opportunities to participate in honor groups including "Descant Get Enough," Lehigh County Chorus, and District Chorus will be available to those students enrolled in block chorus.

**WORLD MUSIC** Grades 9-12 .5

World Music will introduce students to music from around the world, including Africa, Latin America, and other cultures. Students will experience this music by listening to and in some cases performing the music in an ensemble setting that may include singing and movement. Students will also complete written assignments and learn about the cultural origins and applications of the indigenous music of the cultures that are studied. This class is designed for the student with little or no music experience or any student who is interested in learning about music from around the world.

**ADVANCED INSTRUMENTAL** Grades 9-12 .5

***Corequisite: Students must be a member of the concert band in order to take this class***

Advanced Instrumental provides students the opportunity to further develop individual performance skills on their band instrument. Students will utilize band and/or instrumental method books as well as studying scales, solo literature and sight-reading. Students may have the opportunity to study duets, small ensemble or other accompanied literature. Material to be covered and required assignments will be determined by the instructor, and may include input from the student, based on the starting level of the student. Students may take this course as

many times as they wish. Students must be a member of the concert band in order to take this class.

## **CONCERT BAND**

Grades 9-12

1.0

***Prerequisite: Previous participation in school band, or teacher recommendation.***

Concert band provides students with the opportunity to participate in an instrumental ensemble. Students should expect to perform a wide variety of literature and refine their technique on their own instrument with an emphasis on developing ensemble performance skills. Evening performances including the winter and spring concerts are a required part of this class. Additional performance opportunities may be added. Additional opportunities to participate in honor groups including Lehigh County Band, and the PMEA Festival Bands will be available to those students enrolled in the band.

## **MODERN BAND**

Grades 9-12

.5

In this entry level class, students will work together in groups to perform songs from a variety of popular genres spanning the past 75 years. Students will learn basic skills on piano, guitar, bass, drums and vocals in order to be able to perform. Instruction will also include historical information about the genres being studied and music theory as appropriate. Students must work collaboratively, as the course is a group performance-based class and students should expect to participate in performances both in and possibly, outside the classroom.

## **MUSIC PRODUCTION**

Grades 9-12

.5

***Prerequisite: Students must have successfully completed beginning piano, or have instructor approval in order to take this class.***

Music production introduces students to elements of music in a hands-on production based class. Students will spend the majority of their time working on projects using the software GarageBand. Students will learn how to record and edit music from a variety of music sources including CD's, MIDI, and real-time recordings. In addition, students will learn about timbre, form, voicings, and other elements of music through their productions. Additional content may include the usage of notation software.

## **BEGINNING GUITAR**

Grades 9-12

.5

This semester long class provides instruction in both strumming (chordal accompaniment) and finger-picking (one note at a time). Students should expect to learn how to play simple songs and chordal accompaniments by the end of the course. No previous musical experience is required.

## **GIFTED**

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### **HONORS GIFTED SEMINAR: INNOVATORS AND INNOVATIONS**

Grades 9-10

1.0

*(This course is offered every other year and alternates with Honors Gifted Seminar: How to Think)*

***Prerequisite: Students must have an active GIEP.***

Throughout history, innovation has been integral to human survival. This course would examine innovation throughout history and reflect critically on how ideas are refined and enhanced. Students will also reflect deeply on the necessity of collaboration for successful innovation. Students will be challenged to work collaboratively with their peers in order to develop their own innovations through a problem-solving CBL project. The course will be seminar based and class will be conducted primarily through discussion and research. Topics include Scientific Revolution, Enlightenment, Apple/Microsoft, Bell Labs, Entrepreneurship, Design Thinking, “Grit”, and Growth Mindset.

### **AP SEMINAR**

Grade 11

1.0

***Prerequisite: Students must have an active GIEP.***

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## AP RESEARCH

Grade 12

1.0

*Prerequisite: Students must have an active GIEP.*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore the academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

## BUSINESS, INFORMATION TECHNOLOGY, AND COMPUTER PROGRAMMING

### BUSINESS

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#### ACCOUNTING

Grades 9-12

1.0

*Prerequisite: Students must successfully complete Algebra 1*

Learn the basic principles of accounting for personal bookkeeping as well as keeping books for a business in this elective course for the career-oriented or the college-bound student. Ledgers, journals and statements are presented in this course. It is **recommended** that a student have a C average in his /her mathematics course.

**NOTE: This course does NOT satisfy a graduation requirement for mathematics**

#### CONCEPTS OF SMALL BUSINESS OWNERSHIP

Grades 9-12

.5

Do you dream of owning your own business? Do you have an idea that you would like to market? Here is the opportunity to examine entrepreneurship as a career. Learn sources of new enterprise ideas, analyze markets and study the competition. You will learn how to plan and organize your new enterprise, market the product or service, obtain financial help and prepare a business plan. In this course you will learn the current business laws and regulations that apply to small businesses, and how to take a small business from a great idea to realization. This course is a must if you see a small business in your future.

**GLOBAL CORPORATE  
PERSPECTIVES**

Grades 10-12

.5

Global Corporate Perspectives will help students gain an understanding of the international business world. Learn how the business and economic environment, and political and monetary policies affect global corporations. See how cultural diversity impacts business policies, procedures and transactions. Investigate the corporate structure of a multinational business. Take this course if you plan to climb the corporate ladder.

**LIFESMARTS**

Grades 10-11

1.0

This course is **required** for graduation and provides in-depth investigation of real world topics involving personal and family finances, career exploration and acquisition, and entrepreneurship. The integration of core academic content and the development of information, media, and technology skills will be an ongoing strand throughout the course. Upon completion of the course, students will have the fundamental learning and skills to make sound career and financial decisions as young adults. Students will be required to complete a job shadow experience.

**MARKETING FOR THE 21<sup>ST</sup>  
CENTURY**

Grades 10-12

.5

Marketing for the 21<sup>st</sup> Century will give students the knowledge and skills to understand the role and function of marketing in the 21<sup>st</sup> century and to gain insight into consumer and business behavior through current issues and real-world examples. Students will be acclimated into the real, exciting and influential world of marketing by creating a marketing plan to develop, promote, and distribute a product.

**INFORMATION TECHNOLOGIES**

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**COMPUTER BASICS:  
UNDERSTANDING YOUR  
COMPUTER**

Grades 9-12

.5

This course is highly recommended for all 9th grade students and students new to the district. Students will learn skills and software applications to improve efficiency and competency

using the computer. Keyboarding, file organization, digital citizenship, networking, and Web 2.0 tools will be covered.

## COMPUTER PROGRAMMING

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**INTRODUCTION TO  
COMPUTER STUDIES** Grades 9-12 .5

This course will explore basic computer architecture, impact of computers on society, problem-solving, programming languages, and computational thinking in a hands-on environment. Emphasis will be on algorithm design and basic programming concepts. Students will modify existing programs and also write programs that incorporate good structure and sound problem solving strategies.

**VISUAL BASIC I** Grades 9-12 .5

Visual Basics I is an introductory course, which is used to write programs that run in the Windows environment. Students will learn how to use forms, labels, and images to create user interfaces. They will employ a variety of methods—including dialog boxes, textboxes, checkboxes, option buttons, and scroll bars—to accept information from the user. Students will process information by using variables and conditional statements.

**VISUAL BASIC II** Grades 9-12

*Prerequisite: Visual Basic I*

Students will expand their knowledge of the Visual Basic programming language to include loops, procedures, and functions and will utilize more advanced controls such as combo boxes, list boxes, and multiple forms. Students will employ logic and problem-solving skills in order to solve real-world problems.

**COMPUTER PROGRAMMING**

Grades 9-12

.5

***Prerequisite: Introduction to Computer Studies***

This course will focus on how data elements are organized, manipulated, and stored while building upon the student's programming skills in a high level language by utilizing more advanced programming features such as abstraction, recursion, lists/arrays, functions/procedures, objects, classes, and libraries/APIs. Students will use the design process of software development to create programs to the given specifications and develop test cases to evaluate and improve algorithms for efficiency and correctness until they meet the specifications.

**AP COMPUTER SCIENCE A**

Grades 10 - 12

1.0

*This course will be offered in school years starting with an odd year (2021-2022, 2023-2024)*

***Prerequisite:*** It is **recommended** that a student have at least a C average in Algebra I.

This course covers the fundamental topics typically found in a college-level first-semester course in computer science and prepares students for the AP Computer Science A exam. It introduces students to the fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented problem solving and design using the Java language.

**ADVANCED COMPUTER SKILLS**

Grades 9-12

.5

*This course will be offered in school years starting with an odd year (Ex. 2021-2022, 2023-2024)*

Students will develop advanced computer skills using Microsoft software packages to develop solutions to real life problems and create practical real world documents. Students will also develop an understanding of how computers work and expectations in the business world.

**DATABASE**

Grades 9-12

.5

*This course will be offered in school years starting with an odd year (Ex. 2021-2022, 2023-2024)*

This course will give students a look into the world of data management starting with the basics of database design, data collection/mining, data storage and data retrieval. Students will develop, manage and administer a database while learning about careers in database and exploring the issues of data privacy.

**MULTIMEDIA DESIGN** Grades 9-12 .5

*This course will be offered in school years starting with an odd year (Ex. 2021-2022, 2023-2024)*

Students will learn how to use three-dimensional drawing and animation software and also interactive multimedia software. Students will create individual projects using the software. The students will learn by working independently on tutorial assignments.

**WEB PAGE DESIGN** Grades 9-12 .5

*This course will be offered in school years starting with an odd year (Ex. 2021-2022, 2023-2024)*

Students will learn how to create web pages. They will first learn HTML, the language of web pages. They will also learn how to use JavaScript, and CSS, to make interactive and visually pleasing web pages. Students will learn by working independently on tutorial assignments.

## **ENGLISH, COMMUNICATIONS, AND PUBLICATIONS**

**ENGLISH 9** Grade 9 1.0

This course offers a concentrated, thematic introduction to American literature through representative writers and their works in both fiction and non-fiction. The ninth grade English program is designed to improve the students' working knowledge of the English language. Students compose a variety of works including research, argumentative, narrative, and creative writing. Grammar and vocabulary study is incorporated into instruction. Short stories, novels, poetry, nonfiction, drama, including a Shakespearean play, are studied. Opportunities for developing speaking, reading comprehension, research skills and using technology are also included.

\*This course requires a summer reading assignment.

**HONORS ENGLISH 9**

Grade 9

1.0

***Prerequisite: A 93% average or better in English 8 or a 90% average or better in Honors English 8.***

This course offers a concentrated, thematic introduction to American literature through representative writers and their works in both fiction and nonfiction. Literary study will emphasize close reading and in-depth analyses of texts that include short stories, novels, poetry, drama, and essays. Composition is frequent and literature-based as students develop skills using a variety of modes and styles. Students will also be expected to develop skills for literary criticism, class discussions, and oral presentations. Students are required to do independent work, use current technology, and produce a variety of projects.

\*This course requires a summer reading assignment.

**ENGLISH 10**

Grade 10

1.0

This course offers a concentrated, thematic introduction to literature through representative writers, their works, and their cultures. Students study short stories, novels, drama, nonfiction, essays, and poetry. Composition study stresses practice in narrative, creative, argumentative, expository, and research writing. Keystone exam preparation is integrated into instruction.

\*This course requires a summer reading assignment.

**HONORS ENGLISH 10**

Grade 10

1.0

***Prerequisite: A 93% average or better in English 9 or a 90% average or better in Honors English 9.***

This course offers a concentrated, thematic introduction to literature through representative writers, their works, and their cultures. Literary study will emphasize in-depth analyses of texts, including short stories, novels, poetry, drama, nonfiction, and essays. Composition is literature-based as students develop to enhance the sophistication of their writing through thinking critically, making connections to text, and developing voice. Students will also be expected to develop skills for literary criticism and analysis of a literary text and share ideas

about a work during class discussions and oral presentations. Students are required to do independent work, use current technology, and produce numerous projects, including a research-based project.

\*This course requires a summer reading assignment.

**ENGLISH 11**

Grade 11

1.0

English 11 surveys British literature. Emphasis is placed on research, informational, and argumentative writing designed to explore British novels, short stories, poetry, and nonfiction texts. Students are encouraged to hone their skills as independent readers, writers, and thinkers. Writing, grammar, vocabulary, metacognitive strategies, literary theories, and technology are integrated throughout the curriculum. Real-world and post-secondary skills are addressed.

\*This course requires a summer reading assignment.

**HONORS ENGLISH 11**

Grade 11

1.0

***Prerequisite: A 93% average or better in English 10 or a 90% average or better in Honors English 10.***

English 11 is an intensive study of British literature. The primary mode of discourse in this class is predicated on class discussions, Socratic seminars, and a variety of collaborative endeavors. Emphasis is placed on research, informational, and argumentative writing designed to explore British novels, short stories, poetry, and nonfiction texts. Students are encouraged to hone their skills as independent readers, writers, and thinkers. Writing, grammar, vocabulary, metacognitive strategies, literary theories, and technology are integrated throughout the curriculum. Real-world and post-secondary skills are reinforced. This course is designed to prepare students for introductory college level courses, including AP Literature and Composition, AP Language and Composition, or other dual enrollment courses.

\*This course requires a summer reading assignment.

**ENGLISH 12**

Grade 12

1.0

This course introduces students to post-secondary English composition and textual analysis. The purpose of this course is to improve student writing and reading of complex fiction and nonfiction works. In addition to the study of numerous nonfiction primary and secondary

source documents, students will read major works of fiction as well as essays, poems, and short stories. The combination of nonfiction and fiction texts will encompass many literary time periods by major authors to augment the student's understanding of a particular time period, style or issue. Finally, this course provides students with the skill sets and content knowledge to tackle complex problems in fiction and nonfiction. For example, students will learn how to analyze a visual document to see the arguments contained within the visual text. The goal is to make knowledgeable citizens who are adept at understanding and constructing complex arguments.

\*This course requires a summer reading assignment.

**ADVANCED PLACEMENT  
ENGLISH LITERATURE AND  
COMPOSITION**

Grade 12

1.0

[Dual Enrollment Option](#)

***Prerequisites: Students should achieve a 93% average or better in the first three marking periods in grade 11 English, or a 90% average in grade 11 Honors English.***

An Advanced Placement course in literature and composition is a college level course offered to those students who are seeking a rigorous study of fictional works. Intense studies of novels, drama, poetry and short stories are conducted. Through close reading and frequent writing, students explore a variety of authors and literary genres. The course culminates in a full-length research assignment, which focuses on an author and his or her works of literary merit. Students prepare for the AP® English Literature and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Dual enrollment is available as an alternative to taking the AP examination for potential college credit.

\*This course requires a summer reading assignment.

**ADVANCED PLACEMENT ENGLISH  
LANGUAGE AND COMPOSITION**

Grade 11 or 12

1.0

[Dual Enrollment Option](#)

***Prerequisites: Students should achieve a 93% average or better in the first three marking periods in grade 10 or 11 English, or a 90% average in grade 10 or 11 Honors English.***

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while

strengthening their own writing practice. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, documentary films, and podcasts.. Students frequently confer about their writing in class and focus primarily on synthesis, analysis, and open argumentative modes of composition. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Dual enrollment is available as an alternative to taking the AP examination for potential college credit.

\*This course requires a summer reading assignment.

## **PUBLIC SPEAKING**

Grades 10-12

.5

[Dual Enrollment Option](#)

Public speaking is a course designed to develop self-confidence through several types of speaking situations: formal, informal, and impromptu. Students learn how to analyze an audience and how to prepare an effective presentation through research and use of visual aids. In addition, students learn to develop listening skills and greater command of the English language. Constructive evaluation and videotaping of student speeches lead to self-improvement.

## **CREATIVE WRITING**

Grades 9-12

.5

[Dual Enrollment Option](#)

*This course will be offered in school years starting with an odd year (Ex. 2021-2022, 2023-2024)*

A student centered course, Creative Writing explores various types of writing. Students will generate writing samples that showcase their creativity in both style and development rather than conforming to the typical academic writing expectations. The course will explore multiple types of fiction, creative nonfiction, and forms of poetry. Students will be encouraged to pursue publication of their work.

**CLASSICAL  
MYTHOLOGY**

Grades 9-12

.5

[Dual Enrollment Option](#)

*This course will be offered in school years starting with an odd year (Ex. 2021-2022, 2023-2024)*

This elective is designed to allow students a chance to read and study about the gods, goddesses, monsters, and events that make up Greek and Roman mythology. The course will also explore interpretations of classical mythology in today's literature, film, advertisements, and video games.

## **COMMUNICATIONS**

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**MEDIA STUDIES**

Grades 9-12

1.0

Media Studies will introduce students to the history and theories of social and mass communications, focusing on the structure, organization and evolution of these communications systems. Students will also explore the impact of communications on society and will challenge current communicative strategies through discussion, debate as well as learning how to produce films and digital stories.

**MEDIA MESSAGES**

Grades 9-12

1.0

This course is designed to introduce students to theory and interaction with news, television, print, social and film industry media. Students will learn about the process of media development and how it is altered through editing and perception. Students will create unique products by working with similar technologies that professionals use. The goal of the course is to provide students with tools to evaluate communication messages and channels.

**MEDIA MANAGEMENT I**

Grades 9-12

1.0

[Dual Enrollment Option](#)

Media Management applies communications theories in the operation of a television studio and control room. Emphasis is placed on the roles of production, and students will gain hands-on experience in teamwork and time management as they work collaboratively in production teams. Students will also learn how to operate audio equipment, cameras, a video

switcher, lighting, and graphics and will utilize this knowledge and equipment to produce videos, commercials, advertisements, and television shows and to design and maintain websites. Students will explore ways to integrate media into both the classroom and the greater community. This course is designed for students with an interest in majoring in communications, television and / or film and for anyone interested in a basic understanding of television studio operations.

**MEDIA MANAGEMENT II**

Grades 10-12

1.0

***Prerequisite: Media Management I***

Media Management II allows individuals continued learning and experience with production, technology and communication techniques. Emphasis continues on production and programming; however, Media Management II students will also gain access to advanced production techniques and more focused, strength-specific, editing techniques. Students taking this course will gain more applicable experience through community and business partnering where they will produce, edit and refine media projects for school and community members that choose to work with the management class. They will also be responsible for leading the teams in Media Management toward successful productions. This course is designed for students interested in majoring in communications, television and/or film and anyone interested in an advanced understanding of television studio operations, advanced media software tools and production of media presentations.

**MEDIA MANAGEMENT III**

Grades 11-12

1.0

***Prerequisite: Media Management I and Media Management II***

This course may be repeated more than once for course credit. Media Management III provides students with continued learning experiences with production, technology and communication techniques. The Media Management III curriculum focuses on three areas: (1) the creation of a Professional Learning Network through the application of proper social media techniques; (2) advanced software training to enhance final media products; (3) an integrated understanding of a variety of communications disciplines including the relationship of communications to public policy. Media Management III students will be responsible for the development and management of websites associated with the school's communication productions. The course is designed for students interested in majoring in communications, television and/or film and those interested in a comprehensive understanding of their role in building professional networks.

## **PUBLICATIONS**

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### **NEWSPAPER JOURNALISM I, II, III, IV**

Grades 9-12

1.0

Newspaper journalism focuses on the various styles of journalistic writing. Students write copy for and design the school newspaper, *The Falcon Courier*, which is published exclusively online at [www.shspress.com](http://www.shspress.com). Emphasis is placed on student collaboration and voice as they write, copy, and design pages.

### **YEARBOOK PRODUCTION I, II, III, IV**

Grades 9-12

1.0

Yearbook production culminates in the publication of the *EYAS* yearbook. Staff members learn word processing, copywriting, page design, photography and merchandising techniques as they develop the book's theme. Students collaborate and guide one another to finalize, publish, and distribute the yearbook.

## **FAMILY AND CONSUMER SCIENCE**

### **CHILD DEVELOPMENT**

Grades 10-12

.5

From infancy through preadolescence, students will study all the aspects of the developing child. The course covers the physical, intellectual and social/emotional development of the child. Students will investigate the socio-economic, educational and environmental influences on parent and child. Every student will also have the opportunity to experience a lifelike simulation of infant care with a realistic, computerized infant. This is an ideal course for those students interested in child related careers.

**CONCEPTS OF FOOD**

Grades 9-12

.5

Students will learn how to make nutritious food choices and food preparation skills. A variety of cooking methods and techniques will be practiced through active lab experiences. Tools, terms, and kitchen management will be learned, as well as the basics of food and kitchen safety. Students are encouraged to try new recipes and explore their creativity in the kitchen. This course is recommended for students interested in learning to cook or preparing for a career in nutrition and other food-related professions.

**THE FAMILY**

Grades 9-12

.5

Students will explore the structure, composition, history, and impact of family on society. Examination of the various stages of the family cycle will guide students through the exploration of how our family impacts our daily lives. Healthy relationships, marriage, communication skills, decision making, life and work balance, and aging are the focus for student projects and public awareness campaign activities. The Family will support students interested in health, education, and human services careers.

**FOOD & CULTURE**

Grades 9-12

.5

Food means much more than something to eat. In this course the student will investigate the complex relationship between food, people, and their culture. Students will explore how food reflects our emotions and values. Current diet and food preparation trends will be explored. Food labs will add to the concepts covered. Students will try to answer: What influences our food choices? How does food impact the individual, family and society? This course is recommended for students interested in nutrition, food industry or global food economics related careers.

**TEXTILES**

Grades 9-12

.5

Textiles class will provide students with the opportunity to explore basic knowledge and skills needed to select, design, and construct garments and functional textile projects. The repair and

recycling of garments will be explored. Additionally, consumer decisions, fabric care and content, historical perspectives, design principles, and career opportunities will be introduced.

## HEALTH AND PHYSICAL EDUCATION

**ADAPTED PHYSICAL EDUCATION** Grades 9-12 .5

The adapted physical education program is offered to all pupils who have a physical handicap or who deviate from the normal body development of boys and girls their age. A modified and individually planned program is designed for each participant through the cooperative planning of the school nurse, physician and physical education staff.

**HEALTH** Grades 9-12 .5

Health is designed to enable students to examine, discuss, and address current and significant health issues that impact people all around the world. This course will include the following areas of study: Communicable/Non-Communicable Diseases, Nutrition, Drugs and Alcohol, First Aid/CPR, and Human Sexuality.

**PHYSICAL EDUCATION  
LIFETIME FITNESS** Grades 9-12 .5

Lifetime Fitness emphasizes non-competitive activities associated with lifetime fitness. This course provides students with the opportunity to develop personal fitness programs conducive to sustained individual wellness. Activities include yoga, pilates, walking, plyometrics, and other fitness-related activities with emphasis on improving cardiovascular health.

**PHYSICAL EDUCATION  
TRADITIONAL SPORTS** Grades 9-12 .5

Traditional Sports will emphasize competitive and cooperative sports and the skills associated

with these sports. Some activities will include net and wall games such as volleyball, and badminton; invasion games will include ultimate Frisbee, soccer, speedball, floor hockey, and touch football.

## MATHEMATICS

Salisbury High School's Mathematics program has been developed in accordance with the recommendations and guidelines set forth by the Common Core State Standards and NCTM's *Focus in High School Mathematics*. Both sources recommend students take a minimum of four courses in mathematics that are rigorous and grounded in problem solving, communication, representation, reasoning and sense making.

### ALGEBRA / GEOMETRY III

Grades 11-12

1.0

*Prerequisite: Algebra/Geometry II or Algebra I and Geometry*

This course is designed to continue the development of the basic concepts and structures of algebra, geometry, and data analysis/probability. The concepts taught include: algebraic number sense including factoring quadratics, operations with polynomials, and operations with rational expressions, advanced properties of triangles and triangle congruence, properties of circles from the standpoint of coordinate geometry, solving compound, absolute, and systems of inequalities, data analysis by means of scatter plots and lines of best fit, and the exploration of probability through the Fundamental Counting Principle, permutations, and combinations.

### ALGEBRA I

Grade 9

1.0

*Prerequisite: Passing grade in 8th grade mathematics course*

This course is designed to develop the basic ideas and structures of algebra. This course will enable the student to understand patterns, relations, and functions, represent and analyze mathematical situations and structures using algebraic reasoning, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts. The concepts taught include: simplifying algebraic expressions, solving and graphing algebraic equations and inequalities, analyzing functions, solving and graphing systems of equations and inequalities, adding, subtracting, multiplying monomials and polynomials, basic factoring techniques, and introduction to simplifying radicals. Concept and skill building in the areas of mathematical literacy and number sense will be incorporated throughout the course. **This is a Keystone Exam Course. Students enrolled in this course will be assigned to an Algebra lab during Falcon Period.**

**CP ALGEBRA I**

Grades 9-11

1.0

***Prerequisite is three of the following: 93% or higher on the CERT (Course Entrance Requirement Test), 93% or higher average in quizzes and tests throughout the 8th grade year, teacher recommendation, and PVAAS projection score of 60% or higher.***

This course is designed to develop the basic ideas and structures of algebra. As a college prep course, it is taught with greater rigor. The depth of content and pace of instruction is increased. This course will enable the student to understand patterns, relations, and functions, represent and analyze mathematical situations and structures using algebraic reasoning, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts. The concepts taught include: simplifying algebraic expressions, solving and graphing algebraic equations and inequalities, analyzing functions, solving and graphing systems of equations and inequalities, adding, subtracting, multiplying monomials and polynomials, basic factoring techniques and introduction to simplifying radicals. **This is a Keystone Exam Course.**

**ALGEBRA II**

Grades 10-12

1.0

***Prerequisite: Algebra I***

This course is designed to continue the development of basic ideas and structures presented in Algebra I. The concepts taught include: algebraic expressions, number operations and relationships between quantities, linear equations and inequalities, relations and functions/linear and nonlinear, monomial and polynomial operations, factoring, and radicals. Concept and skill building in the areas of mathematical literacy, number sense, and problem solving will be incorporated throughout the course.

**CP ALGEBRA II**

Grades 9-12

1.0

***Prerequisite: CP Algebra I with an 80% average OR Algebra I with a 93% average and teacher recommendation.***

Algebra II CP is an extension of the concepts presented in Algebra I CP. As a college prep

course, it is taught with greater rigor. The depth of content and pace of instruction is increased. The concepts taught include: properties of the real number system and the utilization of them in algebraic proofs, the solutions of equations and inequalities, systems of equations and inequalities, operations with monomials and polynomials, operations with the factoring of polynomials, rules of exponents, simplifying radicals and radical expressions, operations with algebraic expressions, linear and quadratic functions, solution of quadratic equations, irrational numbers, logarithms and exponential functions.

## **HONORS ALGEBRA II**

Grades 9-12

1.0

***Prerequisite: Algebra I CP with a 93% average and teacher recommendation is required.***

Honors Algebra II is an extension of the concepts presented in previous algebra courses. The concepts discussed are: operations with algebraic expressions, linear and quadratic functions, solutions of quadratic equations, irrational numbers, logarithms and exponential functions, circles, parabolas, ellipses and hyperbolas.

## **GEOMETRY**

Grades 9-12

1.0

***Prerequisite: Algebra I CP with an 80% average or Algebra I with a 93% average and teacher recommendation.***

In this course, students will develop reasoning and problem solving skills while studying topics such as congruence and similarity, and applying properties of lines, angles, triangles, quadrilaterals, and other polygons and circles. Students will also develop problem-solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. Dynamic Geometry Software will be used in exploration of key Euclidean and coordinate geometry concepts.

## **HONORS GEOMETRY**

Grades 9-12

1.0

***Prerequisite: Algebra I CP with a 93% average. Teacher recommendation is required.***

This course will cover the same topics as the geometry course but with greater emphasis on depth of content and formal proofs of geometric theorems.

## **PRE-CALCULUS**

Grades 10-12

1.0

***Prerequisite: Honors Algebra II and Honors Geometry; Algebra II and Geometry with an 85% average; Algebra/Geometry III with an 85% average and teacher recommendation.***

This course is designed for students who have a strong interest in mathematics and who are considering a calculus course for the following year. Its focus is in college algebra and trigonometry. It requires the use of graphing technology. Topics include equations and inequalities, analysis of linear, polynomial, exponential, and logarithmic functions, trigonometry with a focus on the unit circle and its applications, and exploration of polar coordinates and complex numbers.

### **HONORS PRE-CALCULUS**

Grades 10-12

1.0

***Prerequisite: Algebra II and Geometry with a 93% average or Honors Algebra II and Honors Geometry with an 85% average. Teacher recommendation is required.***

This course blends the concepts and skills that must be mastered before enrollment in a Calculus course. Its focus is in college algebra and trigonometry. As an honors course, topics are analyzed in greater detail and emphasis is placed on application. The use of technology, modeling, and problem solving is emphasized. Topics include equations and inequalities, analysis of linear, polynomial, exponential, and logarithmic functions, trigonometry with a focus on the unit circle and its applications, and exploration of polar coordinates and complex numbers.

### **ADVANCED APPLICATIONS IN MATHEMATICS**

Grades 11-12

1.0

***Prerequisite: Algebra II and Geometry OR Algebra/Geometry III***

This course is designed to serve as a bridge into entry level college mathematics courses. Salisbury partners with Lehigh Carbon Community College to provide students with the opportunity to learn the skills needed for placement into a credit-bearing college level math course. Students will take LCCC's math placement test at the beginning and at the end of the course. LCCC has agreed to accept the end-of-course placement test score for admission if the student chooses to attend LCCC. This can potentially save time and money that would otherwise be spent in a non-credit, remedial math course. It will emphasize competency-based learning as students explore the foundational topics of numerical literacy, algebra, and the real number system. Additionally, it will develop critical thinking as students investigate the big ideas of logic and reasoning, functions, symmetry, probability, and exponents and logarithms in

a variety of contexts.

**CALCULUS**

Grade 11 or 12

1.0

[Dual Enrollment Option](#)

***Prerequisites: Pre-calculus OR Honors Pre-calculus***

Calculus is intended to provide college preparatory students with a more extensive background and an introduction to college mathematics. The general areas considered are: rectangular coordinates, the straight line, conic sections, transformation of coordinates, curve tracing, limits, the derivative, rules for and the application of the integral (the definite and indefinite), rules of integration and applications.

**ADVANCED PLACEMENT  
CALCULUS AB**

Grade 11 or 12

1.0

[Dual Enrollment Option](#)

***Prerequisite: Honors Pre-calculus with an 85% average or Pre-calculus with a 93% average. Teacher recommendation is required.***

The advanced placement calculus is the same as the calculus described above; however, differentiation and integration techniques are extended. This course is recommended only to students who satisfy the criteria. Students are required to maintain high standards of scholarship.

**INTRODUCTION TO STATISTICS**

Grade 10-12

1.0

[Dual Enrollment Option](#)

***Prerequisites: Algebra II or Algebra/Geometry III***

This course introduces students to the fundamentals of probability and statistics and provides them with the tools required to analyze data in various contexts. Topics include: independent and conditional probability, normal curves, measures of central tendency and variability, correlation, binomial distribution, sampling and hypothesis testing and confidence intervals. Graphing technology will be used throughout the course.

**SCIENCE**

**ADVANCED  
PLACEMENT BIOLOGY**

Grade 11 or 12

1.0

## Dual Enrollment Option

***Prerequisites: .Completion of chemistry and biology with an average of 93% in each course, or completion of Honors Chemistry I and Honors Biology I with a minimum average of 85% in each course. Also, the completion of Anatomy & Physiology or Honors Anatomy. In addition, the recommendation of the chemistry teacher is advised. Recommendation of science teacher is required.***

Advanced placement biology is a sophisticated, college level course recommended to students who have a strong background and interest in biology, anatomy and physiology, and chemistry. The course will cover Four Big Ideas including the process of evolution driving the diversity of life, utilization of free energy to maintain homeostasis, storing, retrieving and responding to information necessary to life, and the complex interaction of biological systems. Students will investigate social and ethical issues as they pertain to biology through a study of current events and case studies. A variety of lab exercises will make up 30% of this course, and are designed to parallel the lecture units. The labs will develop important skills such as detailed observation, accurate recording, experimental design, manual manipulation, data interpretation, statistical analysis, and operation of technical equipment. Laboratory assignments offer the opportunity for students to learn about problem solving, the scientific method, the techniques of research, and the use of scientific literature. Students in the course are expected to take the national advanced placement biology examination. Since biology will lead science into the new millennium, there will be a host of careers with biological components. Areas like genetic engineering, criminology, DNA technology, medicine, microbiology, environment, agricultural and food related sciences are but a few possibilities.

### **INTRODUCTORY BIOLOGY**

Grade 9

1.0

This biology course is designed to acquaint students with the basic concepts of biology so that each student develops an understanding of life and the interdependence of organisms. The following topics will be studied: Scientific Methods, Characteristics of Living Things, Chemistry of Life, Cell Structure and Function, Photosynthesis, Cellular Respiration, Cell Cycle, DNA, RNA, Protein Synthesis, Genetics, Evolution and a review of Ecology. Material will be presented through guided discussion and practice, and collaborative projects. In addition, hands-on applications and experiments will be performed to enhance understanding of concepts.

### **BIOLOGY I**

Grade 9

1.0

This rigorous biology course is designed to acquaint students with the basic concepts of biology so that each student develops an understanding of life and the interdependence of organisms. The following topics will be studied: Scientific Methods, Characteristics of Living Things, Chemistry of Life, Cell Structure and Function, Photosynthesis, Cellular Respiration, Cell Cycle, DNA,

RNA, Protein Synthesis, Genetics, Evolution and a review of Ecology. The content will be treated in depth. Material will be presented through discussion, problem solving, and collaborative projects. In addition, hands-on applications and experiments will be performed to enhance understanding of concepts.

## **HONORS BIOLOGY I**

Grade 9

1.0

***Prerequisite: Grade 8 science with a minimum average of 93%. Science teacher recommendation is required.***

This rigorous biology course is a comprehensive study of biological topics: Scientific Methods, Characteristics of Living Things, Chemistry of Life, Cell Structure and Function, Photosynthesis, Cellular Respiration, Cell Cycle, DNA, RNA, Protein Synthesis, Genetics, Evolution and a review of Ecology. Students will be expected to be independent and motivated learners. Material will be presented at a faster pace and with more intensity than Biology I and requires that students have excellent organizational skills as well as above average reading comprehension. Laboratory activities will be an important aspect of this course. In addition, several projects, including participation in P.J.A.S. (Pennsylvania Junior Academy of Science), will be completed during the year with emphasis on independent library research, application and synthesis of material presented.

## **ENVIRONMENTAL SCIENCE**

Grades 10-12

1.0

The primary objective of the environmental science course is to establish and encourage environmental ethics. Students will be required to determine their role in the problems of our environment and to develop how they can help reduce or eliminate these problems. Students will learn how precious ecosystems and resources are decaying due to pollution, overuse, and waste. The biological, geological, and chemical aspects of the following subjects will be studied: ecosystems, air, water, energy, land, human populations and pollution. This course will help to prepare students for environmental related careers such as; wildlife biologist, environmental lawyer, naturalist, climate researcher, landfill manager, environmental educator, fish & wildlife officer, etc.

## **ANATOMY & PHYSIOLOGY**

10-12

Grades

1.0

***Prerequisite: Biology I or Introductory Biology with a minimum grade of 93% and biology teacher recommendation.***

Anatomy & physiology is intended to expand and enrich the student's knowledge of biological science. Human anatomy and physiology is the major thrust of this course. Detailed analyses of major organ systems are presented. Laboratory exercises are designed to parallel lecture units. Students should be prepared to dissect various organisms throughout the year as the many body systems are studied. Other labs will be coordinated with the body systems as they are being studied. This course is a prerequisite for consideration for the advanced placement biology course. This program will prepare students for careers in the ever-growing medical field (e.g. physician, nurse, pharmacist, physical therapist, health care worker).

## **HONORS ANATOMY & PHYSIOLOGY**

Grades 10-12

1.0

[Dual Enrollment Option](#)

***Prerequisite: Biology I with a minimum average of 93% or Honors Biology I with a minimum average of 85%. Recommendation from biology teacher is required.***

The honors anatomy and physiology curriculum includes an in depth analysis of the organ systems of the human body and comparative anatomy of humans and animals. The material in the honors course is offered at an accelerated pace and requires students to have above average reading comprehension and to do more reading and independent preparation for class. Extensive laboratories will parallel lecture units. Students should be prepared to dissect various organisms throughout the year. In addition, students will complete a multimedia research project, read and reflect on a novel, and incorporate clinical type scenarios throughout the course. The course aims to provide students with the factual knowledge and analytical skills to help prepare students for careers in the ever-changing medical field. This course is a prerequisite consideration for advanced placement biology.

## **INTRODUCTORY CHEMISTRY**

Grades 10-12

1.0

This course is designed to give students an overview of the basic concepts of inorganic chemistry. Some of the topics studied are matter, atomic structure, radioactivity and nuclear chemistry, the periodic table, chemical reactions, chemical compounds and gases. This course will act as a stepping stone to higher-level sciences if the student develops a greater desire to pursue a science career. This course will not stress the mathematical aspects of chemistry, but mastery of basic mathematical processes is required. This course is ideal for students who are concurrently enrolled in the Alg/Geo math series. The laboratory aspect of the course is included so that the students will be able to meet the laboratory science requirements for entrance into college level work, but not necessarily in the field of science.

**CHEMISTRY I**

Grades 10-12

1.0

***Prerequisite: Algebra / Geometry I, OR Algebra I***

Emphasis is placed on the concepts involved in inorganic chemistry. The course stresses the more technical, mathematical approach to the mastery of chemical principles and concepts, rather than the strictly historical approach. All students taking this course should have a good understanding of algebra and the ability to apply that knowledge. Some selected areas of emphasis include atomic structure, radioactivity, periodic table, chemical bonding, writing and balancing chemical equations, stoichiometry, and solution chemistry. The laboratory program is structured to support the material covered in lecture. This course will provide a good chemistry foundation for anyone planning to attend college in a science or non-science related field. It will assist in any science-related career.

**HONORS CHEMISTRY I**

Grades 10-12

1.0

***Prerequisites: Algebra II with a 93% average or Honors Algebra I with an 85% average. Science teacher recommendation is required.***

Honors Chemistry I emphasizes concepts in inorganic chemistry. Students will study topics including matter, atomic structure, radioactivity, formula writing, writing and balancing equations, moles, stoichiometry, gas laws, acid base chemistry, and solution chemistry. Laboratory exercises are hands-on applications that reflect the subject matter being presented. Emphasis will be placed on developing a student's ability to conceptualize, perform higher level thinking skills, solve problems, and learn to use knowledge garnered through cooperative learning activities. Students will also be expected to perform independent research throughout the course. This course will provide an excellent chemistry foundation for anyone planning to attend college in a science or non-science related field. This course should be taken by anyone who is planning on entering a science-related field such as engineering, medicine, biology, chemistry, physics, nursing, nursing aides, physical therapy, physician's assistants, and education.

**HONORS CHEMISTRY II**

Grades 11-12

1.0

[Dual enrollment option](#)***Prerequisites: Honors Chemistry I with an 85% average or Chemistry I with a 93% average. Teacher recommendation is required.***

This course is a continuation of the Honors chemistry I curriculum. It will begin with a review of the Chemistry I curriculum. Honors Chemistry II is structured to address the more advanced topics of inorganic chemistry and some organic chemistry. Some of the topics covered in this curriculum will include: kinetics, equilibrium, acid/base chemistry, electrochemistry, introductory biochemistry, and organic nomenclature. It is expected that students will develop and use higher level thinking skills, cooperative learning skills, proper laboratory skills, and independent research skills. This course will provide an excellent chemistry foundation for anyone planning to attend college in a science field. This course should be taken by anyone who is planning on entering a science-related field such as engineering, medicine, biology, chemistry, physics, nursing, physical therapy, physician's assistants, and education.

**PHYSICAL SCIENCE** Grades 10-12 1.0

Physical science is an introduction to physics, intended for the student who is interested in learning more about how science impacts the world around them. Topics to be studied include linear motion, Newton's Laws, momentum, work, power and energy, simple machines, heat, mirrors and optics, and light.

**PHYSICS I** Grade 11 or 12 1.0

*Co-requisite: Geometry*

This course investigates physical laws and theories, relationships of physical phenomena, and the interrelationships of physics to other fields of human endeavor. Topics include traditional physics subjects (kinematics, Newtonian mechanics: dynamics, momentum, energy; electricity and magnetism; fluids, internal energy, waves, and modern physics) along with related subjects in Earth science (plate tectonics, earthquake activity) and astronomy (solar evolution). The Three Dimensional Learning model (scientific practices, crosscutting concepts, and disciplinary core ideas) will be utilized to demonstrate proficiency in the Pennsylvania Standards for Integrated Science, Environment, and Ecology. Physic I is an ideal college-prep course which will help prepare students for both STEM and non-STEM related fields or careers.

**HONORS PHYSICS I** Grade 11 or 12 1.0  
[Dual Enrollment Option](#)

*Prerequisite: Geometry*

Honors Physics I is a non-calculus based Next Generation Science Standards aligned course designed for highly motivated students. It provides a systematic introduction to the main

principles of first-semester college level physics and emphasizes the development of experiment design, data analysis, problem-solving and higher-level thinking skills. Topics include kinematics, dynamics, gravitation, circular motion, mechanical work and energy, momentum, simple harmonic motion, mechanical waves, rotation, and introduction to electricity. College-level performance and work habits are required. This course is ideal for students who are considering a STEM or rigorous healthcare related career.

## **HONORS PHYSICS II**

Grade 12

1.0

***Prerequisite: Honors Physics I with an 85% average or Physics I with a 93% average. Teacher recommendation is required.***

Honors Physics II is a non-calculus based Next Generation Science Standards aligned course that is a continuation of Honors Physics I. It provides a systematic introduction to the main principles of second-semester college-level physics and emphasizes the development of experiment design, data analysis, problem-solving and higher-level thinking skills. Topics include fluids, thermodynamics, electrostatics, electric circuits, magnetism, geometrical optics, and quantum and nuclear physics. College-level performance and work habits are required. This course is ideal for students who are considering a STEM or rigorous healthcare related career.

## **SOCIAL STUDIES**

### **AMERICAN CULTURES I**

Grade 9

1.0

This required course is a survey of the political, social and economic developments of the United States from 1850 to 1941. Themes such as national unity, the diversity of the population, and the development of democratic institutions are studied. Primary source material will be analyzed to enhance the students' understanding of historical events.

### **HONORS AMERICAN CULTURES I**

Grade 9

1.0

***Prerequisite: 93% Average in Foundations of American Government and teacher recommendation.***

This required course will be an initial survey of American historical events taking place between 1850 and 1941. The primary focus of the course will be the analysis and interpretation of historical events. Independent research, both print and electronic, will be required for student success. The course will emphasize concepts and themes that are reflected in American literature and in historical primary source material.

**AMERICAN CULTURES II**

Grade 10

1.0

This required course is a survey of the political, social and economic progress of the United States from World War II to the present; thus it is a study of contemporary United States history. The purpose of this course is to encourage students to develop an awareness of their country's role in contemporary and world affairs and also to become better citizens through an understanding of American history, government, geography, economics and culture.

**HONORS AMERICAN  
CULTURES II**

Grade 10

1.0

***Prerequisite: 93% Average in American Cultures I or 85% average in Honors American Cultures I and teacher recommendation.***

This honors course will be a survey of American historical events taking place between 1941 and the present. The primary focus of the course will be the analysis and interpretation of historical events. Independent research, both print and electronic, will be required for student success. The course will emphasize concepts and themes that are reflected in American literature and in historical primary source material.

**WORLD CULTURES II**

Grade 11 or 12

1.0

This required course will emphasize the analysis of historical, social, economic and political developments in the world from the Age of Absolutism to the present day, including intensive studies of Europe, Latin America, Asia and Africa. This course will also focus on the development of major world religions as well as political and economic development of the world and challenges of the current era.

**ADVANCED  
PLACEMENT WORLD  
HISTORY**

Grade 11 or 12

1.0

[Dual Enrollment Option](#)

***Prerequisite: Teacher recommendation. 93% average or better in previous social studies class or an 85% or better in an honors social studies class, or satisfactory completion of AP US History.***

The AP World History course is designed to teach students to think like historians, not merely to teach content. The scope of the class is broad and meant to expose students to the “big picture” (essential concepts) of World history. Each period will be studied and analyzed through course themes and the application of historical thinking skills. However, command of these course themes and key concepts requires sufficient knowledge of detailed and specific relevant historical developments and processes-including names, chronology, facts and events-to exemplify the themes and concepts.

**ADVANCED  
PLACEMENT UNITED  
STATES HISTORY**

Grade 11 or 12

1.0

***Prerequisite: Teacher recommendation. 93% average or better in previous social studies class or an 85% or better in an honors social studies class, or satisfactory completion of AP World History.***

The AP U.S. History course is designed to prepare students to pass the US History AP test given in May. Students examine the major turning points in American history that reflect continuity and change throughout the history of our nation. Students identify and analyze social, political, economic, geographic, and cultural issues. Students will develop the analytical skills and factual knowledge necessary to understand problems in U.S. history. Topics for document-based essays will be based on sample Advanced Placement test items.

**ADVANCED PLACEMENT  
PSYCHOLOGY**

Grade 11 or 12

1.0

***Prerequisite: At least an 85% on previous Social Studies courses and teacher recommendation.***

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes

through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**POCAHONTAS AND PATRIOTS:** Grades 9-12

.5

**A DISCOVERY OF COLONIAL  
AMERICAN HISTORY**

This elective will focus on the exploration of North America, the discovery of the New World, the men and women who came to America and the patriots who risked their lives to create a “grand experiment.” This one semester course will look at the reasons for exploration of North America, what the earliest explorers and settlers found when they arrived, and the path they took to create a new nation called the United States of America. Special attention will be given to:

Native American culture, the creation of the thirteen colonies, and the American Revolution.

**ANCIENT AND CLASSICAL EMPIRES** Grades 9-12 .5

*This course will be offered in school years starting with an odd year (Ex. 2021-2022)*

This one semester course will look at and examine the fundamental building blocks of civilization by looking at ancient and classical empires. Students will discuss the fundamental societal institutions, government, religions and philosophies of China, India, Egypt, Mesopotamia, Rome, Greece and Americas. At the end of the course, students will be able to identify the cultural and political contributions of ancient and classical empires on modern society.

**ECONOMICS** Grades 11-12 .5

*This course will be offered in school years starting with an odd year (Ex., 2021-2022).*

In this elective semester course, students will deepen their understanding of the economic problems and institutions of the nation and the world. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, and members of civic groups. Topics covered include the basic concepts of scarcity, choices, economic efficiency, comparative economic systems, microeconomics, macroeconomics, and international economics.

## PSYCHOLOGY

Grades 11-12

.5

*This course will be offered in school years starting with an odd year (Ex. 2021-2022)*

[Dual Enrollment Option](#)

This elective course is designed as an introduction to the academic study of psychology. Students explore such topics as psychological disorders and therapies, human development, the biological basis of behavior, learning processes, social behavior, states of consciousness, and sensation.

## TOLERANCE AND DIVERSITY

Grades 11-12

.5

This one semester elective course focuses on a study of societal conflicts and resolutions from the 19th through the 21st centuries with an emphasis on contemporary problems. Topics addressed are diversity, the genocides, the Civil Rights Movements, hate crimes and civil liberties.

## WORLD LANGUAGE

### GERMAN I

Grades 9-12

1.0

***Prerequisite: Students must be enrolled in an academic English class for 9th grade in order to qualify for level I or II of language studies.. If students earn a C- or lower average in 8th grade level I world language studies, repeating level I of THE SAME language is STRONGLY advised.***

German I is designed to teach the fundamentals of the German language and culture. At the end of German I, students will have achieved basic understanding in listening and reading, as well as novice-mid proficiency in speaking, comprehending and writing the German language. Students will learn about the culture of the German-speaking world through regular “culture days”, which explore aspects of everyday life as well as holiday customs and traditions.

## **GERMAN II**

Grades 9-12

1.0

### ***Prerequisite: German I***

In German II, students will expand and develop their language skills and knowledge of German culture. Continued development in listening comprehension, speaking, reading and writing is emphasized with more complex grammatical structures and the use of the future and present perfect verb tenses. German II students will be able to ask and answer questions about the future, give commands, provide recommendations, offer help, and report past events. Additionally, they will be able to read and analyze authentic short texts and comprehend appropriately paced conversational German. Increased oral communication is expected, as students reach for novice-high proficiency.

## **GERMAN III**

Grades 10-12

1.0

### ***Prerequisites: German I and German II***

German III students employ an expanded vocabulary to narrate and describe in multiple time frames and create descriptions, comparisons, and recommendations in German. Students will explore the grammatical case system, the simple past tense, and the use of prepositional phrases. Daily oral communication and increased comprehension and writing practice are necessary as students reach for the intermediate-low level of language proficiency.

## **GERMAN IV**

Grade 11 or 12

1.0

### ***Prerequisites: German I, German II and German III***

Students in German IV work on refining their proficiency in speaking, listening, reading, and writing skills, with a goal of intermediate-mid proficiency. The course stresses active communication with an emphasis on the following: the ability to comprehend formal and informal spoken German; the acquisition of vocabulary and a grasp of structure to allow the reading of both newspaper articles and authentic modern literature; the ability to compose expository pieces, and the ability to express ideas orally with increased accuracy and fluency.

## GERMAN V

Grade 12

1.0

*Prerequisites: German I, German II, German III and German IV*

German V students continue to refine their proficiency in speaking, listening, reading, and writing skills with a goal of intermediate-high proficiency. The course stresses active communication with an emphasis on the following: the ability to comprehend formal and informal spoken German; the acquisition of vocabulary and a grasp of structure to allow the reading of both newspaper articles and authentic literature; the ability to compose expository pieces, and the ability to express ideas orally with accuracy and fluency.

**\*\*\*Students that are heritage (speak Spanish at home) or native speakers, should be prepared to take a placement test to determine the appropriate level of language to begin their studies. Native speakers with advanced Spanish language skills should consider challenging themselves by taking German.**

## SPANISH I

Grade 9-12

1.0

*Prerequisite: Students must be enrolled in an academic English class for 9th grade in order to qualify for level I or II of language studies. If students earn a C- or lower average in 8th grade level I world language studies, repeating level I of THE SAME language is STRONGLY advised.*

Students will learn basic vocabulary and basic grammar during the first year course. They will develop listening and speaking skills as they begin to understand spoken Spanish and converse in simple sentences. Students will also develop reading and writing skills in the target language, and they will be exposed to Hispanic culture as they “travel” via their text to several places in the Spanish-speaking world.

## SPANISH II

Grade 9-12

1.0

***Prerequisite: Spanish I***

Students will increase their basic vocabulary and their understanding of basic grammar. They will be encouraged to express themselves in more complex sentences and to strive to increase their speaking, listening, reading and writing proficiency. The students will continue to study the culture of Hispanic countries.

**SPANISH III**

Grade 10-12

1.0

***Prerequisites: Spanish I and Spanish II***

Students are exposed to an increase in vocabulary, and additional grammar. The review of basic grammatical concepts is necessary in order to progress to advanced levels. Students will be introduced to the perfect past tense and continue to explore Hispanic culture through “travel” via their textbook. More emphasis is placed on reading and discussing short stories, as well as writing compositions. Students are encouraged to apply this knowledge in discussions using the language. A wide variety of current topics are covered.

**SPANISH IV**

Grade 11 or 12

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1.0

[Dual Enrollment Option](#)

***Prerequisites: Spanish I, Spanish II and Spanish III***

Spanish IV is intended to combine grammar, literary and conversational aspects of the language. Although grammar constitutes a smaller percentage of class time, its application is stressed in both literary and conversational units. Students will be introduced to additional tenses, such as the imperfect past tense and the future tense and their application will be stressed in both literature and conversation. The literature of the Hispanic world will be read and discussed in the target language. Increased emphasis is given to everyday conversational situations.

**SPANISH V**

Grade 12

1.0

[Dual Enrollment Option](#)

***Prerequisites: Spanish I, Spanish II, Spanish III and Spanish IV***

Spanish V is designed for students interested in refining their proficiency in speaking, listening comprehension, reading, and writing with a goal of intermediate high proficiency. The course, conducted primarily in Spanish, stresses active communication with an emphasis on the following: the ability to comprehend formal and informal spoken Spanish; the acquisition of vocabulary and a grasp of structure to allow the reading of both newspaper articles and literature; the ability to compose expository pieces, and the ability to express ideas orally with accuracy and fluency. The course will be executed around FOUR themes: *Global Challenges, Science and Technology, Contemporary Life, and Beauty and Aesthetics*.

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## [LCTI Course Catalog](#)

Click here for [LCTI's 2020 - 21 Course Catalog](#)