2018 - 2019

PROGRAM OF
STUDIES
GRADES 9-12

PENNSBURY SCHOOL DISTRICT
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Additionally, well-trained and experienced counselors are available to ethical, and critical thinkers for lifelong success in a global society. Pennsbury School District prepares all students to become creative, recognizing our proud traditions and diverse community, the mark of an educated, mature person is the ability and willingness to take risks; a safe educational environment promotes a sense of security and willingness to develop his/her potential to learn and grow; strong character fosters good citizenship; every student deserves the opportunity to develop his/her potential to learn and grow; intelligence can be developed through attitude, effort, and perseverance.

INTRODUCTION

Students’ success beyond graduation may depend upon how wisely they plan their secondary school program. Success may also depend on how well students invest their time and talents in using resources available in the Pennsbury School District. Each year, students will be asked to choose from among the many courses and activities offered at Pennsbury. The information contained in this booklet should provide a helpful background to students and their parents. Additionally, well-trained and experienced counselors are available at all schools to assist in planning an appropriate program of studies. Furthermore, Pennsbury has well-equipped libraries of reference books, pamphlets, internet resources, and other related materials which students should consult in planning a suitable high school program in preparation for college attendance or career work.

The mark of an educated, mature person is the ability and willingness to think ahead, to choose wisely, and to exercise the self-discipline needed for daily achievement. Making choices can be difficult; it is by those choices that one commits to a focused direction. It is our hope that students will utilize this Program of Studies booklet to carefully plan their high school course of study with the involvement of fellow students, parents, teachers and counselors.

Remember to keep the following factors in mind when planning an appropriate program of study:

a) Students must meet Pennsbury’s graduation requirements.

b) Students should choose courses that meet their academic needs.

c) Students should keep college/career goals and requirements in mind when selecting courses.

d) Students must maintain a good record of achievement in class work in order to assure a good grade.

SCHOOL COUNSELING

The counseling services available at Pennsbury are many and varied. School counselors confer with students, and often with their parents, about abilities and interests, scholastic progress, course selection and vocational goals. They also discuss how and when to apply for admission to college. Students will be given access to Naviance, which is a comprehensive college and career planning tool that allows students, parents, and guidance counselors to organize and track the college application process. During the course selection process in grade 9, with the help of a guidance counselor, each student will receive his or her unique “registration code” and be guided through the process of setting up an account. Besides encouraging students to maintain their best level of academic achievement, counselors also remind students about activity/club involvement and citizenship/community service activities. Pennsbury students are also provided with appropriate standardized testing materials from The College Board and the American College Testing Program in addition to pertinent college and financial aid deadline information.

PROCEDURE FOR COURSE SELECTION

1. Review the Program of Studies including the departmental requirements/prerequisites.

2. Consult with parents, teachers and counselors to select courses. Use course selection sheets at the end of this booklet as a reference.

3. Students will complete course selection by using the Home Access Center (HAC). The students will enter their course selections and select 7.5 credits of coursework.

4. Students are encouraged to select alternate courses for electives.

5. Students who are changing academic levels will be required to get a teacher recommendation. Teacher recommendations will be based on performance, test scores and other objective data. If the parent chooses to override the teacher recommendation, a form is completed, signed by parent and returned to the guidance counselor.

6. All course selection sheets must be signed and approved by the parents/guardians and the school counselor. After this approval has been given, subsequent changes will be considered only if they adhere to the Change/Drop Policy, found on page 7 of this document.

MINIMUM GRADUATION REQUIREMENTS

Graduation from Pennsbury High School requires the satisfactory completion of not less than 27 credits (with four credits required in English, social studies, mathematics and science); and demonstrated proficiency on the Algebra 1, Literature and Biology Keystone exams.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Arts or Humanities</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health, Safety, &amp; Physical Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>7 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27 credits</strong></td>
</tr>
</tbody>
</table>

*Total minimum diploma requirements. Most students accumulate 30 credits.

- **Arts:** For the purpose of Chapter 4, “arts” shall be defined as visual arts, music, dance, film studies, family & consumer sciences, technology education and vocational technical education.

- **Humanities:** For the purpose of Chapter 4, the humanities shall be defined as subjects that embrace literature, languages, history, philosophy, or additional courses in English and social studies.

Courses taken in grades 7 and 8 do not count toward graduation, nor are they recorded on the high school transcript.

In grades 9 through 12, all students are required to take the following subjects: (1) 18-week course per year of English; (1) 18-week course per year of social studies; (1) 18-week course of physical education; a combination of 9-week and 18-week courses to total 4 credits in mathematics and in science, and two credits of arts or humanities. (An additional English or social studies course may be substituted for the arts/humanities requirement.) Certain subjects, because of their dependence on previous preparation, can be elected in upper class years only; further study of certain sequential subjects, such as World Languages, depends upon success in previous courses.

**Example of Minimum Four-Year Roster**

<table>
<thead>
<tr>
<th>Course Topic</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>English</em></td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td><em>Social Studies</em></td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Ed**</td>
<td>0.25</td>
<td>0.25</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Health**</td>
<td>0.25</td>
<td>0.25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts/Humanities</td>
<td>1.0</td>
<td>1.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Elective</td>
<td>2.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

*A credit of English and Social Studies must be included in each year’s program.

**25 credits of PE must be scheduled in 9th and 10th grades and 50 credits in 11th and 12th grades. In addition, .25 credits in Health must be included in both 9th and 10th grades.

**DEMONSTRATION OF PROFICIENCY**

All students are required by the Pennsylvania Department of Education to demonstrate proficiency on the Algebra 1, Literature and Biology Keystone Exams to be eligible for graduation. Students will have multiple opportunities to retake the exams if they are not proficient. After multiple attempts, a student may become eligible to fulfill the proficiency requirement through a Project-based Assessment designed by the Pennsylvania Department of Education.

**TIMELINE FOR PLANNING AN APPROPRIATE PROGRAM OF STUDIES**

Students have the freedom to elect a variety of subjects that can strengthen their academic background and contribute to future scholastic success. Therefore, it is strongly recommended that students schedule more than the minimum number of high school courses required for successful admission to college or other post-secondary schools.

**GRADE 9**

Sept: Concentrate on course work.

Oct: Begin club/activity involvement.

Nov–Jan: School Counselors will give students an overview of the course selection process. Counselors will meet with students to explain course selection procedures and requirements.

Feb: AP recommendations are made by teachers.

Feb–April: Students should finalize their course selection for sophomore year.

**GRADE 10**

Sept: Register for the PSAT/NMSQT.

Oct: Take the PSAT/NMSQT. Concentrate on school-work.

Nov–Jan: School Counselors will meet with students to explain course selection procedures and requirements.

Feb: AP recommendations are made by teachers.

Feb–April: Students should finalize their course selection for junior year.

March: Take Pre-ACT.

April: Students in accelerated science and mathematics courses should discuss registration for the May or June administration of the SAT II Subject Tests with the school counselor.

May: Students in AP classes should take AP examinations; consult with the Advanced Placement teacher and school counselor.

June–Sept: Consider making exploratory college visits on weekends and during the summer. Explore summer programs to enhance possible career interests.

**GRADE 11**

Sept: Register for the PSAT/NMSQT. Consult with the school counselor about SAT/ACT tutoring programs, if appropriate. Continue to explore career/college/vocational information. Begin gathering information about financial aid and scholarships.
Oct: Take the PSAT/NMSQT. This is an opportunity to qualify for the National Merit Scholarship Program. Concentrate on course work.

Nov–Jan: Counselors will meet with students to explain course selection procedures and requirements. Students should consult with the Guidance Department about when the SAT I, SAT II, ACT and TOEFL (if appropriate) are offered. Develop a strategy with the school counselor regarding the best time to take these tests. Also, if in an AP class, consider taking the Advanced Placement test in May. Contact colleges of interest for information. Develop a list of appropriate schools and/or colleges. Keep the information received from colleges in an organized format.

Feb: AP recommendations are made by teachers.

March: Attend the Junior Parent Night where the college process, NCAA and other important information are discussed.

Feb–April: Students should finalize their course selection for senior year.

March–June: Students applying to selective colleges need to consider registering for the SAT II Subject Tests. This should be discussed with the school counselor, especially in the case of early decision or early action candidates. If possible, plan a tour of colleges during the spring.

May: If in an AP class, take the AP examination. Consult with the Advanced Placement teacher and school counselor. Request that AP scores be sent to colleges students are considering.

June–Sept: If students have not already done so, visit schools which are application possibilities. Request an application and financial aid materials. Students may also schedule an interview with the admissions office. Start writing college essays. If necessary, begin /continue preparing art portfolios, audition videotapes and/or auditions. Complete Student Activities sheet as well as the Parent Brag Sheet.

Sept–Dec: Request/download additional application and financial aid packets from the colleges still under consideration. Some applications will be available in the guidance office. Meet with college admissions representatives when they visit the high school. Students may want to make visitations at this time to colleges on their final list of choices.

Deliver counselor forms from applications to the guidance office. Include the Transcript Request Form for each college to which students are applying. Please include the appropriate postage and addressed envelopes when needed. Some transcripts can be sent electronically, however, special postage must also accompany each application. Keep track of all admission application deadlines and scholarship deadlines for colleges of interest. Submit the CSS/Financial Aid Profile online, if appropriate.

Consider registering for the SAT I, SAT II, or ACT. Consult with the school counselor.

Students who plan to play sports in college should submit the NCAA Clearinghouse Forms, see page 9 for more information.

Consult the scholarship section of the Naviance program on a regular basis for scholarship information.

Complete essays for college applications when required. Consult with appropriate teachers/experts for feedback on essay work.

Contact selected teachers for letters of recommendation as required by colleges. Make requests as early as possible to give teachers adequate time to complete and send letters.

Oct: Attend Senior Parent Night where the college process for seniors and financial aid is discussed. Submit the Free Application for Federal and State Aid (FAFSA) online. Observe the application and financial aid deadlines of colleges.

Jan–Feb: Submit mid-year grade report forms (when required) to the guidance office with the appropriate postage and addressed envelopes.

May: If in an AP class, take AP examination. Consult with the Advanced Placement teacher and school counselor. Request that AP scores be sent to the student’s college of choice.

June: Request that final grades be sent to the student’s college of choice.

**MINIMUM PROMOTION REQUIREMENTS**

1. To be classified as a sophomore, a student must accumulate 6.5 credits at the end of grade 9.

2. To be classified as a junior, a student must have accumulated 13 credits (including 2 credits of English, 2 credits of social studies and 1 credit of physical education). In addition, students must have passed geometry or have selected a geometry course for their junior year in order to earn junior status.

3. To be classified as a senior, a student must have accumulated 19.5 credits. Students will not be classified as seniors unless they are eligible to graduate in June of the senior year.

Students who fail a subject required for graduation must attend summer school to make up deficiencies. Failure to do so may delay graduation. Under certain circumstances students may be tutored. The tutoring must be approved and monitored by the building principal, the school counselor and the curriculum coordinator. Please refer to the private tutoring policy on page 8. The principal must approve any exception to these requirements.

**FAILURE TO MEET MINIMUM REQUIREMENTS**

Any student attending Pennsbury High School who receives an “F” in a course taken during the regular school year receives no credit(s) towards graduation for that course(s). Students who either need the course, or want to earn the credit(s) lost by failing a course(s) during the regular school year, may opt to:

A. Enroll in a summer school program approved by the Pennsbury School District.

B. Enroll in an after-school program approved by the Pennsbury School District, including the Credit Recovery Program.
recognizing the need for increased individualization of educational opportunities for young people, the Pennsbury School District has approved certain instructional programs that will permit high school students to complete their requirements for graduation in a manner that best suits their individual needs. It is the responsibility of students and their parents, after consulting with staff and counselors, to plan programs that have reasonable and feasible vocational and educational goals for satisfying these requirements.

Under present guidelines, it is almost impossible to reduce the total educational experience for students from twelve years to eleven years or less. It must be emphasized that students will attend school for a full-time, four-year program as outlined. Therefore, most students will be able to accumulate a total of 30 credits, which will allow them to meet the requirements for post-secondary education, acquire skills to enter the job market upon graduation, or have a planned program that leads to flexible options upon graduation. However, if any of the options (described below) are chosen, and waivers are submitted, much of the responsibility for exercising any option must be assumed by the student and parent (who best know and understand completely the educational and vocational goals of the individual). For successful completion, these options depend on open channels of communication among students, parents, and educators. After reading the material that follows, it will be apparent that once decisions have been made and options taken, retracting steps or making second or third choices will not only be difficult but practically impossible without loss of time (in some instances, loss of credits; in others, at considerable financial cost to the family) or possible delay in graduation.

Eleventh grade students have choices or options concerning their senior year.

They are as follows:

1. Complete required make-up work in an approved summer school program immediately following the senior year.
2. Complete the required make-up work in a Standard Evening High School Program during the academic year immediately following the senior year.
3. Complete the required make-up work in the summer with an approved tutor (see page 8).
4. Under extenuating circumstances, explained and submitted in writing to the principal, a student may request an extension of completion time beyond one year following the senior year.

**GRADUATION OPTIONS**

Recognizing the need for increased individualization of educational opportunities for young people, the Pennsbury School District has approved certain instructional programs that will permit high school students to complete their requirements for graduation in a manner that best suits their individual needs. It is the responsibility of students and their parents, after consulting with staff and counselors, to plan programs that have reasonable and feasible vocational and educational goals for satisfying these requirements.

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Eleventh grade students have choices or options concerning their senior year.

They are as follows:

1. Regular full-time four-year enrollment with graduation in June at the end of the senior year (applicable to most students).
2. Concurrent enrollment in college or post-secondary educational institution. Note: Courses taken at college are not included on the high school transcript. Students should include the college transcript with their applications to colleges.
3. In unusual situations, enrollment in a Standard Evening High School.
4. Senior year (or second 18 weeks) "in absentia." A student may request to receive approval to complete the senior year (or second 18 weeks of senior year) "in absentia" if accepted by a college at the end of the junior year or after the first 18 weeks of the senior year. A student who requests to receive approval to complete the senior year (or second 18 weeks of senior year) "in absentia" must have earned a GPA of 3.0. The GPA of 3.0 must be maintained at the time the student leaves to participate in the senior year (or second 18 weeks) "in absentia." Upon successful completion of the freshman program at college with a "C" or 2.0 average, the student will receive a diploma from Pennsbury High School and will be eligible to participate in commencement exercises. It is generally agreed that a minimum of 24 semester hours constitutes one full year of college (12 semester hours per semester) unless otherwise specified by the institution.

Note: Students must submit their college transcript to their counselor upon successful completion of their college program. Students should include the college transcript with the final high school transcript to be sent to their college of choice.

5. A student may request a waiver of full-time attendance to attend a secondary school in a foreign country for a semester or a full year. Each request will be considered individually because secondary programs abroad are not uniform in course offerings. The student will submit an outline of the courses to be taken abroad and upon completion of the program must submit the following: (1) list of courses completed, including hours of instruction; (2) grades received from the school attended; and (3) syllabus of the courses. This portfolio will be reviewed to determine the number of credits, if any, which can be applied to the Pennsbury diploma.

**APPLICATIONS/PROCEDURES FOR OPTIONS**

1. Students wishing to apply for a waiver of the full-time four-year requirement shall develop an appropriate educational and vocational plan to meet their specific needs. This plan must be developed at the written request of parents with the assistance of the school counselor.

2. If the educational plan for the individual student seeks a waiver of the full-time four-year enrollment requirement, the request of the student and parent must be submitted to the building principal through the counselor. The letter should contain specific details outlining the educational and vocational plan to be pursued. This request should be submitted at regular program planning time but no later than June of the current academic year.
3. The high school principal shall review the request and make a decision on the basis of the individual’s needs and the adequacy of the plan to meet these needs. The principal will notify the student and parents and a copy of the decision will be placed in the student’s cumulative file.

4. If the student and parents wish to appeal the decision of the principal, a letter requesting reconsideration of the principal’s decision shall be sent to the Assistant Superintendent of Curriculum & Instruction for investigation and appropriate action.

5. If a released-time option is approved, the student must arrive and attend scheduled classes, then leave the school building and grounds in order to pursue the approved work, work-study, or college released-time program. Any other requirements of the individual program must be satisfied.

6. The student and/or parent must provide transportation to carry out the optional program.

7. The student and/or parent must accept the responsibility for obtaining college acceptance when pursuing a released-time program in grade 12.

8. In all instances requiring acceptance by college or other school, it must be understood that the final decision regarding the acceptance of the student rests with the college admissions office, and that the student must keep the high school informed of his/her status. In addition, during the “in absentia” period, the student must make arrangements with the appropriate high school personnel regarding commencement, cap and gown measurements, yearbook, prom and all other items connected with graduation.

9. Upon program completion, students must submit their college transcript to the school counselor and should send an official copy of the college transcript to their college of choice.

**COURSE CHANGE/DROP POLICY**

Selection of courses for the next school year is completed between November and January. Before making course selections, students need to reflect upon their previous academic work. Course selection decisions are to be firm decisions thoughtfully made by students after careful consultation with parents, teachers and counselors. When planning for course selections, students should review their prior academic strengths and weaknesses, special interests and aptitudes, and future college and/or career plans.

It is important for our school community to honor an appropriate course selection process as all changes made after January create budgetary, scheduling, and staffing difficulties. Such changes are only made when absolutely necessary and prior to the deadline for course changes (April 27th).

Changes after the April 27th deadline, whether for the first or second 18-weeks of classes, cannot be honored if they are made for the following reasons:

1. **Teacher preference**
2. **Reduction of course level because of academic difficulty**
3. **Reduction of course level because of outside employment**
4. **Change of mind due to personal preference or course content**

The only course changes that may be submitted after the April 27th deadline are those that are a result one of the following circumstances:

1. A student is in need of meeting credit requirements for graduation.
2. Changes are necessary as a result of passing summer school courses.
3. The student wishes to take a more academically rigorous course.
4. There is evidence of a physical or mental health handicap that may impair the health and welfare of the student. As supporting evidence, a certifying statement from a physician must be filed.

In addition, changes after the deadline must meet the following conditions: (1) the request is made in writing; (2) it is to be reviewed by parents and school counselors in a conference set up at the convenience of both; (3) the request is granted administrative approval; and (4) the student plans to maintain the same number of credits carried prior to the request.

**Note:** If a student withdraws from a class after college applications have been sent out, the colleges will be notified of the change.

If, in very unusual circumstances, a course change request is submitted in writing with a parent’s signature and is approved by administration, the following procedures shall be followed:

1. Administrative approval must be granted for a student to withdraw from a class.
2. The report card/transcript will reflect a WP or WF to indicate if the student withdrew with a passing (WP) or failing (WF) grade.
3. Students need administrative approval in order to bypass course pre-requisites.

**A FLEXIBLE EDUCATIONAL PROGRAM**

Since it is the Pennsbury School District’s mission to prepare each student to achieve his or her highest potential and to demonstrate mastery of skills and talents, a flexible education program has been created. There are, however, some basic requirements designed to give all students a sound educational background and some restrictions concerning the year in which certain subjects may be studied. Beyond these, students may select courses that are best suited to their abilities, interests, and future plans. It is suggested, however, that every student select enough elective courses, in one or two areas, to gain a good foundation for further study or immediate employment opportunities upon graduation. Prospective employers and college admissions staff will study the applicant’s record to determine what quality of performance has been achieved throughout the high school program and in what fields the student has shown continued interest and accomplishment.
GRADE POINT AVERAGE

GPA is calculated by using grades earned in all courses including PE/Health. Passing grades of Pass/Fail are not included in GPA; however failure of a Pass/Fail course is included. Grade point average will be reported on student transcripts.

The GPA metric for unweighted and weighted courses is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
<th>Regular</th>
<th>Honors, AP, Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>3.88</td>
<td>4.88</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td>4.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
<td>0.67</td>
</tr>
<tr>
<td>F Below 60</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

HONORS/ADVANCED PLACEMENT COURSES

HONORS

Honors courses are provided within English, Social Studies, Science, Mathematics and World Language subject areas.

The purpose of the Honors Program is to provide a more rigorous and demanding academic challenge for recommended students. Success in honors courses is largely determined by motivation, attitude, and previous academic preparation.

Initial entry into an honors course is defined by specific criteria developed by school leaders.

Recommendation for assignment to honors sections is based on past achievement in the subject, teacher grades, and standardized test results. Assignments to honors sections begin the mid-year of Grade 8 at the time of program planning and each year thereafter. Students, with advice from parents, have the option to accept or reject assignments to honors sections.

While a student’s past achievement will be used to recommend a student for Honors and Advanced Placement (AP) courses, parental requests will also be given due consideration.

ADVANCED PLACEMENT

The Advanced Placement (AP) Program is a cooperative educational endeavor of The College Board. Based on the fact that many students are able to complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. Like other programs of The College Board, this program is national, its policies are determined by representatives of member institutions, and its operational services are provided by the Educational Testing Service.

Advanced Placement serves three groups: students who wish to pursue college-level studies while still in secondary school, schools that desire to offer these opportunities and colleges that wish to encourage and recognize such achievement.

In May of each year, students in the AP Program are encouraged by Pennsbury to take the AP examinations of The College Board. The College Board determines the cost of the AP examination yearly. Participating colleges grant credit and appropriate placement, or one of these, to students who have done well on the examinations (scores of 3, 4, or 5). Thus, the AP Program is an instrument of cooperation that extends the educational opportunities available to students by effectively relating college-level courses at thousands of high schools, to appropriate credit and placement at the colleges that students eventually attend.

The AP Courses currently offered at Pennsbury High School include:

- AP Art History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP French Language & Culture
- AP German Language & Culture
- AP United States Government & Politics
- AP Macroeconomics
- AP Microeconomics
- AP Modern European History
- AP Music Theory III
- AP Physics I
- AP Physics II
- AP Psychology
- AP Physics C – Mechanics
- AP Spanish Language & Culture
- AP Statistics
- AP United States History

INDEPENDENT STUDY

Independent Study is a series of learning experiences, activities and/or projects by self-motivated students who are eager to learn on their own with the supervision of a professional staff member. The student interested in Independent Study must be willing to accept responsibility, be intellectually curious, and have goals that extend beyond meeting minimum requirements in and out of school. In order to receive a grade, all course work must be completed according to the course guide.

Independent Study is utilized when a student has exhausted the available course offerings within the requested content area. By providing for the interest and needs of individuals, independent study allows students the opportunity to pursue topics, interests, or
experiences beyond the present course offerings. In addition, independent study should broaden the students’ horizons and offer them the opportunity to make valuable independent decisions.

All applications for independent study must be made by May 1st. A student interested in independent study picks up the Independent Study Information Packet in the School Counseling Office. Students are encouraged to discuss the independent study option with their school counselor before submitting an application. After reviewing this packet, a student completes the Independent Study Application form and should identify the staff member being requested to serve as the mentor. The student submits the application form to his or her counselor. If the application falls within the approved parameters of independent study, the counselor forwards the form to the prospective staff member. If the counselor has concerns about the application, he or she will conference with the student.

After the application is forwarded to the staff member, he or she will decide whether to serve as the student’s mentor for the independent study. Staff members are under no obligation to participate in independent study and cannot be directed to provide independent study for students. If the staff member approves the application, he or she will forward the application to the Curriculum Coordinator for approval. Upon review, the Coordinator will return the application to the counselor for final review by the Principal. If the application is declined at any level, the counselor will notify the student.

Students should keep in mind that because of illness, resignation or retirements, there is no guarantee that a staff member will be able to fulfill the role of mentor in an independent study. In cases where the staff member is no longer available, the counselor will contact the student. The student will have to schedule a traditional course or pursue another mentor.

Independent Study Checklist for Students:

- Complete Application.
- Make sure each section of the application is completed.
- Ensure that the application falls within Independent Study types and purposes.
- Identify a staff member to serve as a mentor.
- Submit application to your school counselor before May 1st.

REPORT CARDS

Our report card, posted on the Home Access Center four times a year, reports the educational progress of a student’s mastery of skills, application of knowledge, and demonstration of comprehension related to academic achievement. These final grades represent an average of the marking periods, assigned 80% weight, plus the score on the mid-course and end-of-course common assessments, assigned 20% weight. A composite rating is represented by a letter grade interpreted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Superior</td>
</tr>
<tr>
<td>A</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>Below Average</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
</tr>
<tr>
<td>D</td>
<td>Pass</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Additionally, students and parents may be notified of unsatisfactory or outstanding performance by oral or written reports or in a conference mutually convened to communicate student problems or progress.

HONOR ROLL

An academic honor roll of students Grades 9-12 is issued after the close of each marking period. To be eligible, a student must demonstrate A or B performance in all subjects.

MID-COURSE ASSESSMENTS (MCAs) and END-OF-COURSE ASSESSMENTS (ECAs)

PURPOSE:

Common assessments, projects, evaluative tools or culminating activities required or administered at the mid-point or the end of a course or program serve these purposes:

1. They provide an opportunity for teachers and students to review cumulative learning within a course or program:
   a. Basic ideas
   b. Key concepts
   c. Major skills for successful achievement

2. They help to evaluate the degree to which students have achieved stated course or program objectives.

3. They provide learning experiences similar to performance-based requirements for employment and advanced education.

EVALUATION:

1. Mid-Course Assessments (MCAs) and End-of-Course Assessments (ECAs) performance constitute one-fifth (20%) of a student’s final grade for a course.

2. The student’s performance on MCAs and ECAs provides the teacher with corroborative evidence of a student’s achievement throughout the course or program.

REQUIREMENT:

1. All students must take MCAs and ECAs designed for the course or program. Courses or programs not requiring MCAs or ECAs will be determined by teacher, coordinator and principal.

2. Students must attend their MCAs and ECAs as scheduled. To request a postponement of such assessments, a student’s parent or guardian must make a request in writing to the administration. Only an administrator can approve the postponement of an MCA or ECA.

3. If a student is too ill to attend his or her MCA or ECA at the scheduled time, the parent or guardian must notify the attendance office and a verification of illness from a physician will be required.

4. Students who do not attend the MCA and/or ECA as scheduled, and do not have a doctor’s note or an approved postponement, will receive an “F” for the corresponding percentage of the MCA and/or ECA grade.
THE GIFTED PROGRAM

A class titled Gifted Practicum is available to students classified as Mentally Gifted. The Gifted Practicum will consist of seminar-style learning experiences. The practicum will be research-based and require in-depth investigations that are essential to academic achievement. This study will enhance the student’s ability (1) to analyze, evaluate and apply information; (2) to communicate significant knowledge and understanding; and (3) to use technology effectively.

Generally, students classified as Mentally Gifted may select one practicum per year during grades 9-12. Upon special request, students may be able to take more than one practicum course in a given year. Each student will have the opportunity to explore the practicum theme exploring his/her own strengths and interests. Furthermore, the practicum will be worth 1.0 credit and carry a weighted grade, provided the final grade meets the criteria for a weighted grade.

A Gifted Support Teacher will facilitate the selection of topics and develop links to resources in the community. Gifted Support Teachers will also monitor the student’s GIEP.

STANDARDIZED TESTING PROGRAM

The official standardized testing program administered to the students of the Pennsbury School District is outlined below. The program is designed to provide information concerning the proficiency of all children in the district on standardized tests of scholastic aptitude and academic achievement in basic areas.

The results of these tests provide a continuing record of each child’s progress in comparison with national norms. They are also an invaluable aid to the child’s teacher and counselor in diagnosing individual strengths and weaknesses, in order to provide more effective individualized instruction.

A child’s scores on these tests will be checked carefully and maintained in the school record. A routine report of the current scores with interpretative materials will be sent to the parents. No individual or agency outside of the school system will be permitted to inspect a child’s record without the parent’s written permission.

PENNSYLVANIA KEYSTONE EXAMS

The Keystone Exams are assessments designed to evaluate proficiency in academic content. Students must demonstrate proficiency on the Algebra 1, Literature, and Biology Keystone Exams to graduate. Students who do not demonstrate proficiency will be offered multiple opportunities to take the Keystones throughout their high school careers. If after multiple attempts, students are not proficient on the Keystone exam, students may be required to take a Project-Based Assessment Course that has been created by the Pennsylvania Department of Education.

PROCEDURES FOR PRIVATE TUTORING

When students choose private tutoring to make-up a failed course(s) in order to meet graduation requirements, the following procedures must be followed:

- The student or parent must inform the school counselor of his/her desire for private tutoring.
- The counselor will provide the student or parent with name(s) of a certified teacher(s) whose certification (copy of certification) is on file with the Pennsbury School District.
- The counselor will contact the department chairperson who, in conjunction with the coordinator, will provide the counselor with the text, course of study and all other materials needed for the tutoring.
- An appropriate final exam, administered under the supervision of the school, will be required at the conclusion of the tutoring. Alternate subject area exams will be utilized rather than departmental exams.
- The tutor will maintain a log of hours tutored with the provision that no more than 10 hours will be completed in one week. The folder of the work completed by the student, including quizzes, tests and other work, must be submitted to the counselor at the conclusion of tutoring, along with the tutor log sheet. The folder must include the recommended grade for the course.
- The folder and grade will be reviewed by the department chairperson and the building principal before the grade is entered.

The tutor will maintain a log of hours tutored with the provision that no more than 10 hours will be completed in one week. The folder of the work completed by the student, including quizzes, tests and other work, must be submitted to the counselor at the conclusion of tutoring, along with the tutor log sheet. The folder must include the recommended grade for the course.

- Make up credits require 30 hours of private tutoring for a 1.0 credit course and 15 hours for a 0.5 credit course.
- Any financial arrangements are to remain between the tutor and the student/parent.

NATIONAL HONOR SOCIETY

Pensbury has a chapter of the National Honor Society whose purpose is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Pennsbury School District.

Membership of this chapter shall be known as active and graduate. Active members, upon graduation, become graduate members and have no vote.

Candidates shall have spent at least one semester in the Pennsbury School District and shall be members of the Junior or Senior class. Candidates eligible for election to the chapter shall have a scholastic average of not less than a 3.5 GPA. This scholastic level of achievement shall remain fixed, shall act as the required scholastic achievement needed for membership in this chapter and must be maintained throughout the senior year. All students who can rise in scholarship to or above, such standard level, shall be admitted to candidacy for election to membership. Eligibility shall then be considered on students’ service to the school community, the community at large, leadership and character. Therefore, students should become involved in school-sponsored clubs/activities/sports and perform community service or volunteer work (totaling at least 15 hours in grade 11 and documented on organization letterhead, signed by the student’s supervisor) early in the high school career.
NCAA ELIGIBILITY

If a student intends to participate in NCAA Division I or II college athletics as a freshman, the NCAA Eligibility Center must certify the student’s eligibility. The student must achieve certain academic criteria in high school in order to be eligible to participate in college athletics. **Students and their parents will work together with the student’s Counselor, Coach, and/or Athletic Director to obtain the most recent list of Pennsbury’s approved courses on the NCAA website [www.eligibilitycenter.org](http://www.eligibilitycenter.org).** Course modifications and new courses are submitted to the NCAA each year. Therefore, it is very important to check yearly for any changes in course approvals and eligibility requirements. If eligible, interested students need to submit a NCAA Eligibility Center application online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) after the conclusion of the junior year. Remember, meeting minimum NCAA eligibility requirements will not guarantee admission into the college of choice. Coaches and parents should work with the counseling department on strategies for student’s college admission.

**Note:** NCAA eligible courses are identified through the use of the following:

BUCKS COUNTY TECHNICAL HIGH SCHOOL

Pensbury students (grades 9-12) may opt to attend the Bucks County Technical High School (BCTHS). BCTHS maintains a comprehensive curriculum that includes academics and a multitude of career programs. The career program is organized into five separate academies. Students enroll in one academy as their major field of study. Most program offerings have post-secondary articulation agreements with technical colleges that enable the students to further their education. Students must complete a BCTHS application to be considered for admission. Selection is based upon academic achievement, aptitude, attendance records, discipline records and availability of openings in programs. Applications may be obtained from the school counselor or by calling BCTHS at 215-949-1700 and asking for Pupil Services.

CHILD FIND

In compliance with state and federal law, notice is hereby given by the Pennsbury School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services (eligible students.) If your child is identified by the District as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive development disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Mentally gifted
5. Multiple disabilities
6. Traumatic brain injury
7. Other health impairment
8. Orthopedic impairment
9. Emotional disturbance
10. Specific learning disability
11. Speech or language impairment
12. Deaf-blindness

If you believe your school-age child may be in need of special education services and related programs, or young child (age 3 to school-age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the District’s public school program. Requests for evaluation and screening are to be made in writing to the appropriate Special Education Supervisor listed in the chart below:

<table>
<thead>
<tr>
<th>Supervisor Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Sherri Morett</td>
<td><a href="mailto:smorett@pennsburysd.org">smorett@pennsburysd.org</a></td>
</tr>
<tr>
<td>Ms. Colleen Bell</td>
<td><a href="mailto:cbell@pennsburysd.org">cbell@pennsburysd.org</a></td>
</tr>
<tr>
<td>Mr. Robert Johnson</td>
<td><a href="mailto:rjohnson@pennsburysd.org">rjohnson@pennsburysd.org</a></td>
</tr>
<tr>
<td>Mrs. Erin Schwenk</td>
<td><a href="mailto:eschwenk@pennsburysd.org">eschwenk@pennsburysd.org</a></td>
</tr>
<tr>
<td>Mr. Peter Carfagno</td>
<td><a href="mailto:pcarfagno@pennsburysd.org">pcarfagno@pennsburysd.org</a></td>
</tr>
<tr>
<td>Mr. William Jeffreys</td>
<td><a href="mailto:wieffreys@pennsburysd.org">wieffreys@pennsburysd.org</a></td>
</tr>
</tbody>
</table>

**NOTE:** Additional supportive classes are also available for children with disabilities. Placement and enrollment in such classes shall solely be decided by each individual student’s individualized education program team. Such classes are not open for enrollment for all students.
AIR FORCE JROTC

Pennsbury High School is excited to offer students in grades 9-12 the opportunity to participate in the Air Force Junior Reserve Officer Training (JROTC) program. Science courses offered within the academic curriculum are Science of Flight, Frontiers of Aviation, and Exploration of Space, with each course comprising 108 hours of instruction across the academic year. Additionally, all students receive 72 hours of leadership and interpersonal communication skills instruction which is taught in a teamed approach within the aerospace science course. AFJROTC classes will meet as a single period in a student’s schedule and is credited as an elective science.

Students in grades 9-12 may elect the AFJROTC curriculum at the 4.0 level of academic challenge.

All students are required to wear provided Air Force uniforms once per week and comply with grooming standards.

The JROTC program provides an exceptional opportunity for students to participate in and support community events. While there is absolutely no military obligation for participating in the JROTC program, students electing to enlist in the Armed Forces following High School will receive an accelerated rank promotion as a result of the JROTC participation.

The JROTC program will be implemented under the leadership of James G. MacEachern, Jr., Major USAF and Chauncey L. Ivey, TSgt (retired) USAF.

Contact the Major at jmaceachern@pennsburysd.org or the TSgt at civey@pennsburysd.org.
COURSE DESCRIPTIONS

This section of the Program of Studies Booklet provides a brief description of content, prerequisites, and sequence in all courses in each curriculum. Detailed information is distributed to all students during program planning orientation each December and January.

It is the option of the principal to cancel any elective course when there are fewer than 25 students enrolled in any given year or when it becomes administratively necessary to do so.

APPLIED ENGINEERING/TECHNOLOGY EDUCATION

The Applied Engineering/Technology Education department believes that Technology and Engineering are an integral part of STEM and the overall public education experience. In AE/TE courses students will complete problem and project based curriculums that helps combine the principles of STEM (STEM: Science Technology Engineering Math). Along with the STEM principles, students use the ENGINEERING DESIGN PROCESS to create and test solutions to meet human needs and demands. These solutions could range from drawings to furniture to robots to computer-generated graphics. Self-worth and ownership of projects are key components of all the courses. Students will focus their thoughts and experiences in the courses into portfolios. These portfolios contain daily journal entrees, drawings that document the design process, pictures and reflections.

AE/TE courses are broken into five main areas: (1) Introduction to Applied Engineering/Technology Education; (2) Energy, Robotics & Transportation; (3) Graphic Design; (4) Materials Process; and (5) Robotics and Transportation

Incoming 9th grade students are encouraged to take Introduction to Design and Technology. This course was created to connect a student’s middle school experience with the wide variety of technical classes that are offered at the high school level. Upon completion of the course, students will be able to understand which specific area(s) of Applied Engineering/Technology Education they wish to focus on during the rest of their time at Pennsbury High School.

### Introduction to Applied Engineering/Technology Education

<table>
<thead>
<tr>
<th>Course</th>
<th>1st Level</th>
<th>2nd Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Design &amp; Technology</td>
<td>Pre-Engineering</td>
<td>Understanding Through Design &amp; Prototyping</td>
</tr>
<tr>
<td></td>
<td>Introduction to Women in Design &amp; Technology</td>
<td>These courses are not prerequisite courses</td>
</tr>
</tbody>
</table>

### Energy, Robotics & Transportation

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Level</td>
<td>Exploring Robotic &amp; Transportation Systems</td>
</tr>
<tr>
<td>2nd Level</td>
<td>Robotic Engineering &amp; Advanced Transportation Systems</td>
</tr>
</tbody>
</table>

### Design & Engineering

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Level</td>
<td>PLTW Introduction to Engineering &amp; Design</td>
</tr>
<tr>
<td></td>
<td>*Honors Available</td>
</tr>
<tr>
<td>2nd Level</td>
<td>Architectural Design &amp; Civil Engineering</td>
</tr>
<tr>
<td></td>
<td>Computer Aided Design</td>
</tr>
</tbody>
</table>

### Graphic Design

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Level</td>
<td>Fundamentals of Graphic Design</td>
</tr>
<tr>
<td>2nd Level</td>
<td>Graphic Design</td>
</tr>
<tr>
<td></td>
<td>Commercial Graphic Design</td>
</tr>
<tr>
<td>3rd Level</td>
<td></td>
</tr>
</tbody>
</table>

### Material Processing

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Level</td>
<td>Fundamentals of Material Processing</td>
</tr>
<tr>
<td>2nd Level</td>
<td>Furniture Design</td>
</tr>
<tr>
<td></td>
<td>Artisan Woodworking</td>
</tr>
</tbody>
</table>
The department encourages students to join one of the related clubs:

**TSA:** *(Technology Student Association)* is a nationally run organization that focuses on leadership and opportunities in technology, design, and engineering. Along with STEM activities at PHS throughout the school year, students can compete in a one day regional competition against other high schools and a three day state event. TSAWEB.org and PATSA.org are great resources to learn more about the club and the events offered.

**SEA FALCONS:** Students should also consider the **Submersible Robotics** club. During participation in this club, students will collaborate while focusing on the challenge of designing and creating an underwater robot that will compete at a region-wide competition at Drexel University.

**NSBE JR. (National Society of Black Engineers):** The Pre-College Initiative (PCI) program is designed to stimulate the interest in science, technology, engineering, and mathematics fields, or STEM. The goal is to encourage students in grades K–12 to attend college and pursue technical degrees. Our PCI program provides activities to help students discover firsthand how engineering and technology relate to the world around them and discover the excitement of academic excellence, leadership, technical development, and teamwork.

**Pennsby Prototyping Crew:** This team develops a one of a kind product in a yearlong competitive process. Pennsbury students will develop their passion through collaboration, engineering, design, and prototyping in a lab setting.

The AE/TE department is committed to providing all students with the technology, concepts, processes and skills needed to be a contributing and productive citizen in our society.

**AEINTRDT**  
**INTRODUCTION TO DESIGN AND TECHNOLOGY**  
18 weeks 1.0 credit Grades 9, 10, 11, 12  
This course is designed to introduce students to different areas of engineering and general technology. The class is available to any Pennsby student and is structured to help you decide what area of technology and engineering you enjoy most. Learn to draw technically, design and print using a 3D printer, construct an architectural model of a house, produce an original graphic design cut from vinyl, laser cut rocket parts, create a one of a kind prototype and make it come to life in the lab! Areas of instruction include: Design & Engineering, Graphic Design, Material Processing, Robotics & Transportation. Students will keep a progress journal and be expected to complete a portfolio of their work during the course. Come and join the Applied Engineering & Technology Education staff in discovering your passion in STEM. **Students may take AEINTRDT or AEINTRDTW, but not both.**

Course is NOT a prerequisite for any other course  
**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**

**AEINTRDTW**  
**INTRODUCTION TO WOMEN IN TECHNOLOGY & DESIGN**  
18 weeks 1.0 credit Grades 9, 10, 11, 12  
Introduction to Design and Technology for Women is structured to invite new students to learn about the significant accomplishments of women. In addition to this historical education, students will embark upon a variety of engineering and STEM related projects. You will learn to draw technically, design jewelry using a 3D printer, learn interior design and architecture, produce an original graphic design, laser cut using a C02 laser, create a one of a kind prototype and make it a reality in the lab! Areas of instruction include: Design & Engineering, Graphic Design, Material Processing, Robotics & Transportation. Students will keep a progress journal and be expected to complete a portfolio of their work during the course. Come and join the Applied Engineering & Technology Education staff in discovering your passion in STEM. **Students may take AEINTRDT or AEINTRDTW, but not both.**

Course is NOT a prerequisite for any other course  
**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**
AEPROTO  
UNDERSTANDING THROUGH DESIGN AND PROTOTYPE  
18 weeks  1.0 credit  Grades 10, 11, 12  
In this engineering course, students will brainstorm and design new consumer products. Over the course of the semester, students will come up with innovative solutions to problems by creating prototypes to physically represent their ideas. Think of this as “Shark Tank” in a technology lab. Come and learn to apply design practices to create, make, and present solutions to real life problems. You will fully develop a product and lead a team to manufacture and market your product. Students will be working in a team environment to research user needs and human factors that affect the use of the product. In addition, the team will need to consider manufacturing requirements and limitations, aesthetics, and market demands during the design process. Throughout this experience, students will complete a portfolio of their work. Course is NOT a prerequisite for any other course.  
THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.

Design & Engineering  
College Majors & Interests Connected: Engineering, Architecture, Landscape Architecture, Civic Planning

AEPREENG  
PRE-ENGINEERING  
PREREQUISITE: Algebra 1 (with a grade of B- or above)  
18 weeks  1.0 credit  Grades 9, 10, 11, 12  
Students who would like to explore the rapidly expanding technologies of Civil and Mechanical Engineering will benefit from this course. 3D model creation, animations, and software programs will serve as a launchpad to solidify the necessary skills in any engineering/science field of study. Additional concentration will be offered in research, design, and creative problem solving for open ended challenges. Design, build and test structures on cutting-edge testing equipment, and/or design and laser cut a mechanically functioning pop-up book. Students will prepare a portfolio of work during the course. Course is NOT a prerequisite for any other course.

AEENGDES  
PLTW: INTRODUCTION TO ENGINEERING DESIGN  
(Formerly known as Fundamentals of Design and Engineering)  
18 weeks  1.0 credit  Grades 9, 10, 11, 12  
Design and engineering minded students will greatly benefit from this course. The core focus of this class will introduce students to interconnected segments linking design, professional collaboration, engineering concepts, and the creation and understanding of technical documentation. Students will learn from and use professional software to conceptually create animated and physical component designs such as a car assembly animation and a 3D puzzle. PLTW has a partnership with The College Board and students can earn college credit through the PLTW + AP program.

AEENGDES H  
PLTW: INTRODUCTION TO ENGINEERING DESIGN HONORS  
18 weeks  1.0 credit  Grades 9, 10, 11, 12  
Design and engineering minded students will greatly benefit from this course. The core focus of this class will introduce students to interconnected segments linking design, professional collaboration, engineering concepts, and the creation and understanding of technical documentation. Students will learn from and use professional software to conceptually create animated and physical component designs such as a car assembly animation and a 3D puzzle. In this honors course, students will complete an inquiry-based research paper. Students who aim to major in any engineering/design related field would benefit from this project infused course. PLTW has a partnership with The College Board and students can earn college credit through the PLTW + AP program.
AEARCHDR  ARCHITECTURAL DRAFTING & CIVIL ENGINEERING

**PREREQUISITE:** PLTW: Introduction to Engineering Design  (Formerly known as Fundamentals of Design and Engineering)

18 weeks  1.0 credit  Grades 10, 11, 12

Society is created from the building blocks and cornerstones of architecture and civil engineering. Students in this course will use both traditional drafting methods and CAD software to create functional sets of working drawings for residential and civic projects. Scale model designed structures will be built, and students are encouraged to be inspired by their own personal interests and perspectives to influence their designs and solutions. The sociological needs and benefits of green technology within the construction industry will also be explored. Students will keep a progress journal and be expected to complete a portfolio upon workload culmination.

AECAD  COMPUTER-AIDED DESIGN

**PREREQUISITE:** PLTW: Introduction to Engineering Design  (Formerly known as Fundamentals of Design and Engineering)

18 weeks  1.0 credit  Grades 10, 11, 12

This second level course is intended to build upon the student’s knowledge, problem-solving techniques and processes developed in Fundamentals of Design & Engineering. This course immerses students in Computer Aided Design, technical drafting techniques, and 3-D modeling & animation. Students will use the software to create isometric and orthographic drawings as well as wireframe, surface modeling, and solid modeling drawings to produce realistic views of their solutions to problem-solving based challenges. This course also offers students an excellent opportunity to develop visual communication skills. Students will be expected to complete a portfolio of their work during the course and generate a 3-D model of their design.

Graphic Design

College Majors & Interests Connected: Graphic Design (all fields), Fashion Design, Digital Photography

AEGRAPH1  FUNDAMENTALS OF GRAPHIC DESIGN

18 weeks  1.0 credit  Grades 9, 10, 11, 12

This is an excellent course for beginners because no previous skills or experience is necessary. Graphic Design will provide opportunities to develop computer skills in Adobe Illustrator and Adobe Photoshop. Students will also learn about the design loop, typography, principles and elements of design. Students will also get experience using vinyl-cutting technology. Using the design loop, students will apply the design skills with the computer skills to create various real life design projects. Throughout the course students will create designs and be expected to complete a portfolio of their work.

**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**

AEGRAPH2  GRAPHIC DESIGN

**PREREQUISITE:** Fundamentals of Graphic Design

18 weeks  1.0 credit  Grades 10, 11, 12

This is an excellent course for beginners because no previous skills or experience is necessary. Graphic Design will provide opportunities to develop computer skills in Adobe Illustrator and Adobe Photoshop. Students will also learn about the design loop, typography, principles and elements of design. Using the design loop, students will apply the design skills with the computer skills to create various real life design projects. Throughout the course students will create designs and be expected to complete a portfolio of their work.

**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**
COMMERCIAL GRAPHIC DESIGN

**PREREQUISITE:** Graphic Design

18 weeks 1.0 credit Grades 10, 11, 12

This course is a great course for students who enjoy Graphic Communications or want to pursue a career in Graphic Design. Students will develop and master their skills in the area of design by using the design loop and applying it to creating logos, corporate ID packages and various real-world design projects. An introduction to page layout will help to combine student’s skills in Adobe Illustrator and Adobe Photoshop. Digital Photography and Digital Video will be explored at this level. Throughout the course students will create designs and be expected to complete a portfolio of their work.

Material Processing

*College Majors & Interests Connected: Furniture Design, Woodworking, Manufacturing, Material Art*

FUNDAMENTALS OF MATERIALS AND PROCESSES

18 weeks 1.0 credit Grades 9, 10, 11, 12

This course was designed for students who enjoy working with materials and would like to know more about their use and artistic value. Emphasis is placed on the safe use of machinery, design, math and measuring, problem solving, and craftsmanship. Materials used in class could include wood, glass, plastics and metals. Students will keep a progress journal and be expected to complete a portfolio of their work during the course.

THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.

FURNITURE DESIGN

**PREREQUISITE:** Fundamentals of Materials and Processes

18 weeks 1.0 credit Grades 10, 11, 12

This course is designed to further a student’s interest and skills within woodworking and materials. Building upon their knowledge and skills from the previous courses, students will learn more advanced techniques while designing and completing more advanced projects. As students design and create projects, a strong emphasis will be placed on design and engineering. While completing projects, students will be expected to keep a progress journal and complete a portfolio of their work during the course.

THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.

ARTISAN WOODWORKING

**PREREQUISITE:** Furniture Design

18 weeks 1.0 credit Grades 10, 11, 12

This highest level course focuses on the creative application of woodworking and the use of the design process to create original works. Students will continue to develop and refine their design and creative problem solving skills. While completing projects, students will be expected to keep a progress journal and complete a portfolio of their work during the course.

THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.
Robotics and Transportation
College Majors & Interests Connected: Robotic Engineering, Transportation Engineering, Automation

AEROB1
EXPLORING ROBOTICS AND TRANSPORTATION SYSTEMS
18 weeks 1.0 credit Grades 9, 10, 11, 12
This course introduces students to the world of robotics as well as transportation systems. Students apply scientific knowledge and principles to challenges that require them to design, construct, implement and test their proposed solutions. The areas of concentration will include mechanical power, electrical power, propulsion, robotics and transportation. Projects could include: a variety of programmed and remote controlled robots, CO2 dragsters, rockets, flight endurance, small scale boats, magnetic levitation cars. Students will keep a progress journal and be expected to complete a portfolio of their work during the course.

AEROB2
ROBOTICS ENGINEERING & ADVANCED TRANSPORTATION SYSTEMS
PREREQUISITE: Exploring Robotics and Transportation Systems
18 weeks 1.0 credit Grades 10, 11, 12
This second level course is intended to build upon the student’s knowledge, problem-solving techniques and processes developed in the previous Robotic and Transportation course. Students will expand upon their computer programming, designing and construction skills using the Vex robot systems, while utilizing a variety of sensors and controls. Students will work in teams and individually to build and test increasingly more complex projects. Throughout the course, students will be expected to complete a portfolio of their work.
**ART**

**ARART1**  
**ART 1**  
18 weeks  
1.0 credit  
Grades 9, 10, 11, 12  
Art 1 is a first-year art elective course for students interested in continuing in a planned, sequential art program. Art 1 is a foundation course in which students learn the techniques for various materials in preparation for upper level classes. Art criticism, art history and aesthetics will be expanded on and incorporated into all assignments.

**ARART2**  
**ART 2**  
**PREREQUISITE: Art 1**  
18 weeks  
1.0 credit  
Grades 9, 10, 11, 12  
Art 2 is for students who enjoy hands-on activities and experimenting with a variety of materials. Art 2 expands on knowledge gained in Art 1, which will be applied to advanced art projects. Creative problem-solving and individual decision-making are integral to this course. All two and three-dimensional projects incorporate art criticism, art history and aesthetics.

**ARSCULP**  
**INTRODUCTION TO SCULPTURE**  
18 weeks  
1.0 credit  
Grades 9, 10, 11, 12  
Intro to Sculpture is for students who want to explore art through hands-on activities in three-dimensional design. This course is designed for students who want to experience art through carving, casting/mold making, and fabrication of finished sculptures. It will cover the basic elements and principles of art as well as art history, criticism and aesthetics.

**ARARTMAJ1**  
**ART MAJOR 1**  
**PREREQUISITES: Art 1 and Teacher Recommendation**  
18 weeks  
1.0 credit  
Grades 10, 11, 12  
Art Major 1 is designed for students interested in pursuing a visual arts career. Portfolio-quality projects will be assigned, with an emphasis on creative problem-solving and individual decision-making. Artwork will reflect the student's personal identity and style in content, focus or application of material. Art Major 1 is an in-depth studio-based course that includes art history, aesthetics and formal critiques. Students will be expected to explore and master materials previously used in Art 1. There is a $25.00 lab fee per student.

**ARART2D1**  
**ART MAJOR TWO-DIMENSIONAL DESIGN 1***  
**PREREQUISITE: Art Major 1**  
18 weeks  
1.0 credit  
Grades 10, 11, 12  
Art Major Two-Dimensional Design 1 is presented at a college preparatory level. All projects will be assigned with the intention of building a quality portfolio as a part of the student's college application. It is a course for students with a high interest in creating quality two-dimensional paintings and drawings at an accomplished level. Some assignments will be created at off-campus sites. Students will be expected to master materials used previously in prerequisite courses. There is a $25.00 lab fee per student.

**ARART2D2**  
**ART MAJOR TWO-DIMENSIONAL DESIGN 2***  
**PREREQUISITE: Art Major Two-Dimensional Design 1**  
18 weeks  
1.0 credit  
Grades 10, 11, 12  
Art Major Two-Dimensional Design 2 is a continuation of building a quality portfolio as a part of the student's college application into an art program. Artwork will reflect the student's personal identity and style in content, focus or application of media, and may involve independent studies. There is a $25.00 lab fee per student.
ART MAJOR THREE-DIMENSIONAL DESIGN 1*
*PREREQUISITE: Art Major 1 or Intro to Sculpture  (with teacher approval)
18 weeks  1.0 credit  Grades 10, 11, 12
Art Major Three-Dimensional Design 1 is presented at a college preparatory level. All projects will be assigned with the intention of building a quality portfolio as a part of the student's college application. It is a course for students having a high interest in sculptural media and fine crafts. Good design, creativity, and craftsmanship will be stressed and applied to sculptural media. There is a $25.00 lab fee per student.

ART MAJOR THREE-DIMENSIONAL DESIGN 2*
*PREREQUISITE: Art Major Three-Dimensional Design 1
18 weeks  1.0 credit  Grades 10, 11, 12
Art Major Three-Dimensional Design 2 is intended for art major 3-D students who wish to learn more advanced and challenging techniques involving sculptural and fine craft media. All units are assigned with the intention of building a strong representation of 3-D art forms in each student's portfolio. Portfolio evaluation and presentation will be stressed as well. There is a $25.00 lab fee per student.

*NOTE: IT IS RECOMMENDED THAT BOTH ART MAJOR TWO-DIMENSIONAL DESIGN AND THREE-DIMENSIONAL DESIGN BE TAKEN FOR TOTAL PORTFOLIO DEVELOPMENT.

INTRODUCTION TO DIGITAL PHOTOGRAPHY
18 weeks  1.0 credit  Grades 10, 11, 12
Digital Photography is an art elective course for students interested in learning about photography through digital media. This class explores the relationship between art, specifically the principles and elements of design and photography. Digital Photography is a course in which students learn a variety of concepts and techniques then apply them to introductory level projects. Art criticism and aesthetics will be expanded on and incorporated into all assignments. A digital camera of ten mega pixels or more is required for this class. There is a $60.00 lab fee per student.

DIGITAL ART PHOTOGRAPHY
*PREREQUISITE: Introduction to Digital Photography & Art Teacher Recommendation
18 weeks  1.0 credit  Grades 10, 11, 12
Digital Art Photography is an art elective course for students interested in producing work that expands upon techniques learned in the Introduction to Digital Photography course. Advanced techniques and concepts will be taught and applied to work with an emphasis on creating a college preparatory portfolio. Techniques and themes to be taught may include Digital SLR settings such as aperture and ISO, portraiture, lighting, digital manipulations, and large format printing. A 12+ mega pixel digital SLR camera, a 16+ GB flash drive, and a $60 lab fee are required for this course.

CERAMICS 1
9 weeks  0.5 credit  Grades 9, 10, 11, 12
Ceramics 1 involves working with clay and glazes for nine weeks. All projects will stress good design, creativity and originality along with craftsmanship and historical perspectives. The main focus will be on learning hand-building techniques such as slab, pinch pot, coiling, etc. Students who enroll in this course should enjoy working with their hands and have a desire to create original three-dimensional designs. There is a $25.00 lab fee per student.

CERAMICS 2
*PREREQUISITE: Ceramics 1
9 weeks  0.5 credit  Grades 10, 11, 12
Ceramics 2 is a continuation of Ceramics 1. Students will be creating original designs in clay, exploring advanced techniques that build upon the foundation learned in Ceramics 1. The course will offer wheel throwing experience and individual large scale and series work. Students who enroll in this course should enjoy working with clay and have an interest in furthering their knowledge in ceramic production, history, criticism and aesthetics. There is a $25.00 lab fee per student.
ARCERMAJ  CERAMICS ART MAJOR
PREREQUISITE: Ceramics 1, Ceramics 2 & Art Teacher Recommendation
18 weeks  1.0 credit  Grades 10, 11, 12
Ceramics Art Major is designed for the student who would like to experience more advanced and challenging techniques involving hand-building, throwing, and mold-making. This ceramics course will allow the student to perfect their craft while expanding knowledge of ceramic techniques and processes. Students will have an in-depth experience researching art history while practicing and applying the elements and principles of art through ceramics. All projects will focus on design, creativity, originality and craftsmanship. There is a $40.00 lab fee per student.

ARTHESTG  THE ART OF THEATER AND STAGE PRODUCTION
9 weeks  0.5 credit  Grades 11, 12
The Art of Theater and Stage Production is for students interested in the technical and/or artistic aspect of set design. Students will be responsible for the construction, lighting, painting and set up for plays and concerts.

ARDRAWPT  DRAWING AND PAINTING
PREREQUISITE: Art 1
9 weeks  0.5 credit  Grades 10, 11, 12
Drawing and Painting is a class for art students who desire to draw and paint from observation. Students learn the proper techniques for various materials and apply them to assignments in portraiture, still life and landscape. All projects incorporate art criticism, art history and aesthetics.

ARSTGLAS  STAINED GLASS TECHNIQUES 1
PREREQUISITE: Art 1, Intro to Sculpture, or Intro to Digital Photography
9 weeks  0.5 credit  Grades 10, 11, 12
Stained Glass Techniques 1 is for students who have admired stained glass in architecture and would like to learn the techniques. This course is designed for the beginner who would like to learn the basic knowledge and skills to create two and three-dimensional original stained glass artwork. Students may be required to purchase supplies in addition to a $40.00 lab fee.

ARSTGLAS2  STAINED GLASS TECHNIQUES 2
PREREQUISITE: Stained Glass Techniques 1
9 weeks  0.5 credit  Grades 10, 11, 12
Stained Glass Techniques 2 is a continuation of Stained Glass Techniques 1. Students will develop advanced design and stained glass skills. Students may be introduced to glass etching, sand blasted and warm glass techniques such as fusing, slumping and painting. Students may be required to purchase supplies in addition to the $40.00 lab fee.

ARAPARTHI  AP ART HISTORY
18 weeks  1.0 credit  Grade 12
This course will be offered to 12th grade students who are interested in studying advanced art history from antiquity through modern day. This course will prepare students for the AP Art History exam. It will serve as an art/humanities credit, both in high school and at the college level, based on performance on the AP exam.

**A summer assignment is expected to be completed by the first day of class.

BUSINESS, COMPUTERS AND INFORMATION TECHNOLOGY

The Business, Computers, & Information Technology Department (BCIT) at Pennsbury provides exciting classes for students whose college specialization will be related to Business, Finance, or Marketing. Students can also take our classes to learn real-life skills such as professional document writing, saving, investing, and entrepreneurship. The BCIT Department has recently expanded its offerings into these areas. For example, students interested in marketing have a choice of learning it from the aspect
of sports and entertainment or fashion and hospitality. Students who are interested in the stock market have the opportunity to study financial management. Those interested in the possibility of owning their own business can learn about entrepreneurship as they study the basic aspects of business. Some examples of newer classes offered through the BCIT department are:

- AP Macroeconomics (18 weeks)
- Accounting 2 - Honors (18 weeks)
- Wealth Mgmt & Financial Literacy - Honors (18 weeks)
- Sports & Entertainment Marketing (18 weeks)
- Fashion & Hospitality Marketing (18 weeks)
- Investment Management (9 weeks)
- Entrepreneurship (as part of the Intro to Business course) (18 weeks)

Additionally, through the Dual Enrollment Agreement with Pennsbury High School and Gwynedd-Mercy College, students have an unique opportunity to earn 3 or more undergraduate credits from Gwynedd-Mercy College that are transferrable to many other Universities and Colleges (Tuition $400.00 Per Class = $133.33 Per Credit.) The following is a list of courses available to take for college credit followed by the name of its equivalent undergraduate course from Gwynedd-Mercy:

- PHS Accounting 1 and Accounting 2 Honors = GMC ACC 105 Principals of Accounting (3 Credits)
- PHS Wealth Management and Financial Literacy Honors = GMC 310 Principles of Finance (3 Credits)
- PHS AP Macroeconomics = GMC ECN 103 Macroeconomics (3 Credits)
- PHS Microsoft Office Applications = GMC CIT 101 Introduction to Desktop Computing (3 Credits)
- PHS Sports and Entertainment Marketing = GMC BUS 351 Sport Marketing (3 Credits)

For additional information about the Dual Enrollment Agreement or anything else in the BCIT Curriculum please contact Frank Mayo, BCIT District Curriculum Coordinator, at fmayo@pennsburysd.org or 215-949-6780 Ext. 70979.

BUACCT1  ACCOUNTING 1 (with optional Dual Enrollment for 3 undergraduate credits)
18 weeks 1.0 credit Grades 10, 11, 12
This course provides instructions in the basic elements of accounting. Students learn the basic accounting equation and the relationship of debits and credits. The accounting cycle is introduced, and students also learn the specialties of accounting for a merchandising business. This class is strongly recommended for those planning college-level studies in the areas of Accounting and Business Administration.

This is the first course in the Gwynedd-Mercy College Dual Enrollment Program. In order to go on to the Accounting II completion course to be eligible for the 3 Undergraduate Credits from Gwynedd-Mercy College, a student must attain a “C” or higher in Accounting 1.

BUACCT2H  ACCOUNTING 2 HONORS (with optional Dual Enrollment for 3 undergraduate credits)
PREREQUISITE: Accounting 1
18 weeks 1.0 credit Grades 11, 12
An expansion of Accounting 1, this course introduces accounting techniques as applied to payroll, cash control, purchase and payment, long-term liabilities, and stockholder’s equity. Study also includes analysis and preparation of financial statements for different organizational structures in modern business.

This course is also the completion course for the Gwynedd-Mercy College Dual-Enrollment Program. If the student takes Accounting 1 and achieves a “C” or higher, the 11th or 12th grade student may enroll in Accounting 2 and, for a TUITION FEE of $400, will earn 3 Undergraduate Credits from Gwynedd-Mercy College that may be transferable to most post-Secondary Institutions. The grade that the student earns in Accounting 2 will be the grade on the student’s College transcript from Gwynedd-Mercy College and will also be the grade on the student’s Pennsbury High School transcript.
BUBUSLAW  BUSINESS LAW
18 weeks  1.0 credit  Grades 11, 12
This course is an introduction to the study of law in American society, our court system, and the elements of contracts. It includes a study of citizenship, court procedures, contracts, being a consumer, marriage-divorce, torts, crimes, and property. Students learn how these topics apply to themselves now and in the future.

BUDSKPUB  DESKTOP PUBLISHING/WEB PAGE DESIGN FOR BUSINESS
18 weeks  1.0 credit  Grades 9, 10, 11, 12
This course teaches students the skills needed to produce flyers, business cards, newsletters, menus, and other business forms using Microsoft Word and Publisher. Students will also learn to design basic web pages for small businesses using Adobe Creative Suite and Dream Weaver.

BUSPORT  SPORTS AND ENTERTAINMENT MARKETING (with optional Dual Enrollment for 3 undergraduate credits)
18 weeks  1.0 credit  Grades 10, 11, 12
This course introduces the functions of marketing by examining the areas of the Sports and Entertainment Industry. Combining the textbook with current events, video projects, and computer simulations, enables the student to learn about marketing concepts including leadership, finance, product management, human resources, legal and ethical issues, managing change and customer relations.

BUINVMGT  INVESTMENT MANAGEMENT
9 weeks  0.5 credit  Grades 9, 10, 11, 12
This course incorporates knowledge on how to build an investment portfolio by investing in stocks, bonds, and mutual funds. You will also become familiar with different types of retirement accounts and learn how to manage future investments.

BUKEY  9-WEEK KEYBOARDING/WORD PROCESSING
9 weeks  0.5 credit  Grades 9, 10, 11, 12
This course provides training in the use of touch-typing techniques on the computer keyboard. Students monitor the progress of their speed and accuracy development. Then, using basic word processing features of Microsoft Word, students learn the proper format for typing memos, letters and reports. Proofreading skills are taught and emphasized.

BUAPMACR  AP MACROECONOMICS
18 weeks  1.0 credit  Grades 10, 11, 12
Advanced Placement Macroeconomics is an elective course that will provide an opportunity for 10th, 11th and 12th grade students to obtain a thorough understanding of the principles of economics that apply to an economic system as a whole. The course will provide a learning experience equivalent to that in a typical college introductory economics course. The course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic indicators, inflation and unemployment, money and banking, stabilization policies, economic growth, and U.S. and world trade. This is a highly analytical course that focuses on problem-solving, graphing, mathematical formulas, and the language of business. This course will prepare the students to take the advanced placement examination that will allow them to earn three college credits. Optional meetings outside of the regular school hours are sometimes held.

This course is also a completion course for the Gwynedd-Mercy College Dual-Enrollment Program. The 11th or 12th grade student may enroll in AP Macroeconomics and, for a TUITION FEE of $400, will earn 3 Undergraduate Credits from Gwynedd-Mercy College that may be transferable to most post-Secondary Institutions. The grade that the student earns in AP Macroeconomics will be the grade on the student’s College transcript from Gwynedd-Mercy College and will also be the grade on the student’s Pennsbury High School transcript.
BUBUSMA  BUSINESS MATH  
18 weeks  1.0 credit  Grades 11, 12
This course enables students to earn one mathematics credit by reviewing and developing skills related to banking, insurance, real estate, taxes, and personal business transactions.

BUMOAPP  MICROSOFT OFFICE APPLICATIONS  (with optional Dual Enrollment for 3 undergraduate credits)
18 weeks  1.0 credit  Grades 9, 10, 11, 12
This course introduces the student to the Microsoft Office Suite. Students will have the opportunity to study and apply word processing, spreadsheet, presentation graphics, publication, and database management skills in Microsoft Word, Excel, PowerPoint, Publisher and Access. All projects will be based on typical business applications. A culminating project will take students through a simulation of owning and operating their own sports franchise, The Dream Team.

BUFMASH  FASHION AND HOSPITALITY MARKETING
18 weeks  1.0 credit  Grades 10, 11, 12
This course explores the skills needed for a career in the marketing of fashion and hospitality businesses. Students will have the opportunity to work in conjunction with local businesses and the Family and Consumer Science Department in developing marketing plans.

BUINTRBUS  INTRODUCTION TO BUSINESS AND ENTREPRENEURSHIP
18 weeks  1.0 credit  Grades 9, 10, 11, 12
This course emphasizes basic business functions and operations. Students learn about a world of opportunity in the business realm and the skills needed to compete successfully as consumers and future business owners and operators. Students gain real world experience as they explore units in e-commerce, accounting, advertising, marketing, investments, entrepreneurship, management, and career awareness.

BUWMFHL  WEALTH MANAGEMENT & FINANCIAL LITERACY – HONORS  (with optional Dual Enrollment for 3 undergraduate credits)
PREREQUISITE: Algebra 2
18 weeks  1.0 credit  Grades 11, 12
This course will explore how to create a formal financial plan and develop the necessary strategies to update and implement this plan. Many topics will be included as part of the financial planning process such as types of investments, real estate, mortgages, life insurance, retirement and estate planning, and stock trading strategies; major economic indicators will also be studied.

FCSCARCON  CAREER CONNECTIONS
9 weeks  0.5 credit  Grades 9, 10
Career Connections provides an opportunity for the 9th and 10th grade students to explore various career clusters. Throughout this class the students are guided through Naviance which is an online program providing valuable college planning and career assessment tools. Exploration will include self-evaluation, internet research, developing a resume, job shadowing in a career of interest and involvement with the Pennsbury Career Fair. Students will prepare a career plan of study with core courses and electives for high school and post-secondary options. In addition, students will have the option to make a video or Power Point presentation on a specific career. Each student will compile a digital portfolio to chronicle their career study.
COMPUTER SCIENCE

BUVISBAS

VISUAL BASIC (VB NET) – AN INTRODUCTION TO PROGRAMMING
9 weeks 0.5 credit Grades 9, 10, 11, 12
This course is designed as an entry level programming course for the student who may be interested in a background in programming. Object-oriented programming (OOP) utilizing VB.NET will be introduced in addition to the simple data structures and basic control statements. Meaningful applications to the students and practical uses of programming (e.g. databases and WWW applications) will be emphasized.

BUJAVA

INTRODUCTION TO VIDEO GAME DESIGN AND PROGRAMMING THROUGH PYTHON/JAVA
PREREQUISITE: Algebra 2 (may be taken concurrently), Algebra 2A or Algebra 2B may not be used to satisfy this prerequisite
18 weeks 1.0 credit Grades 9, 10, 11, 12
This course is designed for those students desiring a background in engineering, science, business or mathematics. Python will be used to not only introduce object-oriented programming, but will be used as an introduction to the widely used Java programming language. Data structures, control statements, classes, objects and methodology are all discussed and applied using Python and JAVA. Practical applications using problem-solving skills in both programming and mathematics will be emphasized. This course is equivalent to an introductory course in college.

BUADVPR

ADVANCED PROGRAMMING AND APP DESIGN
PREREQUISITES: Introduction to Video Game Design & Programming
18 weeks 1.0 credit Grades 10, 11, 12
This course is offered to students who possess a strong Algebra 2 background and a background in a programming language. The course covers multiple programming languages, such as Visual Basic, Python, C#, and Java. Students will have in-depth exposure to problem analysis, language control statements, algorithmic process and data structures. A final project in one of the above languages, which may be associated with other areas of study, will be required.

This course may be used for science or math credit.

BUAPCOMP

ADVANCED PLACEMENT COMPUTER SCIENCE A
PREREQUISITES: Intro to Video Game Design & Programming or teacher recommendation from Calculus Honors or AP Calculus
18 weeks 1.0 credit Grades 10, 11, 12
This college-level learning experience is a study of the design and implementation of object-oriented computer programs to solve problems. Because this involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. Students successfully completing the course will be encouraged to take the AP exam in computer science.

This course may be used for science or math credit.

ENGLISH 9-12

The English program consists of a core curriculum, grades 9 through 12, as well as a variety of electives designed for the particular interests and talents of our students. The grade 9 program is structured to acquaint students with the hallmarks of literary excellence and the demands of writing for various purposes. The core program in grades 10, 11 and 12 explores the study of literature and rhetoric from a skill-based perspective. Students who elect to take AP Language & Composition in their junior year are exempt from English 11; students who elect to take AP Literature & Composition in their senior year are exempt from English 12.
REQUIRED COURSES

ENG09H ENGLISH 9 – HONORS
18 weeks 1.0 credit Grade 9

In both pace and content, this course is designed for students who are willing to engage in an intense study of the conventions of literature and the structure of language. The study of various genres introduces students to the conventions of fiction and nonfiction literature in order to recognize the hallmarks of literary excellence and the demands of writing for various purposes. Students will be expected to apply this understanding to their own critical interpretations and analysis. Students will also be introduced to the foundations of rhetoric and the essential elements of argument writing. Placement in this course assumes a commitment to out-of-class preparation time to maintain the extensive reading and writing schedule.

ENG09 ENGLISH 9
18 weeks 1.0 credit Grade 9

This course is designed for students who understand the importance of strong communication skills in their academic life and are willing to broaden their understanding of literature and the demands of writing for various purposes. The program focuses on those skills related to sound literary analysis. Strategies to refine writing skills and revise more effectively will be emphasized. Students will also be introduced to the foundations of rhetoric and the essential elements of argument writing. A commitment to out-of-class preparation time and a demonstrated competency in reading and writing are necessary to be successful in this course.

ENG09YL ENGLISH 9 – YEAR-LONG
36 weeks 2.0 credits Grade 9

This year-long course offers students the opportunity to become more proficient in skills related to sound literary analysis and effective writing. Students will learn to approach literature with a critical eye by examining numerous pieces of fiction and nonfiction. Strategies to refine writing skills and revise more effectively will be emphasized. Students will also be introduced to the foundations of rhetoric and the essential elements of argument writing. An added component to this course will involve a focus on individualized reading via Scholastic’s Read 180. This program directly addresses individual needs through adaptive instructional software, high interest fiction and nonfiction pieces, and direct instruction in reading skills.

ENG10H ENGLISH 10 – HONORS
18 weeks 1.0 credit Grade 10

This course requires the rigorous study of fiction and nonfiction from both well established and contemporary writers. Students should expect to participate in vigorous class discussions and explore the deeper significance and various interpretations of challenging works of literature. Honors students are then expected to examine a classic work of fiction at the independent level. Writing opportunities will emphasize an awareness of style, including tone and voice, including narrative writing. Students will continue their study of rhetoric by examining speeches and commentaries in an effort to hone their skill in oral delivery. The writing demands and the extensive reading schedule require a commitment to out-of-class preparation time.

Upon completion of the course, students will take the PA Literature Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into an English 11 Keystone course.

ENG10 ENGLISH 10
18 weeks 1.0 credit Grade 10

This course is designed for the motivated academic student who seeks an English program similar to, but not as rigorous as, the Honors course. Students will be challenged to respond to the language, thoughts, and feelings in some of the best literature from both well established and contemporary writers. Writing opportunities will emphasize the development of clarity and voice, including narrative writing. Students will continue their study of rhetoric by examining literary nonfiction and by producing persuasive oral arguments. A commitment to out-of-class preparation, particularly for reading the major literature selections, is essential.
Upon completion of the course, students will take the PA Literature Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into an English 11 Keystone course.

ENG10YL  
**ENGLISH 10 – YEAR-LONG**  
36 weeks  
2.0 credits  
Grade 10  
This year-long course requires the study of fiction and nonfiction. Students will be challenged to respond to the language, thoughts, and feelings in some of the best literature produced by both well established and modern writers. Stress of the course will be on understanding the artistic achievement and meaning of the individual literary work—its language, literary technique, characterization, and theme. Writing opportunities will emphasize the development of clarity and voice. An added component to this course will involve a focus on individualized reading via Scholastic’s Read 180. This program directly addresses individual needs through adaptive instructional software, high interest fiction and nonfiction pieces, and direct instruction in reading skills.

ENG11H  
**ENGLISH 11 – HONORS**  
18 weeks  
1.0 credit  
Grade 11  
For students who excel in English, this course explores a wide spectrum of works from classic to modern pieces. In this course, students will take ownership over reading selection, discussion, and assessment at an independent level. Writing assignments, which will focus on the essay form, will encourage increased independence in purpose and structure. Students will also continue to hone their skills in oral rhetoric, managing necessary research at an independent level. An extensive reading schedule and ongoing revision of writing pieces require students to be committed and self-directed in handling the pace and rigor of assignments.

ENG11  
**ENGLISH 11**  
18 weeks  
1.0 credit  
Grade 11  
For motivated students, this course focuses on the study of a range of works from classic to modern pieces. Students will have the opportunity to continue the development of skills related to literary analysis and nonfiction analysis. Emphasis will be placed on skills necessary to produce well-considered essays, particularly elements of style and the choices available to good writers. Additionally, students will be expected to hone their skill in oral rhetoric.

ENG11KEY  
**ENGLISH 11 – KEYSTONE ENGLISH 11 FOR PROFICIENCY**  
18 weeks  
1.0 credit  
Grade 11  
For students in need of improving skills, this course provides the opportunity to supplement critical reading, analytic writing, and other necessary rhetorical strategies as they relate to Keystone proficiency. Additionally, students will explore literature from a variety of writers and assess the impact that such pieces have on the modern world.

Upon completion of the course, students will retake the PA Literature Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements.

ENG11YL  
**ENGLISH 11 – YEAR-LONG**  
36 weeks  
2.0 credit  
Grade 11  
This year-long course focuses on the study of a range of works from classic to modern pieces. Students will have the opportunity to continue the development of skills related to literary analysis and nonfiction analysis. Emphasis will be placed on skills necessary to produce well-considered essays, particularly elements of style and the choices available to good writers. Additionally, students will be expected to hone their skill in oral rhetoric. An added component to this course will involve a focus on individualized reading via Scholastic’s Read 180. This program directly addresses individual needs through adaptive instructional software, high interest fiction and nonfiction pieces, and direct instruction in reading skills.
ENG12H ENGLISH 12 – HONORS
18 weeks 1.0 credit Grade 12
This rigorous course includes an intense examination of various works of literature. Students will examine archetypal patterns found in major literary forms from several cultures and eras to arrive at an understanding of what is constant and universal. To develop a broad vision and an independent appreciation of such a wide array of literary works, students should expect to maintain an intense reading and writing schedule, especially when examining a literary work at the independent level. Additionally, students will show evidence of a maturing grasp of rhetoric by conducting an independent iSearch, determining the focus, conducting the research, generating written analysis, and presenting those findings to a larger audience.

ENG12 ENGLISH 12
18 weeks 1.0 credit Grade 12
This academic course is designed to acquaint students with various works of literature, both classic and contemporary, that are models of artistic excellence. Students should expect frequent writing assignments that will help them explore the characteristics of literature that are constant and universal. Additionally, students will continue to hone their rhetorical skill as they generate a Rogerian argument and present those findings to a larger audience.

ADVANCED PLACEMENT COURSES

ENGAPLANG AP LANGUAGE AND COMPOSITION
18 weeks 1.0 credit Grade 11
Placement in this course assumes a high level of commitment from intellectually capable students who want to expand their reading, writing and synthesis skills in a college level course. Its goals are aligned with those outlined in The College Board’s Language & Composition Course Description; chief among them is “to enable students to read complex texts with understanding and to write prose of significant richness and complexity to communicate effectively with mature readers.” Students must complete numerous in-class essays that illustrate their understanding of style and argumentation, a researched argument, dialectical notebook, multiple choice tests (based on the structure of the AP exam), vocabulary study, and traditional and nontraditional stylistic assessments during the semester. Students will also show evidence of a maturing grasp of rhetoric by delivering a speech that requires a synthesis of research. Students are expected to take the exam in May.
**A summer assignment is expected to be completed by the first day of class.

ENGAPLIT AP LITERATURE AND COMPOSITION
18 weeks 1.0 credit Grade 12
Placement in this course offers serious students who are passionate about literature the opportunity to survey literature of significant merit at the collegiate level. The College Board directs students to “consider a work’s structure, style and theme as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.” This analysis demands that students work to develop stylistic maturity in their writing so they can explain “clearly, cogently, even elegantly” their understanding of literary works and reasons for interpreting works as they do. Students also cultivate effective methods for sharing their ideas, both orally and in writing. A formal speaking assignment will require evaluation and defense before an audience. Students will be expected to read extensively outside of class in preparation for the exam in May.
**A summer assignment is expected to be completed by the first day of class.

ELECTIVE COURSES

ENGMYTH MYTHOLOGY
9 weeks 0.5 credit Grades 11, 12
In this course, students will approach the study of myths as the basis for all literature. Students should expect to read, analyze and write about a wide variety of myths and legends that have influenced Western culture, past and present.
ENCAWH  CLASSICAL AMERICAN WRITERS – HONORS
9 weeks  0.5 credit  Grades 11, 12
For engaged English students who wish to expand their knowledge of the canon of American literature, this course stresses the study of major literary forms from the 19th century to the 1940’s well established as American Classics. Students are expected to read major works independently and make contributions in class that illustrate their understanding of style and thematic intent. Students should expect to participate in panel discussions, demonstrating their careful observations of textual detail and their insights about the meaning and value of the works.

ENSHAH  SHAKESPEARE – HONORS
9 weeks  0.5 credit  Grades 11, 12
For able and Honors students, this course explores a variety of Shakespeare’s plays and sonnets. On the Honors level, students will read three plays and various sonnets. On the academic level, students will read two plays as well as a sampling of sonnets. Assignments will focus on both the critical study of the written language and the dynamics of performance. Classroom activities include watching and listening to performances of Shakespearean actors, writing critical essays, and memorizing and reciting lines from the plays.

ENGVIDP1  VIDEO PRODUCTION 1
18 weeks  1.0 credit  Grades 11, 12
The course objective is to introduce the elements of video production including: script writing, pre-production, editing and post-production. "On-Air" opportunities will exist for qualified students. Students will participate in a variety of video productions and generate programming for the Pennsbury School District’s cable channel. Students are expected to be available for limited after school production work. Registration Form and permission of the instructor may be needed. Video Production 2 is available with approval from the English Coordinator. (ENGVIDP2)

ENCRWR  CREATIVE WRITING
9 weeks  0.5 credit  Grades 11, 12
Designed for the student who has a particular interest in creative writing, this course provides an opportunity to express ideas in a variety of forms: poetry, short stories, and plays. Study includes an examination of effective models by professional writers. Steady practice in writing and in reading the writing of others in the class will help students understand the creative process and the dynamic of a writers’ group. Freedom of stylistic approach and novelty in writing experiences will be encouraged.

ENGMED  NEW MEDIA COMMUNICATION
9 weeks  0.5 credit  Grades 10, 11, 12
This course emphasizes the development and application of reading, writing, listening, and viewing to the study of magazines, newspapers, radio, television and films as they relate to our daily lives. Students should anticipate extensive experiences in reading and writing as well as other media activities. The course will also focus on how emerging technologies and interactive media can be used to empower, entertain, collaborate and educate.

ENGTHEA  THEATER ARTS
9 weeks  0.5 credit  Grades 11, 12
An introduction to the dramatic and theater arts, this performance-based course includes improvisation and formal scene study. Students will analyze text and performance as well as explore playwriting and public speaking.

ENGSHP  ADVANCED TOPICS IN SPEECH – HONORS
9 weeks  0.5 credit  Grades 10, 11, 12
This course is for students who excel in English and show competency in speech and writing skills. Emphasis is on developing advanced skills in research, analysis, argument and oral persuasion. The course focuses on the use of all elements of persuasion in a variety of public speaking settings: oratory, oral presentation, debate and cross-examination.
Family and Consumer Sciences is a broad and diverse discipline providing programs that help individuals become more effective critical thinkers and problem solvers. Through discovery and delivery of a standards-based education the Family and Consumer Sciences Department at Pennsbury High School is geared to provide all students with the opportunity to acquire knowledge and skills to successfully live and work in a complex world. The principles of STEM are applied through the living sciences including: food science and innovation, nutrition and wellness, consumer and financial literacy, textiles and design, early childhood education and parenting, which promotes early STEM skills in children.

Specific courses within the FCS curriculum can provide a solid foundation for students to pursue careers in a wide range of fields including: food preparation and service, dietetics, business, nursing, food marketing and research, food science, fashion design, fashion merchandising, interior design, psychology, childcare, and education. The Family and Consumer Sciences department encourages students to join both the Catering Club and FCCLA which is a national organization that allows the members to address individual, family and/or community needs in authentic experiences. FCCLA provides an opportunity for students to develop leadership skills, explore career opportunities, gain confidence and personal growth through EOP and after school student-led activities and projects.

NOTE: Any of the following courses may be selected to satisfy the arts or elective requirements for graduation.

FCSCARCON CAREER CONNECTIONS
9 weeks 0.5 credit Grades 9, 10
Career Connections provides an opportunity for the 9th and 10th grade students to explore various career clusters. Throughout this class the students are guided through Naviance, which is an online program providing valuable college planning and career assessment tools. Exploration will include self-evaluation, internet research, developing a resume, job shadowing in a career of interest, and involvement with the Pennsbury Career Fair. Students will prepare a career plan of study with core courses and electives for high school and post-secondary options. In addition, students will have the option to make a video or PowerPoint presentation on a specific career. Each student will compile a digital portfolio to chronicle their career study.

FCSTEEN TEEN LIVING
9 weeks 0.5 credit Grades 9, 10
A special course to help students manage their lives through a better understanding of consumer education, cooking, nutrition, clothing care, and obtaining a first job. This course will teach students how to improve their home and life skills through a practical approach. Students will improve computer skills while using spreadsheets, creating graphs and designing brochures. THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.

FCSCULESS CULINARY ESSENTIALS
18 weeks 1.0 credit Grades 9, 10, 11, 12
This course provides a hands-on opportunity for the students to develop basic culinary skills through planning, preparing, and serving food. An emphasis is placed on good nutrition, safety and sanitation, and food preparation techniques. THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.

FCSCLCOOK CLASSIC COOKING
PREREQUISITE: Culinary Essentials
18 weeks 1.0 credit Grades 9, 10, 11, 12
This course allows the students to further expand their culinary skills by building on skills acquired in Culinary Essentials. Students learn additional safety and sanitation procedures as well as in-depth food preparation and cooking techniques. THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.
**FCSMCCUIS**  
**MULTI-CULTURAL CUISINE**  
*PREREQUISITE: Culinary Essentials*  
18 weeks  
1.0 credit  
Grades 10, 11, 12  
Travel the culinary world! This course explores foods and traditions from around the world. Students build on the skills learned in Culinary Essentials with more advanced food preparation. It is an advanced study of foods, nutrition, careers and consumerism with an emphasis on creativity in meal planning, entertaining, and gourmet cooking. It is offered to students interested in advanced cooking methods, equipment, and ingredients.  

**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**

**FCSFASFAB**  
**FASHION AND FABRICS**  
18 weeks  
1.0 credit  
Grades 9, 10, 11, 12  
This course is designed for students who are interested in learning basic sewing techniques and producing wearable clothing. Discussion involves fibers and textiles and their relationship to clothing choices. Individualized instruction is given with sewing projects to be determined by the ability level of each student. Students must be able to work independently.  

**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**

**FCSCONLIT**  
**CONSUMER LITERACY**  
18 weeks  
1.0 credit  
Grades 11, 12  
This course aims to provide young adults with opportunities to obtain information and develop skills necessary to live on their own as knowledgeable consumers. Instruction will enable a student to experience independent living through classroom simulation which involves exploring careers, obtaining an apartment, buying a car, managing money and credit, and consumer education.

**FCSSEW**  
**SEW CREATIVELY**  
*PREREQUISITE: Fashion and Fabrics*  
18 weeks  
1.0 credit  
Grades 10, 11, 12  
This course emphasizes clothing construction with a focus on pattern alterations and design changes. It is an introduction to fashion design and will include exploration into careers in the fashion industry.  

**THERE WILL BE A LAB FEE APPLIED TO COVER CLASS MATERIALS.**

**FCSADVCL**  
**ADVANCED CLOTHING**  
*PREREQUISITE: Sew Creatively*  
18 weeks  
1.0 credit  
Grades 11, 12  
This course is for those interested in pursuing fashion as a career and allows students to perfect their skills in garment design and construction. The student will experience a simulated fashion merchandising career by working in cooperative groups with the Business Department’s Fashion and Hospitality Marketing classes to develop and market a product.

**FCSUNDCH**  
**UNDERSTANDING CHILDREN**  
18 weeks  
1.0 credit  
Grades 11, 12  
This course emphasizes study and activities related to the development of a child from the prenatal period to six years. This is a personal enrichment course for the student interested in the developing child and the constant interaction with family and society. While learning about the preschool age child, the student will write a children’s book. Students will be expected to provide 4 C batteries for use with the REALCARE babies.  

*THIS COURSE IS REQUIRED BEFORE NURSERY SCHOOL CHILD DEVELOPMENT AND PRACTICAL-CHILD DEVELOPMENT.*
FCSNURS1  NURSERY SCHOOL - CHILD DEVELOPMENT 1  
**PREREQUISITE: Understanding Children (and approval of teachers and school counselors)**  
9 weeks  0.5 credit  Grades 11, 12  
This course emphasizes study and activities related to the development of the preschool child. A Nursery School lab will provide opportunities for observing and applying theories and skills. This course is recommended for students who are interested in learning more about children, in careers working with children, or in developing parenting skills.

FCSNURS2  NURSERY SCHOOL - CHILD DEVELOPMENT 2  
**PREREQUISITE: Understanding Children (and approval of teachers and school counselors)**  
18 weeks  1.0 credit  Grades 11, 12  
This course emphasizes study and activities related to the development of the pre-school child. A lab situation Nursery School will provide opportunities for observing and assisting in the Nursery School lab. This course is recommended for students who are interested in careers working with children, interested in learning more about children or interested in developing parenting skills. This course will include all aspects of running a Nursery School, including teaching, assisting, snacks and observation of the Nursery School children.

FCSPR1  PRACTICAL CHILD DEVELOPMENT 1  
**PREREQUISITE: Understanding Children (and approval of teachers and school counselors)**  
9 weeks  1.0 credit  Grade 12  
This course emphasizes study and activities related to the development of the school-age child. Each student will be assigned to a practical experience within the Pennsbury community to assist a child-care supervisor or elementary school teacher. This course is recommended for students who are interested in becoming a teacher, child care provider, or interested in the older child. External placement in the community is contingent on completion of all class work as well as adherence to the Child Development Practical contract. This course may be taken in addition to course FCSPR2 for a 27-week Practical experience.

FCSPR2  PRACTICAL CHILD DEVELOPMENT 2  
**PREREQUISITE: Understanding Children (and approval of teachers and school counselors)**  
18 weeks  2.0 credits  Grade 12  
This course emphasizes study and activities related to the development of the school-age child. Each student will be assigned to a practical experience in the Pennsbury community to assist a child-care supervisor or elementary school teacher. This course is recommended for students who are interested in becoming a teacher, child care provider, or interested in learning more about the older child. External placement in the community is contingent on completion of all class work as well as adherence to the Child Development Practical contract. Participation in this course includes the opportunity to belong to Future Educators Association.

FCSSRINT1  SENIOR INTERNSHIP 1  
**PREREQUISITE: Career Connections**  
9 weeks  0.5 credit  Grade 12  
This course allows students to explore career options in a setting outside of school. Each student will be assigned to a job placement in the community under the supervision of an employer. This is an opportunity to gain credit through practical work experience. This course is recommended for students who are interested in exploring a specific career field after graduation. External placement in the community is contingent on completion of all class work as well as adherence to rules set forth by the Senior Internship Coordinator. Students will be required to meet in school with the Senior Internship Instructor periodically to review progress and reflect on their work experience. A portfolio will be created as a culmination of the experience in the workplace.
Students may be admitted to the Senior Internship without meeting the pre-requisite if they obtain administrative approval.

This course requires students to be released from A or D-period. Guidelines include:
1. Students are required to complete the Senior Reduction in Course Load form.
2. Students are required to meet the proficiency standard in Algebra, Biology and Literature Keystone exams.
3. Students must receive passing grades in all 11th grade course work.
4. Students must maintain above a 2.5 GPA and be in good standing in their discipline record.
5. Students will need to arrange their own transportation to the Internship setting.

Students are not permitted to work for a family business for internship credit.

**FCSSRINT2**

**SENIOR INTERNSHIP 2**

**PREREQUISITE: Career Connections**

18 weeks 1.0 credit  Grade 12

This course allows students to explore career options in a setting outside of school. Each student will be assigned to a job placement in the community under the supervision of an employer. This is an opportunity to gain credit through practical work experience. This course is recommended for students who are interested in exploring a specific career field after graduation. External placement in the community is contingent on completion of all class work as well as adherence to rules set forth by the Senior Internship Coordinator. Students will be required to meet in school with the Senior Internship Instructor periodically to review progress and reflect on their work experience. A portfolio will be created as a culmination of the experience in the workplace.

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1. Students are required to complete the Senior Reduction in Course Load form.
2. Students are required to meet the proficiency standard in Algebra, Biology and Literature Keystone exams.
3. Students must receive passing grades in all 11th grade course work.
4. Students must maintain above a 2.5 GPA and be in good standing in their discipline record.
5. Students will need to arrange their own transportation to the Internship setting.

Students are not permitted to work for a family business for internship credit.

**GENERAL ELECTIVES**

**ELSO**

**STUDY/ORGANIZATIONAL SKILLS**

36 weeks (alternates daily) 1.0 credit  Grades 9, 10, 11, 12

This course provides students with specific instruction included, in but not limited to, the following areas: Following directions, organizational skills, study learning methods for content areas, researching techniques, test-taking strategies and decision-making proficiency.

**ELSATPREP**

**SAT VERBAL/MATH PREPARATION**

**PREREQUISITE: Geometry**

9 weeks 0.5 credit  Grades 10, 11, 12

The emphasis of this course is on the test-taking strategies involved with the SAT exam. Students will be involved with class discussions and independent work consistent with the math and critical reading concepts found on the SAT. Homework and quizzes will be given on a daily basis. Full practice SAT exams will be given during the course. However, the PSAT should be taken in the junior year.

*Material cost for the course is approximately $50.00.*
Senior Privilege affords 12th grade students the opportunity to be released from A or D period. Guidelines for this privilege include:

1. Students must complete the *Senior Reduction in Course Load* form.
2. Students must meet the proficiency standard in Literature and Algebra on the 11th grade Keystone exams.
3. Students must receive a passing grade for all 11th grade course work.

Students, who participate in varsity or junior varsity athletics for Pennsbury in their junior year, may elect to drop physical education as one of their senior year courses. However, students who drop physical education will not be eligible to participate in Sports Nite.

Senior Privilege may be revoked by administration for violations of the Student Conduct Policy and/or the Pennsbury High School Student Regulations, which include excessive lateness and absence. Seniors with this privilege may not have any pending obligations. If a student chooses Senior Privilege, they must provide their own transportation to or from school.

**GIFTED PRACTICUM**

*Gifted Practicum* is available to students identified as Mentally Gifted. The seminar is discussion and research based, and requires in-depth investigations, which are essential to academic achievement. These studies will enhance the students’ abilities: (1) to analyze, evaluate and apply information; (2) to communicate significant knowledge and understanding; and (3) to use technology effectively. The seminar may be extended towards completion of the student’s required graduation project.

Students classified as mentally gifted may select one seminar per year during grades 9-12. Each student will have the opportunity to explore the seminar theme employing his/her own strengths and interests. Furthermore, the seminar is worth 1.0 credit and as an honors level course, carries a weighted grade.

A Gifted Support team facilitates the selection of topics and develops links to resources in the community. Also, members of the Gifted Support team monitor students’ GiEP’s.

**GPETH**

**GIFTED PRACTICUM: ETHICS**

18 weeks 1.0 credit Grades 9, 10

*PREREQUISITE: Classification as Mentally Gifted*

Within a student-centered environment, students in the Ethics Seminar will investigate a variety of subject areas and philosophical concepts. Included is an examination of the history’s earliest philosophers and their impact on humanity, as well as current developments in the field of modern thought and contemplation. By no means exhaustive, students will read, discuss and analyze the works of Plato, Aristotle, Bentham, Kant, and other philosophers. Students will read essays, articles, primary source documents, and creative fiction related to course topics. Discussion groups, informal presentations, simulation exercises, literature circles and symposia-style presentations encourage students to hone their verbal communication skills. As a culminating experience, students will research and present a subject that relates to ethics and morality.
**GP SOJ**  
**GIFTED PRACTICUM: SOCIAL JUSTICE**  
18 weeks  
1.0 credit  
Grades 11, 12  

**PREREQUISITE: Classification as Mentally Gifted**  
Within a student-centered environment, students in the Social Justice Seminar will examine different types of social injustices: racism, sexism, classism, and treatment of the disenfranchised. We will also examine how we can talk about individual human rights as well as what is good for the community as a whole. We will critically explore several social issues which may include work and welfare, family and reproductive issues, affirmative action, housing and homeless and the environment. Students will read essays, articles, primary source documents, and creative fiction related to course topics. Discussion groups, informal presentations, simulation exercises, literature circles and symposia-style presentations encourage students to hone their communication skills. Because a large component of any social justice class should include how we can improve our society in various ways, students will participate in a community service project within the school community and/or the community at large.

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**HEALTH AND PHYSICAL EDUCATION**

**PHYSICAL EDUCATION**

The intent of the physical education program is to instill in the student an awareness of the importance of physical activities, the desire to pursue activity throughout his/her lifetime, and the skills necessary to do this effectively. Units of study in aquatics, personal fitness, dance, lifetime sports, team sports, and adventure education are presented.

**PE1FRSO**  
**PHYSICAL EDUCATION 9-10**  
9 weeks  
0.25 credit  
Grades 9, 10  
This course provides students with instruction on fundamental skills and nutrition. This program encourages teamwork and building character through cooperative games, team-building activities, aquatics (9th grade), and team sports.

**PE1JRSE**  
**PHYSICAL EDUCATION 11-12**  
9 weeks  
0.25 credit  
Grades 11, 12  
This course provides instruction in the continued development of fitness skills as well as skills used in competitive and non-competitive physical activities. The selective program can include a variety of team sports, individual sports, fitness, recreational sports, dance, and adventure education. Students will enroll in the equivalent of 18 weeks of PE in both their 11th and 12th grade years.

**PEEXPHYS**  
**EXERCISE PHYSIOLOGY WITH LAB**  
9 weeks  
0.25 credit  
Grades 11, 12  
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks. Students will: investigate the benefits of physical activity; analyze the effects of physical activity on the body systems, the relationship between nutrition and physical activity, and the components necessary to design a fitness plan. This course is recommended for students interested in pursuing careers in kinesiology, health sciences, physical therapy, sports medicine, athletic training, personal training, nutrition, etc.

**PESPTNITE**  
**SPORTS NITE**  
9 weeks  
0.25 credit  
Grades 11, 12  
11th and 12th grade students only may select this activity. Students who select Sports Nite as a part of their physical education program are required to complete one of the evening events during Sports Nite weekend. Activities include dance routines, relay races, and fitness activities.
HEALTH EDUCATION

The health education program aims to impact health knowledge, which will enable the students to develop desirable and wholesome personal habits and attitudes and decision-making skills.

PEHEA9 9th GRADE HEALTH
9 weeks 0.25 credit Grade 9
The program at this level consists of six major units of instruction. They include: An Introduction to Wellness (with an emphasis on personal fitness), Emotional Health (with an emphasis on self-esteem, decision making, and motivation), Mental Health (with an emphasis on managing stress, anxiety, coping with loss, and suicide prevention), Social/Interpersonal Health (with an emphasis on establishing healthy and safe relationships and effective communication), Drugs and Alcohol (with an emphasis on the impact on oneself, family, and community and resources for coping), and Physical Health (with an emphasis on human growth and development and human sexuality.)

PEHEA10 10th GRADE HEALTH
9 weeks 0.25 credit Grade 10
The program at this level consists of three major units of instruction. 1) Driver Education and Safety which includes 30 hours of classroom theory that will qualify the eligible student for a possible auto insurance discount upon the successful completion of the unit requirements. Emphasis in this unit will be on the driving task, interacting with traffic, driving in different environments and conditions, and responsibilities as a driver. 2) The purpose of the American Red Cross First Aid/CPR/AED Program is to help the student recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course provides students with the knowledge and skills needed to give immediate care to an injured or ill person until Advanced Medical help arrives.

JROTC

JROTCFAL FRONTIERS OF AVIATION/LEADERSHIP EDUCATION 1
36 weeks (alternates daily) 1.0 credit Grades 9, 10, 11, 12
Aerospace Science: A Journey Into Aviation History: This is the recommended first AS course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials.

Leadership Education 1: Traditions, Wellness, and Foundations of Citizenship: LE 1 is the first component of JROTC leadership education. It is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and examine the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success. Lessons will cover how to be emotionally, mentally, and physically healthy. Avoiding and preventing violence in today’s society will also be covered. How to recognize types of bullying and how to advocate for prevention of this type of behavior. It will cover healthy living, physical fitness, and how to make safe, drug-free, and responsible decisions. This textbook will also examine the negative effects of air and water pollution, and how to help keep the environment safe. Cadets will be introduced to civics and our national government, including a historical understanding of the American flag and other important national symbols. The final chapter will also cover how the US Constitution protects our rights and freedoms as American citizens.
JROTC SF

SCIENCE OF FLIGHT / LEADERSHIP EDUCATION 2
36 weeks (alternates daily) 1.0 credit Grades 10, 11, 12

The Science of Flight: A Gateway to New Horizons: This course focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students.

Leadership Education 2: Communication, Awareness, and Leadership: is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to “develop citizens of character dedicated to serving their nation and community.” Woven throughout is the underlying theme of developing personal integrity. The course also emphasizes leadership and values such as service and excellence. This update incorporates 21st century teaching, learning, and skills of critical thinking, communication, collaboration, and creativity.

JROTC CS

CULTURAL STUDIES/LEADERSHIP EDUCATION 3
36 weeks (alternates daily) 1.0 credit Grades 11, 12

Cultural Studies: An Introduction to Global Awareness: This is a customized course about the world’s cultures. It introduces students to the world’s cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials.

Leadership Education 3: Life Skills and Career Opportunities: This course provides an essential component of leadership education for today’s high school students. It is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.

Note: Students enrolled in an Air Force JROTC course may qualify for Science or Social Studies credit with administrative approval.

All students must wear the provided Air Force uniform and comply with grooming requirements. Students are expected to wear the Air Force uniform once per week on Wednesdays or Thursdays.
Note: There may be exceptions to the course progression dependent upon student success in a given course.

MAALG1YL

ALGEBRA 1 YEAR-LONG

PREREQUISITE: Concepts of Algebra

36 weeks 2.0 credits  Grade 9, 10

This one year course is a comprehensive study of Algebra 1 from algebraic, graphical, and numerical viewpoints. Topics include: operations and properties of real numbers, variables and expressions, solving equations and inequalities, an introduction to functions, linear functions, interpreting and drawing graphs, data analysis & probability, slope, operations and properties of exponents, quadratic equations, polynomials, systems of equations and inequalities, and factoring. There will be an emphasis on problem solving throughout the course. Scientific (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

Upon completion of the course, students will take the PA Algebra 1 Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into an Algebra Keystone course.
MAALG1

**ALGEBRA 1**

**PREREQUISITE:** Concepts of Algebra

18 weeks 1.0 credit Grades 9, 10

This course is a comprehensive study of Algebra 1 from algebraic, graphical, and numerical viewpoints. Topics include: operations and properties of real numbers, variables and expressions, solving equations and inequalities, an introduction to functions, linear functions, interpreting and drawing graphs, data analysis & probability, slope, operations and properties of exponents, quadratic equations, polynomials, systems of equations and inequalities, and factoring. There will be an emphasis on problem solving throughout the course. Scientific (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

*Upon completion of the course, students will take the PA Algebra 1 Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into an Algebra Keystone course.*

MAALG1B

**ALGEBRA 1B**

18 weeks 1.0 credit Grades 9, 10, 11, 12

This course continues the study of the topics covered in Algebra 1A. Topics specific to the Algebra 1B course include: slope, operations and properties of exponents, quadratic equations, polynomials, systems of equations and inequalities, and factoring. Scientific (TI-30) and graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

*Upon completion of the course, students will take the PA Algebra 1 Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into an Algebra Keystone course.*

MACALGEO

**CONCEPTS OF ALGEBRA AND GEOMETRY**

18 weeks 1.0 credit Grades 10, 11, 12

In this course, students learn basic concepts of geometry as topics relate to Algebra. Topics include properties of Algebra, expressions and equations, radicals, and tools of geometry. Emphasis is placed on the relationship between Algebra and Geometry.

*Upon completion of this course, students who were not proficient on the PA Algebra 1 Keystone exam will be required to retake the exam.*

MAGEO

**GEOMETRY**

**PREREQUISITE:** Algebra 1 or Algebra 1B

18 weeks 1.0 credit Grades 9, 10, 11, 12

This course introduces students to the study of points, lines, planes and space. Topics include logic, proof, transformations, congruence, similarity, symmetry, measurement, and coordinate geometry. Appropriate computer programs will aid students with visualizations and the formation of conjectures. There will be an emphasis on problem solving throughout the course. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

MAALG2

**ALGEBRA 2**

**PREREQUISITE:** Geometry

18 weeks 1.0 credit Grades 9, 10, 11, 12

This course is a comprehensive study of Algebra 2 from algebraic, graphical, and numerical viewpoints. The focus of this course is functions. Linear, quadratic, polynomial, power, exponential and logarithmic functions are explored in depth. Data analysis is used to give real world examples of the use of these functions. Work on systems and conic sections are included. There will be an emphasis on problem solving throughout the course. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate. This course is recommended for students continuing on to higher mathematics such as Pre-Calculus, Calculus, Statistics, etc.
**MAALG2A  ALGEBRA 2A**  
**PREREQUISITE:** Geometry  
18 weeks  1.0 credit  Grades, 11, 12  
This course is the first half of the Algebra 2 course. This course will focus on patterns and expressions, functions, linear systems, quadratic equations, probability, and statistics. There will be an emphasis on problem solving throughout the course. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate. This course is recommended for students who do not plan on continuing on to higher mathematics such as Pre-Calculus, Calculus, etc.

**MAALG2B  ALGEBRA 2B**  
**PREREQUISITE:** Algebra 2A  
18 weeks  1.0 credit  Grades 11, 12  
This course continues the study and application of the topics studied in Algebra 2A. Topics specific to the Algebra 2B course include: polynomial, radical, rational, exponential, and logarithmic functions. There will be an emphasis on problem solving throughout the course. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate. Students who wish to continue with math will be prepared for the courses Trigonometry, Introduction to College Math, and/or Applied Statistics.

**MATRIG  TRIGONOMETRY**  
**PREREQUISITE:** Algebra 2 or Algebra 2B  
9 weeks  0.5 credit  Grades 11, 12  
This course is designed for students who do not select Pre-Calculus and Discrete Math, but plan to attend college. Topics include trigonometric functions, identities, and solutions of right triangles. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

**MACOLMA  INTRODUCTION TO COLLEGE MATH**  
**PREREQUISITE:** Algebra 2 or Algebra 2B  
9 weeks  0.5 credit  Grades 11, 12  
This course is an option for students who do not select Pre-Calculus and Discrete Math. It includes material likely to be encountered in a required freshmen college mathematics course. Topics include: logic, sets, linear programming, matrices, probability, molding, and Venn diagrams. This course emphasizes a hands-on approach to the application of mathematics. Scientific (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

**MAAPLSTAT  APPLIED STATISTICS**  
**PREREQUISITE:** Algebra 2 or Algebra 2B  
9 weeks  0.5 credit  Grades 11, 12  
This course is an option for students who do not plan to major in mathematics. It utilizes electronic spreadsheets in the study of statistical concepts and applications. Probability and statistics are studied through a hands-on approach to collecting, displaying, and analyzing data. Graphing calculators (TI-83, TI-84 series) and computer software will be utilized when appropriate.

**MAPRCALC  PRECALCULUS AND DISCRETE MATHEMATICS**  
**PREREQUISITE:** Algebra 2  
18 weeks  1.0 credit  Grades 9, 10, 11, 12  
This course is for students who plan to continue with higher mathematics. It will include an in-depth study of the functions of polynomials, rationales, exponential and logarithmic, conic sections, sequences, series, trigonometry, probability, topics in analytic geometry, and introduction to limits. Graphing calculators (TI-83, TI-84 series) and computer software will be utilized when appropriate.
MASTAT  
**STATISTICS**  
**PREREQUISITE:** Pre-Calculus and Discrete Mathematics  
18 weeks  1.0 credit  Grades 10, 11, 12  
A thorough study of probability and statistics is carried out through video, computer software, hand-held calculator, simulation, projects, and cooperative problem solving. Graphing calculators (TI-83, TI-84 series) and computer software will be utilized when appropriate.

MAAPSTAT  
**ADVANCED PLACEMENT STATISTICS**  
**PREREQUISITE:** Pre-Calculus Honors  
18 weeks  1.0 credit  Grades 10, 11, 12  
The purpose of this course is to introduce students to the major concepts and tools for collecting, organizing, analyzing and drawing conclusions from data. Students will be involved in activities in four major areas: exploratory data analysis, planning a study, probability, and statistical inference. Specific topics include univariate and bivariate data analysis, experimental design, probability, simulations, confidence intervals, and hypothesis testing. Students successfully completing the course will be encouraged to take the AP exam in statistics. Graphing calculators (TI-83, TI-84 series) and computer software will be utilized when appropriate.

MACALC  
**CALCULUS**  
**PREREQUISITE:** Pre-Calculus and Discrete Mathematics  
18 weeks  1.0 credit  Grades 10, 11, 12  
Calculus is the most advanced mathematics course offered. The power of mathematics as a science and as a working tool in engineering and other academic areas is demonstrated. Differential and Integral Calculus will be covered. Differential Calculus deals with the rate of change of a function. Integral Calculus is connected with the idea of accumulation. Graphing calculators (TI-83, TI-84 series) and computer software will be utilized when appropriate.

MAAPCALAB  
**ADVANCED PLACEMENT CALCULUS AB**  
**PREREQUISITE:** Advanced Placement Calculus AB  
18 weeks  1.0 credit  Grades 10, 11, 12  
This special college-level learning experience is a study of both the differential and integral aspects of Calculus in more challenging and stimulating ways when compared with other high school math courses. It delves into course content in greater depth and requires more time, more work, and gives greater opportunity for individual progress and accomplishment. Students successfully completing the course will be encouraged to take the AP test in Calculus. Graphing calculators (TI-84 series) will be utilized when appropriate.  
*Students are required to complete a summer review packet for the first day of class.*

MAAPCALBC  
**ADVANCED PLACEMENT CALCULUS BC**  
**PREREQUISITE:** Advanced Placement Calculus AB  
18 weeks  1.0 credit  Grades 10, 11, 12  
This advanced college-level learning experience continues the study of Differential and Integral Calculus and explores sequences and series, as well. In addition to utilizing concepts mastered in AP Calculus AB, students will be expected to further their understanding of Calculus in a quicker and more challenging discovery-based learning environment than encountered in AP Calculus AB. Students successfully completing the course will be encouraged to take the AP test in Calculus BC. Graphing calculators (TI-84 series) will be utilized when appropriate.  
*Students are required to complete a winter review packet for the first day of class.*

* Honors Course Available
MUSIC

MUTHEO1  MUSIC THEORY 1
18 weeks  1.0 credit  Grades 9, 10, 11, 12
This course is designed for the student who has a special interest in music and has a desire to learn the fundamentals of music theory and composition. Topics presented include the study of notation, key signatures, musical forms, diatonic triads and seventh chords in all keys. More advanced work in contextual listening, musical analysis, conducting, improvisational activities, aural skills development and work in rhythm and meter is given. Students will also create original music compositions using music technology.

MUTHEO2  MUSIC THEORY 2
PREREQUISITE: Music Theory 1
18 weeks  1.0 credit  Grades 10, 11, 12
This course is designed for the student who has a special interest in music and has demonstrated proficiency in the fundamentals of music theory and composition. Topics presented include the study of traditional part-writing with figured bass utilizing diatonic triads and seventh chords in all keys along with the addition of non-chord tones. More advanced work in contextual listening, musical analysis, conducting, improvisational activities, aural skills development and work in rhythm and meter is given. Music technology is utilized for composition, sequencing and orchestration projects in addition to computer-assisted reinforcement of aural skills and various course topics. The class will prepare original music compositions which will be presented at the end of the semester.

MUAPTHR  ADVANCED PLACEMENT MUSIC THEORY 3
PREREQUISITE: Music Theory 2
18 weeks  1.0 credit  Grades 10, 11, 12
This course is designed for the student who plans to have music as an important part of his/her life. Course content focuses on preparation for the AP Music Theory Examination. Topics include a comprehensive study of music history, development of a thorough analysis language, continued reinforcement of part-writing skills with expansion into Modern Era theory and composition, additional methods of modulation, and specific instruction in counterpoint. Advanced sight-singing, aural skills development and contextual listening recall is emphasized. Music technology is utilized for composition and orchestration projects in addition to computer assisted reinforcement of aural skills and course topics. The class will prepare original music compositions, which will be presented at the end of the semester. 

Students are required to complete a summer review packet for the first day of class.

MUMENCH  MEN'S CHORUS
36 weeks (alternates daily)  1.0 credit  Grade 9
The first in a sequence of courses designed to develop the skills necessary to sing choral music. Basic music reading skills and vocal techniques appropriate to the maturing/changing male voice are emphasized while performing quality literature from the choral music repertoire. Attendance at all performances is a requirement of the course. Sectional rehearsals to provide individualized help in a small group setting are scheduled on a rotation basis to minimize interference with other subjects. Membership in choral groups is a prerequisite for participation in County, Regional, State, and National Music Festivals.

MUWOCH  WOMEN'S CHORUS
36 weeks (alternates daily)  1.0 credit  Grade 9
The first in a sequence of courses designed to develop the skills necessary to sing choral music. Basic music reading skills and vocal techniques appropriate to the maturing female voice are emphasized while performing quality literature from the choral music repertoire. Attendance at all performances is a requirement of the course. Sectional rehearsals to provide individualized help in a small group setting are scheduled on a rotation basis to minimize interference with other subjects. Membership in choral groups is a Prerequisite for participation in County, Regional, State, and National Music Festivals.
MUCHOR  CHORALE
36 weeks (alternates daily)  1.0 credit  Grades 10, 11, 12
A mixed chorus of 10-12 grade students. Skills emphasized in this offering include: ensemble singing, aural training, intermediate music reading skills, intermediate vocal technique, and critical listening. Attendance at all performances is a requirement of the course. Sectional rehearsals to provide individualized help in a small group setting are scheduled on a rotation basis to minimize interference with other subjects. A fee for concert attire will be charged. Dependent on factors such as years of participation in the Choral Music Department and the ability to resell outfits to incoming students, cost can range from $60-$90 per year (females) and $140 - $180 (males). **Membership in choral groups is a prerequisite for participation in County, Regional, State, and National Music Festivals.**

MUWENS  WOMEN'S ENSEMBLE
**PREREQUISITE: Audition with the Choral Music staff**
36 weeks (alternates daily)  1.0 credit  Grades 10, 11, 12
The exploration and performance of advanced choral music for women’s voices is a major goal of this course. Sight reading skills, expressive singing, and advanced vocal and choral techniques are emphasized. Attendance at all performances is a requirement of the course. This ensemble usually performs several concerts per year, including evenings and some weekends. Sectional rehearsals to provide individualized help in a small group setting are scheduled on a rotation basis to minimize interference with other subjects. A fee for concert attire will be charged. Dependent on factors such as years of participation in the Choral Music Department, and the ability to resell outfits to incoming students, cost can range from $60-$90 per year. **Membership in choral groups is a Prerequisite for participation in County, Regional, State, and National Music Festivals.**

MUCCHOIR  CONCERT CHOIR
**PREREQUISITE: Audition with the Choral Music staff**
36 weeks (alternates daily)  1.0 credit  Grades 11, 12
A mixed choir of 11-12 grade students; the exploration and performance of advanced choral music for mixed chorus is a major goal of this course. This ensemble will perform several concerts per year, including evenings and some weekends. Sectional rehearsals to provide individualized help in a small group setting are scheduled on a rotation basis to minimize interference with other subjects. Dependent on factors such as years of participation in the Choral Music Department and the ability to resell outfits to incoming students, cost can range from $60-$90 per year (females) and $140 -$180 (males). **Membership in choral groups is a prerequisite for participation in County, Regional, State, and National Music Festivals.**

MUTECH  MUSIC TECHNOLOGY I
**PREREQUISITE: Music Theory 1 or recommendation of music faculty**
18 weeks  1.0 credit  Grades 9, 10, 11, 12
The course is designed for the advanced music student who wishes to learn to work with technology on a variety of compositional and music related projects. A variety of software programs will be used to teach students techniques including sampling, midi-interface, sound looping, digital mixing, and sequencing. The focus of this course will be practical applications of digital audio workstations (DAWs) and MIDI sequencing.

MUTECH2  MUSIC TECHNOLOGY II
**PREREQUISITE: Music Technology 1**
18 weeks  1.0 credit  Grades 10, 11, 12
The course is designed for the advanced music student who wishes to learn and work with technology including intense compositional and music related projects. A variety of software programs will be used to teach students advanced techniques of sampling, recording, midi-interface, sound looping, digital mixing and sequencing. The focus of this course will be Recording Principles and DJ Mixing using industry sound equipment and Traktor Pro DJ software.
**MU9BAND**  
**INSTRUMENTAL MUSIC (9th Grade Band)**  
36 weeks (alternates daily)  
1.0 credit  
Grade 9  
This course is designed for all 9th grade brass, woodwind, and percussion students who wish to develop their ability to perform instrumental music. Included are studies in instrumental technique, music reading, expressive playing, critical listening, diverse instrumental literature, and performance skills. Students are required to schedule and attend two lessons per quarter and all performances are mandatory.  
*Membership in the 9th grade concert band is a prerequisite for participation in the Youth Orchestra of Bucks County.*

**MUCBAND**  
**INSTRUMENTAL MUSIC (Concert Band)**  
36 weeks (alternates daily)  
1.0 credit  
Grades 10, 11, 12  
This course is designed for all 10th, 11th, 12th grade brass, woodwind, and percussion students who wish to develop their ability to perform instrumental music. Included are studies in instrumental technique, music reading, expressive playing, critical listening, diverse instrumental literature, and performance skills. Students are required to schedule and attend two lessons per quarter and all performances are mandatory.  
*Membership in the Concert Band is a prerequisite for participation in the Youth Orchestra of Bucks County, the Pennsylvania Music Educators’ District, Regional, State and National Music Festivals.*

**MUSYMWI**  
**INSTRUMENTAL MUSIC (Symphonic Winds)**  
**PREREQUISITE:** Audition with Instrumental Music Staff  
36 weeks (alternates daily)  
1.0 credit  
Grades 10, 11, 12  
This course is designed for all 10th, 11th, and 12th grade brass, woodwind, and percussion students who wish to develop their ability to perform instrumental music. Included are studies in instrumental technique, music reading, expressive playing, critical listening, diverse instrumental literature, and performance skills. Students are required to schedule and attend two lessons per quarter and all performances are mandatory.  
*Membership in the Symphonic Winds is a prerequisite for participation in the Youth Orchestra of Bucks County, and the Pennsylvania Music Educators’ District, Regional, State and National Music Festivals.*

**MUCORCH**  
**INSTRUMENTAL MUSIC (Concert Orchestra)**  
36 weeks (alternates daily)  
1.0 credit  
Grades 9, 10, 11, 12  
This course is designed for violin, viola, cello, string bass, and harp students who wish to develop their ability to perform instrumental music. Included are studies in instrumental technique, music reading, expressive playing, critical listening, diverse instrumental literature, and performance skills. Students are required to attend all performances and two lessons per quarter. Lessons are scheduled on a rotating basis to minimize interference with other subjects.  
*Membership in the Concert Orchestra is a prerequisite for participation in the Youth Orchestra of Bucks County, the Pennsylvania Music Educators’ District, Regional, State, Eastern and National Music Festivals.*

**MUSYMORC**  
**INSTRUMENTAL MUSIC (Symphonic Orchestra)**  
**PREREQUISITE:** Audition with Instrumental Music Staff  
36 weeks (alternates daily)  
1.0 credit  
Grades 10, 11, 12  
This course is designed for violin, viola, cello, string bass, and harp students who wish to develop their ability to perform instrumental music. Included are studies in instrumental technique, music reading, expressive playing, critical listening, diverse instrumental literature, and performance skills. Students are required to attend two lessons per quarter and all performances are mandatory.  
*Membership in the Symphonic Orchestra is a prerequisite for participation in the Youth Orchestra of Bucks County, the Pennsylvania Music Educators’ District, Regional, State, and National Music Festivals.*

**MUJAZZ**  
**JAZZ PRACTICES**  
**PREREQUISITE:** Music Theory 1  
18 weeks  
1.0 credit  
Grades 11, 12  
This course is designed for 11th and 12th grade instrumentalists and vocalists who have successfully completed Music Theory 1, and who desire to improve the study of jazz improvisation and the jazz idiom. This is a performance-based class and henceforth the skills necessary for participation in band, orchestra and/or choir apply.
SCIENCE

SCGRNPR       GREENHOUSE PRODUCTION
18 weeks       1.0 credit       Grades 9, 10
This program is designed for students who want to work on projects related to plant and greenhouse production. Students explore various horticultural techniques utilized in greenhouse production. A lab practical will be part of the mid-term assessment as well as a lab practical at the term-ending assessment. Students will have the opportunity to grow personal plants to take home. Labs throughout the semester will introduce students to various types of plants and plant growing techniques. The concluding unit of study will tie in the business aspect of the Greenhouse industry to plant growing processes.

SCANAT1       HUMAN ANATOMY AND PHYSIOLOGY 1
18 weeks       1.0 credit       Grades 9, 10, 11, 12
This course will center on the six major systems of the human body: Integumentary, Skeletal, Senses (sight), Endocrine, Cardiovascular and Digestive. A concluding research project will also be included. This course is designed to prepare those students who are considering a career in the health related professions. Extensive use of medical films, along with actual animal dissection, and extensive readings will be used. A major component of this course involves students’ willingness to partake in animal dissection. If the student does not want to be involved in dissection, they should possibly reconsider taking this course. Only the more focused and scientifically motivated students should consider taking this course.

SCANAT2       HUMAN ANATOMY AND PHYSIOLOGY 2
PREREQUISITE: Completion of Human Anatomy & Physiology 1 with a minimum grade of C-
18 weeks       1.0 credit       Grades 10, 11, 12
This course is a continuation of HUMAN ANATOMY & PHYSIOLOGY I. The following systems will be covered: Tissues, The Muscular System, the Blood, the Lymphatic System, the Respiratory System, and the Urinary System. A major component of this course involves students’ willingness to partake in animal dissection. If the student does not want to be involved in dissection, they should possibly reconsider taking this course.

SCPHSCI       PHYSICAL SCIENCE
18 weeks       1.0 credit       Grade 9
This introductory study of physical science is designed to develop an overall view of the physical world through laboratory activities and the scientific method. A scientific model is used throughout the study of matter and the practical applications that develop as a consequence of the investigation. The topics include a study of matter and models, the chemical properties of matter, atomic structure, chemical reactions, solutions, acids, & bases.

SCPHSCIH      PHYSICAL SCIENCE Honors
18 weeks       1.0 credit       Grade 9
This introductory study of physical science is designed to develop an overall view of the physical world through laboratory activities and the scientific method. This course is designed to develop higher order thinking and problem solving skills. A scientific model is used throughout the study of matter and the practical applications that develop as a consequence of the investigation. The topics include a study of matter and models, motion, forces, forces in fluids, work, power, and simple machines. Students selecting Honors Physical Science should be proficient in Algebra 1. Physical Science Honors is a prerequisite course to CHEMISTRY I HONORS.
SCBIO1  BIOLOGY 1
18 weeks  1.0 credit  Grade 10
The Biology program includes topics such as the diversity and chemistry of life, the molecules of cells, the functional cell, digestion, inheritance evolution and ecology. Emphasis is placed on laboratory techniques and the use of the scientific methods of investigation. In Honors Biology the topics include diversity of life, the chemical basis of organisms, energy relationships within a cell, cellular processes, and principles of inheritance. Conceptual understanding and application of concepts is achieved through laboratory investigations using the scientific method.

Upon completion of the course, students will take the PA Biology Keystone exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into the Biology II course.

SCBIO1H  BIOLOGY 1 HONORS
18 weeks  1.0 credit  Grade 10
This course emphasizes a deeper understanding of biological concepts, connecting many scientific principles together across various curricula. This course includes the following topics: the basic biological principles, the chemical basis for life, bioenergetics, homeostasis & transport, genetics, cell reproduction, evolution, and ecology. Biology I Honors stresses enhanced critical thinking through discussion and laboratory experimentation.

Upon completion of the course, students will take the PA Keystone Biology exam. Students are required to score Proficient or Advanced on this exam in order to meet PA high school graduation requirements. Students who do not score proficient by the start of their 11th grade year will be scheduled into the Biology II course.

SCBIO2  BIOLOGY 2
PREREQUISITES: Biology 1
18 weeks  1.0 credit  Grades 11, 12
In this course, students learn basic principles of biology as they study human diseases and immunity. Topics include evolution, infectious diseases, cancer, the cardiovascular and immune systems. Emphasis is placed on hands-on activities and student projects.

SCBIO2H  BIOLOGY 2 HONORS
PREREQUISITES: Chemistry 1 and Biology 1 Honors, or Biology 1 with a grade of “B” or better
18 weeks  1.0 credit  Grade 11, 12
This course is designed for students who are interested in biology and planning to continue their study of a science field after high school. Students learn the basic principles of biology as they study human diseases. Topics include evolution, infectious diseases, cancer and the cell, cardiovascular, cerebrovascular and respiratory diseases, and the role of nutrition in disease.

SCAPBIO  ADVANCED PLACEMENT BIOLOGY
PREREQUISITES: Honors Biology I and Honors Chemistry I
36 weeks  2.0 credit  Grades 10, 11, 12
This course is designed to provide highly-motivated science students with a strong background in basic principles of biology. The depth and breadth of coverage reflect the coverage on the Advanced Placement Biology Exam. Topics covered include: basic biochemistry, cell structure and function, energy transformation, cell division, genetics, molecular biology, evolution, the nervous system, immune system of animals, the structure function, and reproduction of planets and animals.

A summer assignment is expected to be completed by the first day of class.
SCCHEM1  CHEMISTRY 1

PREREQUISITE: Algebra 2 (may be taken concurrently)

18 weeks  1.0 credit  Grade 10, 11, 12

This course stresses theoretical chemistry such as atomic theory, mole concepts, chemical reactions, gas, solid and liquid phases, atomic structure and bonding, and the periodic table. The minimum math requirement for success in this course is that a student should be taking Algebra 2 concurrently or have completed Algebra 2. Students planning to major in a science field or take the Chemistry SAT 2 test are strongly urged also to take Chemistry 2.

SCCHEM1H  CHEMISTRY 1 HONORS

PREREQUISITE: Algebra 2 and Physical Science Honors

18 weeks  1.0 credit  Grade 10, 11, 12

This course stresses theoretical chemistry such as atomic theory, mole concepts, chemical reactions, solid, liquid, gas phases, atomic structure and bonding, and the periodic table. This honors level course also includes energy in reactions and equilibrium. Honors selection should be based upon successful completion of Algebra 2, as well as an above average performance in Physical Science Honors.

SCCHEM2  CHEMISTRY 2

PREREQUISITE: Chemistry 1 Honors or Chemistry 1 with a grade of a C or higher

18 weeks  1.0 credit  Grade 10, 11, 12

This course is designed for students who have successfully completed Chemistry 1. Subjects that will be studied include: equilibrium, molecular structure and bonding, electrochemistry, acid-base reactions and organic chemistry. Subject matter from Chemistry 1 will be explored in greater depth and kinetic and thermodynamic concepts will be incorporated into each of these areas. This course is recommended for those planning to take the Chemistry SAT 2 test or major in a medical field including nursing, engineering, and other science fields.

SCAPCHEM  AP CHEMISTRY

PREREQUISITE: Physical Science Honors and Algebra 2

36 weeks  2.0 credit  Grade 10, 11, 12

In addition to a more thorough discussion of Honors Chemistry topics, the major thrust of this course is an in-depth treatment of topics such as: reaction rates, acid-base reactions, hydrolysis equilibrium, advanced thermodynamics, and electrochemistry; nuclear and organic chemistry are also introduced. This course is a college level chemistry course for students planning to take the Advanced Placement examination in May.

A summer assignment is expected to be completed by the first day of class.

SCENVSCI  ENVIRONMENTAL SCIENCE: ISSUES AND ANSWERS

18 weeks  1.0 credit  Grade 10, 11, 12

This is a hands-on, activity-oriented Environmental Science course. Various issues relating to our local environment will be investigated. Topics will include basics of ecology, land use, air quality, water quality, population growth, energy use and technology's impact on the local environment.

SCAPENVSCI  AP ENVIRONMENTAL SCIENCE

PREREQUISITE: Biology 1, Chemistry 1, Algebra 2

18 weeks  1.0 credit  Grade 11, 12

The AP Environmental Science course is a comprehensive college level course that will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course will focus on the science behind environmental problems and issues, and the relative risks associated with these problems. The course will emphasize laboratory and field investigations that focus on developing the concepts taught in the classroom.

A summer assignment is expected to be completed by the first day of class.
PHYSICS

PREREQUISITE: Algebra 2 (may be taken concurrently)

18 weeks  1.0 credit  Grade 10, 11, 12
This is a college preparatory physics course. Topics explored include: Motion, Energy, Gravitation, Rotation, Sound, Light and Electricity. Hands-on activities are used throughout the course and proficiency in basic algebra is essential.

PHYSICS HONORS

PREREQUISITE: Honors Algebra 2 or Pre-Calculus

18 weeks  1.0 credit  Grade 10, 11, 12
This is a college preparatory course intended for the highly motivated science students. Extensive application of Algebra and Geometry is used in formulating principles and analyzing physical systems. Topics include: Motion, Energy, Gravitation, Rotation and Oscillations. Hands on activities and laboratory experiences are used throughout the course.

AP PHYSICS 1

PREREQUISITE: Honors Algebra 2 or Pre-Calculus

COREQUISITE 9th Grade Only: 1st Semester Honors Algebra 2

18 weeks  1.0 credit  Grade 9, 10, 11, 12
This Algebra-based Physics course is the equivalent to a first-semester college course in Physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves and sound. It will also introduce electric circuits. Students are encouraged to take the Advanced Placement Physics 1 exam.

AP PHYSICS 2

PREREQUISITE: AP Physics 1

18 weeks  1.0 credit  Grade 9, 10, 11, 12
This course is a continuation of AP Physics 1. Like AP Physics 1, the depth and breadth of coverage reflect the coverage on the Advanced Placement Exam. This Algebra-based course is the equivalent to a second-semester college course in Physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. Students are encouraged to take the Advanced Placement Physics 2 exam.

AP PHYSICS LEVEL C: MECHANICS (Offered First Semester)

PREREQUISITE: Honors Physics or AP Physics 1  COREQUISITE: Honors Calculus

18 weeks  1.0 credit  Grade 10, 11, 12
The level C mechanics course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating mechanical principles and applying them to mechanical problems. The sequence is more intensive and analytical than the Physics 1 course. Students are well prepared and encouraged to take the Advanced Placement examination.

A summer assignment is expected to be completed by the first day of class.

PHYSICS OF ASTRONOMY

COREQUISITE OR PREREQUISITE: Physics or Chemistry

18 weeks  1.0 credit  Grade 10, 11, 12
This course traces the development of astronomy from ancient Greek civilization to modern theory. Laboratory activities as well as evening sky observations are an integral part of the course. Topics covered include ancient astronomy, the solar system, stellar evolution, neutron stars, black holes, galaxies and cosmology.
CONCEPTUAL INTEGRATED SCIENCE

PREREQUISITE: Physical Science and Biology 1

This course is a continuation of Physical Science and Biology 1. Students will participate in laboratory activities designed to illustrate basic science principles. Topics covered in this course include chemical bonds and mixtures, investigating matter, chemical reactions, describing motion, momentum, energy, waves-sound and light, the basic unit of life, genetics, evolution and ecology.

AQUATIC BIOLOGY

PREREQUISITE: Biology 1

This course will investigate the biological basis of marine and aquatic ecosystems. Students will participate in laboratories and activities that explore our oceans and freshwater habitats. Students will reinforce knowledge of the properties of water, ecological interactions, cellular respiration, and evolution from Biology 1. Topics covered in this course may include biochemistry in oceans, properties of water and solutions, evolutionary adaptations of marine and aquatic organisms, ecology of marine and freshwater provinces, and the effect of climate change on the biological aspect of water systems.

SOCIAL STUDIES

The Social Studies program in grades 9 to 12 exposes students to the major fields of social studies with an emphasis on understanding the modern world. The curriculum is aligned to both national and state PDE standards. Students are required to take and earn a full credit of social studies during their freshman, sophomore, junior, and senior years. All ninth grade students will take United States History and Geography 2. All tenth grade students will take Global Studies. All eleventh grade students will take Modern United States and World History. All twelfth grade students will take American Government and Economic Systems. All core Social Studies courses also have a required research element included as part of the curriculum. Academic and honors courses are offered at all grade levels for the required Social Studies courses.

SOCIAL STUDIES: GRADES 9, 10, 11, 12

REQUIRED COURSES

UNITED STATES HISTORY AND GEOGRAPHY 2*

This course is a study of United States history and geography with an in-depth analysis of the period from Reconstruction to the conclusion of World War II. The primary objective of this course is to develop in students a sense and knowledge of history and culture of our country. Emphasis will be made to establish a solid foundation to understand America's emergence and role in the modern world.

GLOBAL STUDIES*

The tenth grade course is a culturally-based study of selected world regions that utilizes an interdisciplinary approach to investigate the ways of life of these lands. Through this analysis, students will examine those elements of culture that are necessary to comprehend diverse societies in their historical context and contemporary forms. All tenth grade students of Global Studies will be required to study the following areas: African Studies, Asian Studies, Latin American Studies and Middle Eastern Studies.

MODERN UNITED STATES AND WORLD HISTORY (1945-PRESENT)*

This course is an historical study of the political, cultural, economic, diplomatic, and social developments of the United States from the end of World War II through present day. World history, as it relates to the United States as a world leader, will also be examined. Geography and current events will receive special attention.
This course will provide an overview of the significant political and economic characteristics of American society. A major emphasis will be on the functions of the federal government along with the rights and responsibilities of American citizenship. The macroeconomics portion of the course will focus on the operations of the American economy and an understanding of contemporary economic issues. A formal debate is a component of this course.

**SOCIAL STUDIES ELECTIVES**

After completing the required grade specific Social Studies course, students may select additional courses from the Social Studies Electives listed below.

**SSANTH**  
**ANTHROPOLOGY**  
9 weeks 0.5 credit Grades 9, 10  
Anthropology is an academically oriented, comparative analysis of the diverse cultural, social, and biological patterns found in human societies. The subfields to be explored in this course are physical and cultural anthropology, archaeology, and anthropological linguistics.

**SSRUS**  
**RUSSIAN STUDIES**  
9 weeks 0.5 credit Grades 9, 10, 11, 12  
The aim of this course is to provide an opportunity for highly motivated and academic students to examine how the geography, ethnic diversity, and climate have affected the development of historic Russia. Much of the emphasis will be devoted to the understanding of life in the Tsarist Era, communist regime, and their respective collapses. Further exploration will be focused on the major contributions of Russian Art, Music, Theater and Literature.

**SSSOC**  
**SOCILOGY**  
9 weeks 0.5 credit Grades 11, 12  
Sociology is a behavioral science that studies the relationship of people and their social environment. This course is designed to introduce students to the scientific study of human behavior. Students will develop an awareness of the complexity of human behavior, the relationship of the socialization process to one’s own self-concept and the formation of values, and challenges students to examine social behavior and issues in the light of existing evidence. Significant reading and writing assignments are part of this course.

**SSPSYCH**  
**PSYCHOLOGY**  
9 weeks 0.5 credit Grades 11, 12  
This course will examine human behavior and mental processes. Psychology seeks to explain how people perceive, learn, feel, remember, solve problems, communicate, and relate to other people. Psychology attempts to understand, measure and explain the nature of intelligence, motivation, and personality. Students will be able to use what they learned in class to better understand real life dilemmas.

**SSCWISS**  
**CURRENT WORLD ISSUES**  
9 weeks 0.5 credit Grades 9, 10, 11, 12  
This course is the study of current social, economic, and political topics in the United States and around the world. This class will give students the opportunity to examine issues in the world around them on a national and global scale. Investigations will allow students to think more deeply about the significance of current events. This course requires frequent class discussions, seminars and presentations in front of the class. Students should be prepared to follow the news on a nightly basis and complete a weekly current events journal. The course culminates in an individual in-depth presentation that requires research and work outside of the classroom.
SSHOLOC  HOLOCAUST AND GENOCIDE AWARENESS

9 weeks  0.5 credit  Grades 10, 11, 12

This course explores the emergence, evolution, varieties, underlying causes, and means of confronting and coming to terms with genocide and other crimes against humanity in the nineteenth and twentieth century. The aim is to provide an opportunity for students to analyze the dangers of unchecked biases, stereotypes, intolerance, prejudice, and conformity that have occurred throughout history. Students will examine the causes and effects of such historic tragedies, as well as evaluate human relations from a historical perspective.

* HONORS COURSE AVAILABLE

ADVANCED PLACEMENT

For Pennsbury graduation requirements, only AP Modern European History, AP United States History, and AP United States Government will take the place of the required Social Studies courses only at the eleventh and twelfth grade levels. AP United States Government and Politics will take the place of the required AGES course. Global Studies, Modern U.S. History, and American Government and Economic Systems are the required courses for grades 10-12. AP Microeconomics and AP Psychology are solely elective courses for grades 10, 11, 12 and will not take the place of a required course.

SSAPEURO  MODERN EUROPEAN HISTORY

18 weeks  1.0 credit  Grades 11, 12

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individuals and society; and national and European identity. The course will prepare the student to take the advanced placement examination and earn college credit in European history. The opportunity to experience college level work while still in high school is another advantage of this course.

Note: A summer assignment is assigned at the end of the prior school year and is expected to be completed by the first day of school. It is the student’s responsibility to listen for announcements about this assignment and to secure the necessary materials before the end of the prior school year.

SSAPUS  UNITED STATES HISTORY

18 weeks  1.0 credit  Grades 11, 12

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. History course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Note: A summer assignment is assigned at the end of the prior school year and is expected to be completed by the first day of school. It is the student’s responsibility to listen for announcements about this assignment and to secure the necessary materials before the end of the prior school year.
This AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. It includes both the study of concepts used to interpret U.S. government and politics and the analysis of specific examples. The course will cover the U.S. Constitution, political beliefs and behaviors, political parties, interest groups, mass media, institutions, public policy, civil rights and civil liberties. Students will also be required to analyze and interpret data presented in charts, tables and other formats. Optional meetings outside of the regular school hours are sometimes held. This course will prepare students to take the AP examination through an engaging and rigorous college level curriculum.

Note: A pre-course assignment is assigned at the end of the prior school year and is expected to be completed by the first day of school. It is the student’s responsibility to listen for announcements about this assignment and to secure the necessary materials before the end of the prior school year.

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This is a highly analytical course that focuses on problem solving, graphing, mathematical formulas, and generic corporate models.

Note: A pre-course assignment is assigned at the end of the prior school year and is expected to be completed by the first day of school. It is the student’s responsibility to listen for announcements about this assignment and to secure the necessary materials before the end of the prior school year.

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological basis of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. This course is an elective only and cannot be used to replace the required social studies course at any grade level.

Note: A pre-course assignment is assigned at the end of the prior school year and is expected to be completed by the first day of school. It is the student’s responsibility to listen for announcements about this assignment and to secure the necessary materials before the end of the prior school year.

The World Language program at Pennsbury High School offers a complete study of three traditional languages: French, German, Spanish; and an introduction to Mandarin Chinese within the framework of a rigorous academic elective program. One credit is awarded for each level of successful World Language study towards graduation grades 9-12.

Both Honors and Academic courses are offered in four levels of Spanish, French and German. Additionally, a fifth level “Literature, Culture, and Conversation” course of Spanish Honors is offered. Advanced Placement Language and Culture courses are available in all three traditional languages. With the advantage of Block Scheduling, students can complete all levels of World Language study and Advanced Placement before graduation.

While World Language study is not required for graduation from PHS, enrollment of two sequenced language courses satiates a mandated two credits in the humanities. Furthermore, a large majority of four-year colleges and universities seek an intermediate proficiency in a World Language, with a minimum of three semesters of high school language study recommended. Many colleges and universities require demonstrated proficiency in a World Language for graduation that may require a longer sequence of study at the high school level. Some institutions give college credit or exempt students from degree requirements for achieved proficiency in high school courses demonstrated by successful achievement on a university’s World Language placement exam, the SAT 2 exam, or a score of "3" or higher on The College Board AP Language Exam.
Pennsbury High School’s World Languages are taught based on a communicative approach methodology. This approach emphasizes the speaking and comprehension of the target language acquired the natural way, i.e. through classroom immersion achieved through modeling of the language and introduction to the culture of the native countries. This communicative-based approach is then followed by the introduction of reading and writing skills. Pennsbury High School is equipped with two language learning centers, furnished with computers, into which classes are scheduled so as to utilize a variety of technologies to support this instruction.

**THE FOLLOWING LANGUAGES ARE AVAILABLE:**

Both academic and honors courses are offered in French, Spanish, and German. The honors track World Language program begins in Level I and continues through Advanced Placement. An honors track program is designed for a more motivated student. The textbook material is presented at an accelerated pace and is supplemented with additional curricular resources. Students in the academic classes will study the traditional course material without the accelerated pace.

Because World Language classes are sequential in nature, it will be difficult for a student in an academic class to switch into an honors level. Initial placement is critical. Therefore, it is suggested that the following parameters be used to help the 8th grade students make a decision between the honors or academic tracks.

Any 8th grader meeting the criteria below should select the honors track.

- Above-grade-level standardized reading scores
- Above-average grades in English classes
- Consistent high grades in other major subjects

NOTE: Minimal consideration should be given to the grade received in the FLEX thirty-day program since it was not designed to indicate language aptitude, but rather to help students choose which language they would like to study.

**Courses Offered:** (All Level 1 to 4 courses are offered either academic or honors.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Level</th>
<th>Language</th>
<th>PREREQUISITE</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLFR1</td>
<td>Level 1 French</td>
<td>Academic</td>
<td>None</td>
<td>1.0</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>WLFR2</td>
<td>Level 2 French</td>
<td>Academic</td>
<td>Must have successfully completed Level 1 Academic or Honors of French</td>
<td>1.0</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>WLFR3</td>
<td>Level 3 French</td>
<td>Academic</td>
<td>Must have successfully completed Level 2 Academic or Level I Honors of French</td>
<td>1.0</td>
<td>10, 11, 12</td>
</tr>
</tbody>
</table>

The French, German, and Spanish Level 1 Academic course introduces the student to developing skills in communicating in a World Language and to the cultures of people who speak the language. The course utilizes a wide variety of curricular resources including online textbooks, interactive websites and software, and audio and video to supplement the text and auxiliary materials.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Level</th>
<th>Language</th>
<th>PREREQUISITE</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLFR1</td>
<td>Level 1 German</td>
<td>Academic</td>
<td>None</td>
<td>1.0</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>WLFR2</td>
<td>Level 2 German</td>
<td>Academic</td>
<td>Must have successfully completed Level 1 Academic or Honors of French</td>
<td>1.0</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>WLFR3</td>
<td>Level 3 German</td>
<td>Academic</td>
<td>Must have successfully completed Level 2 Academic or Level I Honors of French</td>
<td>1.0</td>
<td>10, 11, 12</td>
</tr>
</tbody>
</table>

The French, German, and Spanish Level 2 Academic course continues to develop the student's communication skills, both written and spoken. Many of the vocabulary and grammar topics are reviewed and expanded, while introducing new subjects. The cultures of the target language are further explored. A wide variety of resources and technology are utilized.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Language</th>
<th>PREREQUISITE</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLFR1</td>
<td>Level 1 Spanish</td>
<td>Academic</td>
<td>None</td>
<td>1.0</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>WLFR2</td>
<td>Level 2 Spanish</td>
<td>Academic</td>
<td>Must have successfully completed Level 1 Academic or Honors of French</td>
<td>1.0</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>WLFR3</td>
<td>Level 3 Spanish</td>
<td>Academic</td>
<td>Must have successfully completed Level 2 Academic or Level I Honors of French</td>
<td>1.0</td>
<td>10, 11, 12</td>
</tr>
</tbody>
</table>

The Level 3 course expands and reviews previous knowledge. The course continues to incorporate the function, structure, and vocabulary of the language. Proficiency is built step by step while discovering the people and the culture. A wide variety of resources and technology are utilized.
WLFR4 Level 4 French Language Academic
WLGR4 Level 4 German Language Academic
WLSP4 Level 4 Spanish Language Academic

**PREREQUISITE:** Must have successfully completed Level 3 Academic or Level 2 Honors of French, German or Spanish.

18 weeks 1.0 credit Grade 10, 11, 12
The Level 4 Academic course moves the student further towards mastery of the grammar, structure, and culture of the target language. Communication continues to be the goal, with appropriate practice of listening, speaking, reading, and writing. The study of the cultures where the target language is spoken continues to provide more in depth understanding. A wide variety of resources and technology are utilized. If a student wishes to continue his/her study of this language after Level 4 Academic, it is recommended to select Level 4 Honors.

WLFR1H Level 1 French Language Honors
WLGR1H Level 1 German Language Honors
WLSP1H Level 1 Spanish Language Honors

**PREREQUISITE:** None

18 weeks 1.0 credit Grade 9, 10, 11, 12
The Level 1 Honors course introduces the student to developing skills in communicating in a World Language and to the cultures of people who speak the language. The course utilizes a wide variety of curricular resources including online textbooks, interactive websites and software, and audio and video to supplement the text and auxiliary materials. The Honors course represents an accelerated pace with greater in-depth study and practice.

WLFR2H Level 2 French Language Honors
WLGR2H Level 2 German Language Honors
WLSP2H Level 2 Spanish Language Honors

**PREREQUISITE:** Must have successfully completed Level 2 Academic, Level 1 Honors, or Level 1 Academic (with Teacher Recommendation) of French, German or Spanish.

18 weeks 1.0 credit Grade 9, 10, 11, 12
The Level 2 Honors course continues to develop the student's communication skills, both written and spoken. Many of the vocabulary and grammar topics are reviewed and expanded while introducing new subjects. The cultures of the target language are further explored. A wide variety of resources and technology are utilized. The Honors course represents an accelerated pace with greater in-depth study and practice.

WLFR3H Level 3 French Language Honors
WLGR3H Level 3 German Language Honors
WLSP3H Level 3 Spanish Language Honors

**PREREQUISITE:** Must have successfully completed Level 2 Honors or Level 3 Academic of French, German or Spanish.

18 weeks 1.0 credit Grade 10, 11, 12
The Level 3 Honors course expands and reviews previous knowledge. The course continues to incorporate the functions, the structure, and the vocabulary of the language. Proficiency is built step by step while discovering the people and the culture. A wide variety of resources and technology are utilized. The Honors course represents an accelerated pace with greater in-depth study and practice.

WLFR4H Level 4 French Language Honors
WLGR4H Level 4 German Language Honors
WLSP4H Level 4 Spanish Language Honors

**PREREQUISITE:** Must have successfully completed Level 3 Honors or Level 4 Academic of French, German or Spanish.

18 weeks 1.0 credit Grade 10, 11, 12
The Level 4 Honors course moves the student towards mastery of the grammar, structure, and culture of the target language from the previous courses. Communication continues to be the goal, with appropriate practice of listening, speaking, reading, and writing. The study of the cultures continues to provide more in-depth understanding. A wide variety of resources and technology are utilized.
WLSPLCH  Spanish Literature, Culture, and Conversation Honors

**PREREQUISITE:** Must have successfully completed Level 4 Honors of Spanish or test out with equivalent outside experience. This course may be taken either pre or post AP Spanish Language & Culture.

18 weeks 1.0 credit  Grade 11, 12

This fifth semester Spanish course places a heavy emphasis on the spoken Spanish language. Students will be challenged to communicate exclusively in the target language while taking an in-depth study of both literature and culture of the Spanish speaking world.

WLAPFR  Advanced Placement Language and Culture: FRENCH
WLAPGR  Advanced Placement Language and Culture: GERMAN
WLAPSP  Advanced Placement Language and Culture: SPANISH

**PREREQUISITE:** Must have successfully completed Level 4 Honors of French, German or Spanish.

18 weeks 1.0 credit  Grade 11, 12

The College Board designs this course for the serious World Language student who desires to prepare himself/herself for the rigorous Advanced Placement exam. The student will need to obtain a strong command of the grammar and vocabulary along with competence in listening, reading, speaking, and writing in the target language. The course uses an extensive variety of curricular materials including college-level texts, teacher-generated materials, commercially prepared materials, audiocassettes, videos, computer software, Internet resources, and practice exams prepared by The College Board. The target language MUST be used at all times in the AP Language class.

* A summer assignment is assigned and expected to be completed by the first day of class.

WLMCH  AN INTRODUCTION TO MANDARIN CHINESE

**PREREQUISITE:** Must have successfully completed Level 3 Honors or 4 Academic of French, German or Spanish. Priority will be given to students who are concurrently enrolled in or have completed Level 4 Honors, and/or AP French, German, or Spanish.

18 weeks 1.0 credit  Grade 10, 11, 12

This course will introduce the Mandarin Chinese language to students who intend to continue their study in the future to reach academic, personal or professional goals. Students will use their knowledge of second-language acquisition from previously-studied world languages (French, German or Spanish) to independently explore Mandarin Chinese via computer–assisted language software.
APPENDIX
CO-CURRICULAR ACTIVITIES

GENERAL CHARACTERISTICS

Although the academic program comprises the major portion of time, effort, and emphasis, students at Pennsbury can also choose from a variety of co-curricular activities held during and after the school day. Some activities aim to complement and reinforce classroom experiences. Others are designed to foster social and cultural growth; yet others provide activities to develop educational and vocational skills not directly provided in the academic program. Eligibility to participate in these co-curricular activities is dependent primarily on the prerequisite for each activity.

TYPES OF ACTIVITIES

The roster of co-curricular activities each year represents an effort to provide for divergent student needs and interests. In general, facilities, staff, and student interests and concerns are the basis for determining specific offerings. Among the types of activities annually available are these: student government, school and community service groups, art, choral and instrumental music, interscholastic sports, language arts (newspaper, yearbook, forensics, drama, and literary magazines), mathematics, science, and social studies activities.

ELIGIBILITY FOR PARTICIPATION IN REPRESENTATIVE ACTIVITIES

At Pennsbury, all students are eligible to participate in co-curricular activities according to their interests, abilities, and the specific requirements of those activities which necessitate elections, auditions, screening or tryouts. The following policies covering eligibility are in effect for interscholastic sports. All other activities are subject to district guidelines.

I As a member of the P.I.A.A., the Pennsbury Schools subscribe to the letter and spirit of Article IX of the P.I.A.A. by-laws which describe the scholarship requirements for participation in the interscholastic athletics.

II The specific P.I.A.A. and Pennsbury School District regulations are as follows:

A. Each athlete must have passed at least four (4) full-credit subjects the marking period previous to the sport in which he/she wishes to participate. Eligibility shall be cumulative from the beginning of a grading period and shall be reported on a weekly basis. A student may not be failing more than one subject in order to participate in the athletic and co-curricular activities program.

B. Students in the 9th grade will not be allowed to compete on the varsity level, with the following exceptions:
   1. If the sport is not sponsored by the 9-12 school.
   2. If the student is ineligible for 9-12 school competition because of age regulations.
   3. If the student is under the sixteen year age regulation because he/she has had one season of participation in the 9th grade.
   4. If the particular sport does not provide a level of competition; for example, weight class in wrestling.
   5. If the 9th grade student is an exceptional athlete, the following procedure will be adhered to:
      a. Written request from the varsity coach to the Director of Athletics.
      b. Written approval of the Director of Secondary Education, the principal, the Athletic Director and the parents.
      c. Assurance from the varsity coach that the 9th grade athlete will compete in the majority of varsity and junior varsity events for the season unless an injury or illness forces the athlete out of the lineup.
      d. Such option must be made no later than 21 days after the 9th grade athlete begins practice. Once this option is exercised, it may not be changed during the sports season.

C. A student shall not represent his/her school in interscholastic athletics if he/she has been in attendance more than eight (8) semesters beyond Grade 8.

D. A student shall not play more than four (4) seasons beyond grade 8 in any sport.
E. ATTENDANCE REGULATION: A student who has been absent from school during a semester for a total of twenty (20) or more days shall not be eligible to participate in any athletic contest until he/she has been in attendance for a total of forty-five (45) school days following his/her twentieth (20th) day of absence.

F. DAILY ATTENDANCE: A student must be in school no later than 10:00 AM in order to participate in an athletic activity that day. Any exception to this must be approved by the principal and the Athletic Director.

G. NOTE: A student with an outstanding obligation for athletic equipment from any sport is not eligible to participate in any sport until the outstanding obligation has been cleared.

III. These eligibility requirements will not apply to any activities which are not covered by P.I.A.A.

IV. Behavior which a principal deems serious enough may be reason for declaring a student ineligible to participate in groups representing the school. In matters such as these, the principal exercises the discretion. Such discretion is the principal's only; it may not be exercised by the activity sponsor.

FOR FURTHER INFORMATION ON ELIGIBILITY FOR ATHLETIC AND EXTRACURRICULAR ACTIVITIES, CONSULT THE STUDENT CONDUCT POLICY

The Pennsbury Board of Education, at its June 8, 1987, meeting, adopted the following policy:

It is the policy of the Pennsbury School District not to discriminate on the basis of race, color, national origin, sex, non-job-related handicap, or limited English proficiency in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504 of the School Code. The nondiscrimination officer for the Pennsbury School District shall be the Assistant Superintendent for Educational Administration. Questions regarding this policy and grievance procedures shall be directed to the Assistant Superintendent for Educational Administration.

The following Discrimination Grievance Procedure is open to any student who believes this policy has been violated:

1. In the event a student believes there is a basis for a grievance, the student shall first discuss the alleged sex discrimination practice with the building principal or his/her designee. If the principal finds a practice to exist, the principal shall take the appropriate steps to correct it.

2. If a student wants to appeal the principal's decision, the student shall inform the Title IX Coordinator within five (5) days, in writing, of the appeal. The coordinator will then review the appeal. An informal hearing with the student may be requested.

3. The Title IX Coordinator shall, within thirty (30) days after receipt of the appeal, inform the student in writing of the decision.

4. In cases where a student is not satisfied with the Title IX Coordinator's decision, the student may, within five (5) days, request in writing through the Superintendent of Schools a formal hearing with a committee of the School Board. All due process requirements will be followed.
DIRECTIONS FOR COURSE SELECTION USING HAC

1. Use the course selection sheet and the course options sheet in the back of your POS (Program of Studies) booklet as a guide. The POS can be found on the PHS website on the Counseling webpage.

2. Access the internet and go to the Pennsbury High School webpage. Click on the HAC (Home Access Center) icon in the top right section of the screen.

3. Click on “Click here to Login to HAC.” If this does not work then type in this URL - http://pnbhomeaccess.spihost.com

4. Use your HAC login information to login to HAC (Home Access Center).

5. When HAC opens, you will see your Demographic Information. Select the Classes icon.

6. Select Requests.

7. Scroll down the list of departments. You will notice that there are already some courses selected for you. Based on the core courses you are scheduled for in this year (English, Math, Science, Social Studies, World Language), we have already loaded course requests for next year. See the example below; if you will be taking English 11 this year, then a course request for English 12 has been loaded for next year. Most of these course requests are locked and can only be changed through a meeting with your guidance counselor.

8. Scroll down to the department you want to select. Click the Edit button for that department.

9. Once you select a department to add a course request another window will open with the available courses. Notice the Course Status Key, this section explains the meaning of the icon next to some courses.
10. To select a course, click on the check box under the Request column. Once you have selected all of your regular requests for this department click Save. Do not enter alternate courses at this time. You should enter in all of your regular course requests first. You will enter your alternate selections further in the directions.

11. Repeat steps #9 and #10 to enter all of your regular course requests. Students will not be entering course requests for PE or Health. PE and Health course requests will be added when you meet with your counselor.

12. Now you will begin entering your alternate course requests. An alternate course request must have the same credit value as the regular course request it is an alternate to, please see the example below from the course selection sheets in the POS.

**Sample:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARART1</td>
<td>Art I</td>
<td>1.0</td>
<td>OR</td>
<td>FCSCULESS</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Culinary Essentials</td>
<td></td>
</tr>
<tr>
<td>SSSOC</td>
<td>Sociology</td>
<td>0.5</td>
<td>OR</td>
<td>BUINVMGT</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Investment Management</td>
<td></td>
</tr>
</tbody>
</table>

13. Scroll down to the department you want to select. Click the Edit button for that department. Same as in step #7 above.

14. To select an alternate course, click on the check box under the Request column. Under the “Alternate” column click on the pull down options and select “Alternate to this Course.” Then select the regular course request that you want this course to be an alternate to. The alternate course **CANNOT** be an alternate to a core course. Click “Save” when you are finished entering alternates for this department.
All alternates must use the “Alternate to this Course” option. Alternate electives can only be selected to other elective courses. If you use the “Alternate to Any Course” option, or if you select an alternate to a core course, then your alternate will be deleted. The more correctly selected alternates you have for your electives the more likely you will receive a schedule with electives you selected.

15. Repeat step #13 as needed to add all of your alternate courses.

16. Every student should have 7 regular course requests. The 0.5 credits for PE and Health will be added when you meet with your counselor. You may have as many alternate credits as you choose. The more correctly selected alternates you have for your electives the more likely you will receive a schedule with electives you selected.
## HIGH SCHOOL COURSE RECOMMENDATIONS FOR COLLEGE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>High School Graduation Requirements</th>
<th>Minimum College Preparation</th>
<th>State Universities &amp; Other Selective College Requirements</th>
<th>Highly Selective College Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 years, with emphasis on essay/theme writing</td>
<td>4 years, with emphasis on written/oral communications and literature</td>
<td>4 years at the Honors/AP level when possible</td>
</tr>
<tr>
<td>Math</td>
<td>4 years</td>
<td>3 years, including Algebra, Geometry and Algebra 2</td>
<td>3 years, including Algebra, Geometry and Algebra 2</td>
<td>4 years, including Trigonometry and Pre-Calculus (at the Honors/AP Level when possible)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years</td>
<td>2-3 years, including (1) year of US History and 1-2 years from other social sciences</td>
<td>2-3 years, including (1) year of US History and 1-2 years from other social sciences</td>
<td>3-4 years to include (1) year of US History (1) year of World or European History (at the Honors/AP level when possible)</td>
</tr>
<tr>
<td>Science</td>
<td>4 years</td>
<td>2 years of a lab science: Biology, Chemistry or Physics</td>
<td>3 years of a lab science: Biology, Chemistry and Physics</td>
<td>3-4 years of a lab science, with (1) year each of Biology, Chemistry and Physics</td>
</tr>
<tr>
<td>World Language</td>
<td>Recommended but not required</td>
<td>Some programs require 2-3 years of one World Language</td>
<td>2-3 years of (1) World Language</td>
<td>3-4 years or more of (1) World Language</td>
</tr>
<tr>
<td>Fine Arts/ Humanities</td>
<td>2 years</td>
<td>Fine Arts or Humanities</td>
<td>Fine Arts or Humanities</td>
<td>Fine Arts or Humanities</td>
</tr>
</tbody>
</table>

See Page 2 of this program of Studies for Pennsburry’s minimum Graduation Requirements.

*Source: Gloria Mueller, Glennbrook South High School, Illinois/College Board*
PENNSBURY HIGH SCHOOL – Grade 9
2022 Graduates – Course Selection Sheet 2018-2019

Student: ___________________________  Student # _______________________

Core Courses

<table>
<thead>
<tr>
<th>Selection</th>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG09</td>
<td>English 9</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>ENG09H</td>
<td>English 9 – Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td>SSUSH</td>
<td>U.S. History</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>SSUSHH</td>
<td>U.S. History – Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>SCPHSCI</td>
<td>Physical Science</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>SCPHSCIH</td>
<td>Physical Science – Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>PE1FRSO</td>
<td>Phys. Education</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PE1FRSOH</td>
<td>Phys. Education – Honors</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEEDFRSO</td>
<td>Phys. Education (EOD)</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEEDFRSOH</td>
<td>Phys. Education (EOD)</td>
<td>0.25</td>
</tr>
<tr>
<td>Health</td>
<td>PEHEA9</td>
<td>9th Grade Health</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEHEA9EOD</td>
<td>9th Grade Health (EOD)</td>
<td>0.25</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 4.5

All changes to student course selections must be made on or before April 27, 2018. After the start of school the only student requests for changes that will be approved are those based on the following:

Schedule errors and/or the completion of course work in summer school.

Please note: For any other schedule change to occur, administrative approval must be granted for a student to withdraw from a class. The report card/transcript will reflect a withdrawal passing (WP) or withdrawal failing (WF).

Home Access Center:
Parents and students will be able to view course grades through an HAC Account. To register go to:

Students will enter their course selections and select 7.5 credits of coursework.

Sample:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARART1</td>
<td>Art 1</td>
<td>1.0</td>
<td>OR</td>
<td>FCSCULESS</td>
<td>1.0</td>
</tr>
<tr>
<td>SSSOC</td>
<td>Sociology</td>
<td>0.5</td>
<td>OR</td>
<td>BUINVMGT</td>
<td>0.5</td>
</tr>
</tbody>
</table>

* An alternate course must have the same credits as the regular elective course
Please see example above

Elective Courses*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
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</tr>
<tr>
<td>OR</td>
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<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 3.0  TOTAL CREDITS 3.0

Credits Must Be The Same

Notes:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Grade 9 – Class of 2022
COURSE OPTIONS
2018-2019

Listed below are the courses that are available to you. Please note that required and elective courses selected must add up to 7.5 credits.

The remaining 3 CREDITS of your schedule must be made up of elective choices taken from the list below. Please note the credit value of each course (listed to the right of the course title) when making your selections.

### 9th Grade Requirements

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>1.0</td>
</tr>
<tr>
<td>US History/Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Science</td>
<td>1.0</td>
</tr>
<tr>
<td>Math Choice</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>.25</td>
</tr>
<tr>
<td>9th Grade Health</td>
<td>.25</td>
</tr>
</tbody>
</table>

### APPLIED ENGINEERING/TECH EDUCATION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEINTRDT</td>
<td>1.0</td>
</tr>
<tr>
<td>AEINTROTW</td>
<td>1.0</td>
</tr>
<tr>
<td>AEPREENG</td>
<td>1.0</td>
</tr>
<tr>
<td>AEENGDES</td>
<td>1.0</td>
</tr>
<tr>
<td>AEENGDESH</td>
<td>1.0</td>
</tr>
<tr>
<td>AEGRAPH1</td>
<td>1.0</td>
</tr>
<tr>
<td>AEFUNDMP</td>
<td>1.0</td>
</tr>
<tr>
<td>AEROB1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### ART

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARART1</td>
<td>1.0</td>
</tr>
<tr>
<td>ARART2</td>
<td>1.0</td>
</tr>
<tr>
<td>ARSCULP</td>
<td>1.0</td>
</tr>
<tr>
<td>ARCR1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### BUSINESS, COMPUTERS & INFO TECHNOLOGY

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUDSKPUB</td>
<td>1.0</td>
</tr>
<tr>
<td>BUINVMGT</td>
<td>0.5</td>
</tr>
<tr>
<td>BUKEY</td>
<td>0.5</td>
</tr>
<tr>
<td>BUMOAPP1</td>
<td>1.0</td>
</tr>
<tr>
<td>BUINTRBUS</td>
<td>1.0</td>
</tr>
<tr>
<td>FSCARCON</td>
<td>0.5</td>
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</tbody>
</table>

### COMPUTER SCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUVISBAS</td>
<td>0.5</td>
</tr>
<tr>
<td>BUJAVA</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### FAMILY & CONSUMER SCIENCES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCARCON</td>
<td>0.5</td>
</tr>
<tr>
<td>FCSTEEN</td>
<td>0.5</td>
</tr>
<tr>
<td>FSCCLESS</td>
<td>1.0</td>
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<tr>
<td>FSCLCOOK</td>
<td>1.0</td>
</tr>
<tr>
<td>FCSFASFAB</td>
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</tbody>
</table>

### GIFTED & STUDY SKILLS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPETH</td>
<td>1.0</td>
</tr>
<tr>
<td>ELSO</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### JROTC

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>JROTCFAL</td>
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</tbody>
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### MATH

<table>
<thead>
<tr>
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<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAALG1YL</td>
<td>2.0</td>
</tr>
<tr>
<td>MAALG1</td>
<td>1.0</td>
</tr>
<tr>
<td>MAALG1B</td>
<td>1.0</td>
</tr>
<tr>
<td>MAGEO</td>
<td>1.0</td>
</tr>
<tr>
<td>MAALG2</td>
<td>1.0</td>
</tr>
<tr>
<td>MAPRCALC</td>
<td>1.0</td>
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</tbody>
</table>

### MUSIC

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTHEO1</td>
<td>1.0</td>
</tr>
<tr>
<td>MUMENCH</td>
<td>1.0</td>
</tr>
<tr>
<td>MUCORCH</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCGRNPR</td>
<td>1.0</td>
</tr>
<tr>
<td>SCANAT1</td>
<td>1.0</td>
</tr>
<tr>
<td>SCPHSCIH</td>
<td>1.0</td>
</tr>
<tr>
<td>SCAPPHY1</td>
<td>1.0</td>
</tr>
<tr>
<td>SCAPPHY2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### SOCIAL STUDIES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSANTH</td>
<td>0.5</td>
</tr>
<tr>
<td>SSRUS</td>
<td>0.5</td>
</tr>
<tr>
<td>SSCWISS</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### WORLD LANGUAGE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLFR1</td>
<td>1.0</td>
</tr>
<tr>
<td>WLFR1H</td>
<td>1.0</td>
</tr>
<tr>
<td>WLFR2</td>
<td>1.0</td>
</tr>
<tr>
<td>WLFR2H</td>
<td>1.0</td>
</tr>
<tr>
<td>WLGR1</td>
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<tr>
<td>WLGR1H</td>
<td>1.0</td>
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<td>WLGR2</td>
<td>1.0</td>
</tr>
<tr>
<td>WLGR2H</td>
<td>1.0</td>
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<td>WLSPI</td>
<td>1.0</td>
</tr>
<tr>
<td>WLSPIH</td>
<td>1.0</td>
</tr>
<tr>
<td>WLSPI2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### Notes:

- *** Concert Orchestra (MUCORCH) MAY NOT be selected with Men’s (MUMENCH) or Women’s (MUCORCH) Chorus or 9th Grade Band (MU9BAND).
- + This course has a pre-requisite.
- ^ AP Course selection pending content area teacher approval.
- ∞ This course is 2.0 credits.
PENNSBURY HIGH SCHOOL – Grade 10
2021 Graduates – Course Selection Sheet 2018-2019

Student: ___________________________________________________  Student # __________________________________________________

Core Courses

<table>
<thead>
<tr>
<th>Selection</th>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG10</td>
<td>English 10</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>ENG10H</td>
<td>English 10 - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>SSGS</td>
<td>Global Studies</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>SSGSH</td>
<td>Global Studies - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>SCBIO1</td>
<td>Biology 1</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>SCBIO1H</td>
<td>Biology 1 - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>PETFRSO</td>
<td>Phys. Education</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEEODFRSO</td>
<td>Phys. Education (EOD)</td>
<td>0.25</td>
</tr>
<tr>
<td>Health</td>
<td>PEHEA10</td>
<td>10th Grade Health</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEH10EOD</td>
<td>10th Grade Health (EOD)</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 4.5**

All changes to student course selections must be made on or before April 27, 2018. After the start of school, the only student requests for changes that will be approved are those based on the following:

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Please note: For any other schedule change to occur, administrative approval must be granted for a student to withdraw from a class. The report card/transcript will reflect a withdrawal passing (WP) or withdrawal failing (WF).

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Parents and students will be able to view course grades through an HAC Account. To register go to: [https://hac.spihost.com/HomeAccess3.0/Account/LogOn?ReturnUrl=%2fHomeAccess3.0%3fSiteCode%3dpnblive&SiteCode=pnblive](https://hac.spihost.com/HomeAccess3.0/Account/LogOn?ReturnUrl=%2fHomeAccess3.0%3fSiteCode%3dpnblive&SiteCode=pnblive)

Students will enter their course selections and select 7.5 credits of coursework.

**Sample:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARART1</td>
<td>Art 1</td>
<td>1.0</td>
<td>OR FCSCULESS</td>
<td>Culinary Essentials</td>
<td>1.0</td>
</tr>
<tr>
<td>SSSOC</td>
<td>Sociology</td>
<td>0.5</td>
<td>OR BUINVMGT</td>
<td>Investment Management</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*An alternate course must have the same credits as the regular elective course*

*Please see example above*

**Elective Courses***

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>OR</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**TOTAL CREDITS 3.0**

**Notes:**

----------------------------------------------------------

Table of Contents
Grade 10 – Class of 2021
COURSE OPTIONS
2018-19

Listed below are the courses that are available to you. All courses are 1.0 credit unless otherwise marked.

Please note that required and elective courses selected must add up to 7.5 credits.

The remaining 3 CREDITS of your schedule must be made up of elective choices taken from the list below:

### APPLIED ENGINEERING/TECH ED
- AEINTRDT: Intro to Design/Technology
- AEINTRDTW: Intro to Women/Tech & Design
- AEPROTO: Understand. Design/Prototype
- AEPRENG: Undergraduate. Design/Prototyping
- AEENGDES: PLTW Intro: Engineering/Design
- AEENGDES: PLTW Intro: Eng/Design Honors
- AEARCHDR: Arch Draft/Civil Engineering +
- AECAD: Computer-Aided Design +
- AEGRAPH1: Fundamentals of Graphic Design
- AEGRAPH2: Graphic Design +
- AEGRAPH3: Commercial Graphic Design +
- AEFUNDMP: Fund of Materials/Processes
- AEFURNDES: Furniture Design +
- AEARTWOOD: Artisan Woodworking +

### BUSINESS, COMPUTERS & INFO. TECH.
- BUACCT1: Accounting 1
- BUDSKPUB: Desk/Pub/Web Design
- BUINVMGT: Invest. Management*
- BUKEY: Keyboarding/Word *
- BUAPMACR: Macroeconomics *
- BUMOAPP1: MS Office Application
- BUINTRBUS: Intro Business/Entre.
- FCSCARCON: Career Connections *

### COMPUTER SCIENCE
- BUVISAS: Visual Basic (VB Net)*
- BUIJAVA: Video Game Design +
- BUADVPR: Adv. Programming +
- BUAPCOMSCI: Comp Science A + ^

### ENGLISH
- ENGMED: New Media Comm.*
- ENGSFPH: Adv. Topics/Speech *

### FAMILY & CONSUMER SCIENCES
- FCSCARCON: Career Connections *
- FCSTEEEN: Teen Living *
- FCSCULESS: Culinary Essentials
- FCSCLOOC: Classic Cooking +
- FCSMCCULI: Multi-Cultural Cuisine +
- FCSFASFA: Fashion and Fabrics
- FCSSEW: Sew Creatively +

### GIFTED & STUDY SKILLS
- GPETH: Gifted Practicum: Ethics
- ELSON: Study/Organizational Skills
- ELSATPREP: SAT Verbal/Math Prep *

### JROTC
- JROTCFA: Frontiers of Aviation/Leadership Ed 1
- JROTCFL: Science of Flight/Leadership Ed 2

### MATH
- MAALGYL: Algebra 1 YL + ∞
- MAALG1: Algebra 1 +
- MAALG1B: Algebra 1B
- MACALGGE: Concepts Alg/Geom
- MAGEO: MAGEOMH: Geometry +
- MAALG2: MAALG2H: Algebra 2 +
- MAPRCLC: MAPRECH: Pre-Calculus +
- MASTAT: Statistics +
- MAAPSTAT: Statistics + ^
- MACALC: MACALCH: Calculus +
- MAAPCALAB: Calculus AB + ^
- MAAPCALC: Calculus BC + ^

### MUSIC
- MUTHE01: Music Theory 1
- MUTHE02: Music Theory 2 +
- MUAPTH: Music Theory 3 + ^
- MUCHOR: Chorale
- MUTECH: Music Technology 1 +
- MUTECH2: Music Technology 2 +
- MUCBAND: Concert Band
- MUCORCH: Concert Orchestra

### SCIENCE
- SCGRNPR: Greenhouse Prod.
- SCANA: Human Anatomy 1
- SCANA2: Human Anatomy 2 +
- SCBIOH: Biology 1 +
- SCAPBIO: Biology + ^
- SCHEM1: SCHEM1H: Chemistry 1 +
- SCHEM2: SCHEM2H: Chemistry 2 +
- SCAPCHEM: Chemistry + ^
- SCENVSCI: Environ. Sci./Issues
- SCFHY: SCFHYSH: Physics +
- SCAPPHY1: Physics 1 + ^
- SCAPPHY2: Physics 2 + ^
- SCAPPHYC: Physics C + ^
- SCASTRO: Physics/Astronomy +

### SOCIAL STUDIES
- SSANTH: Anthropology *
- SSRSU: Russian Studies *
- SSOCW: Current World Issues *
- SSHOLOC: Holocaust/Genocide *
- SSAPMICR: Microeconomics ^
- SSAPPSYCH: Psychology ^

### WORLD LANGUAGE
- WLF: WLF1H: French 1
- WLF2: WLF2H: French 2 +
- WLF3: WLF3H: French 3 +
- WLF4: WLF4H: French 4 +
- WLG1: WLG1H: German 1
- WLG2: WLG2H: German 2 +
- WLG3: WLG3H: German 3 +
- WLG4: WLG4H: German 4 +
- WLS1: WLS1H: Spanish 1
- WLS2: WLS2H: Spanish 2 +
- WLS3: WLS3H: Spanish 3 +
- WLS4: WLS4H: Spanish 4 +
- WLMC: Mandarin Chinese +

Notes:
* This course has a prerequisite
^ This course is 0.5 credits
∞ This course is 2.0 credits
^ AP Course selection pending content area teacher approval
## Core Courses

<table>
<thead>
<tr>
<th>Selection</th>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG11</td>
<td>English 11</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>ENG11H</td>
<td>English 11 - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>SSMUSH</td>
<td>Modern U.S. History</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>SSMUSHH</td>
<td>Mod. U.S. History - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>PE1JRSE</td>
<td>Phys. Education</td>
<td>0.25</td>
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<tr>
<td></td>
<td>PE2JRSE</td>
<td>Phys. Education</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PESPTNITE</td>
<td>Sports Nite</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEEODJRSE</td>
<td>Phys. Education (EOD)</td>
<td>0.50</td>
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</table>

**TOTAL CREDITS**: 4.5

### Sample:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARART1</td>
<td>Art 1</td>
<td>1.0</td>
<td>OR FCSCULESS</td>
<td>Culinary Essentials</td>
<td>1.0</td>
</tr>
<tr>
<td>SSSOC</td>
<td>Sociology</td>
<td>0.5</td>
<td>OR BUINVMGT</td>
<td>Investment Management</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*An alternate course must have the same credits as the regular elective course*

### Elective Courses*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR</td>
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<td>OR</td>
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<td>OR</td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS**: 3.0

**TOTAL CREDITS**: 3.0

### Notes:

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**Home Access Center**: Parents and students will be able to view course grades through an HAC Account. To register go to: [https://hac.sphost.com/HomeAccess3.0/Account/LogOn?ReturnURL=%2fHomeAccess3.0%3fSiteCode%3dpnblive&SiteCode=pnblive](https://hac.sphost.com/HomeAccess3.0/Account/LogOn?ReturnURL=%2fHomeAccess3.0%3fSiteCode%3dpnblive&SiteCode=pnblive) Students will enter their course selections and select 7.5 credits of coursework.

---

*All changes to student course selections must be made on or before April 27, 2018. After the start of school the only student requests for changes that will be approved are those based on the following:*

- Schedule errors and/or the completion of course work in summer school.

Please note: For any other schedule change to occur, administrative approval must be granted for a student to withdraw from a class. The report card/transcript will reflect a withdrawal passing (WP) or withdrawal failing (WF).
Grade 11 – Class of 2020  
**COURSE OPTIONS 2018-19**

Listed below are the courses from which you must select 3 credits. All courses are 1.0 credit unless otherwise marked. Please note that required and elective courses selected must add up to 7.5 credits.

### 11th Grade Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>1.0</td>
</tr>
<tr>
<td>Modern US History</td>
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</tr>
<tr>
<td>Science</td>
<td>1.0</td>
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<tr>
<td>Math</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Education</td>
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<tr>
<td>P.E. or Sports Nite</td>
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</tbody>
</table>

### APPLIED ENGINEERING/TECH ED

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
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</thead>
<tbody>
<tr>
<td>AENTRTD  Intro to Design/Technology</td>
<td></td>
</tr>
<tr>
<td>AENTRTDW  Intro to Women in Tech/Design</td>
<td></td>
</tr>
<tr>
<td>AEPROTO  Understand. Design/Prototype</td>
<td></td>
</tr>
<tr>
<td>AEPREENG  Pre-Engineering +</td>
<td></td>
</tr>
<tr>
<td>AENGDES  PLTW: Intro Engineering Design</td>
<td></td>
</tr>
<tr>
<td>AENGDES  PLTW: Intro Eng/Design Honors</td>
<td></td>
</tr>
<tr>
<td>AEARCHRDR  Architect Design +</td>
<td></td>
</tr>
<tr>
<td>AECAD  Computer-Aided Design +</td>
<td></td>
</tr>
<tr>
<td>AGRAPH1  Fundamentals of Graphic Design</td>
<td></td>
</tr>
<tr>
<td>AGRAPH2  Graphic Design +</td>
<td></td>
</tr>
<tr>
<td>AGRAPH3  Commercial Graphic Design +</td>
<td></td>
</tr>
<tr>
<td>AEFUNDMAP  Fund. of Materials/Processes</td>
<td></td>
</tr>
<tr>
<td>AEFUNRD  Furniture Design +</td>
<td></td>
</tr>
<tr>
<td>AEARWOOD  Artisan Woodworking +</td>
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</tbody>
</table>

### ART

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARART1  Art 1</td>
<td></td>
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<tr>
<td>ARART2  Art 2 +</td>
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<tr>
<td>ARSCULP  Introduction to Sculpture</td>
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<tr>
<td>ARARTMA1  Art Major 1 +</td>
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</tr>
<tr>
<td>ARARTMD1  Art Major 2-D Design 1 +</td>
<td></td>
</tr>
<tr>
<td>ARARTMD2  Art Major 2-D Design 2 +</td>
<td></td>
</tr>
<tr>
<td>ARARTMD3  Art Major 3-D Design 1 +</td>
<td></td>
</tr>
<tr>
<td>ARARTMD3  Art Major 3-D Design 2 +</td>
<td></td>
</tr>
<tr>
<td>ARDIGPHO1  Intro to Digital Photography</td>
<td></td>
</tr>
<tr>
<td>ARDIGPHO2  Digital Art Photography +</td>
<td></td>
</tr>
<tr>
<td>ARERCI1  Ceramics 1 +</td>
<td></td>
</tr>
<tr>
<td>ARERCI2  Ceramics 2 +*</td>
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</tr>
<tr>
<td>ARERCI3  Ceramics Art Major +</td>
<td></td>
</tr>
<tr>
<td>ARTHESTG  Art of Theater/Stage Production *</td>
<td></td>
</tr>
<tr>
<td>ARDRAWPT  Drawing and Painting</td>
<td></td>
</tr>
<tr>
<td>ARSTGLAS  Stained Glass Techniques 1 +</td>
<td></td>
</tr>
<tr>
<td>ARSTGLAS  Stained Glass Techniques 2 +</td>
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</tbody>
</table>

### ENGLISH

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAPLANG  Language/Comp. + ^</td>
<td></td>
</tr>
<tr>
<td>ENGMYTH  Mythology *</td>
<td></td>
</tr>
<tr>
<td>ENGCAW1  Classic Amer. Writers *</td>
<td></td>
</tr>
<tr>
<td>ENGSIH2  Shakespeare *</td>
<td></td>
</tr>
<tr>
<td>ENGVIDP1  Video Production 1 +</td>
<td></td>
</tr>
<tr>
<td>ENGCRWR  Creative Writing *</td>
<td></td>
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<tr>
<td>ENGMD  New Media Comm. *</td>
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</tr>
<tr>
<td>ENGTHEA  Theater Arts *</td>
<td></td>
</tr>
<tr>
<td>ENGSPI  Adv. Topics/Speech *</td>
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</tbody>
</table>

### BUSINESS, COMPUTERS & INFO. TECH.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
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</thead>
<tbody>
<tr>
<td>BUACC7T1  Accounting 1</td>
<td></td>
</tr>
<tr>
<td>BUACC7TH  Accounting 2 +</td>
<td></td>
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<tr>
<td>BUBUSLAW  Business Law</td>
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<tr>
<td>BUPSFB  Desk Pub/Web Design</td>
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<tr>
<td>BUSPORT  Sports/Ent. Mktg.</td>
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</tr>
<tr>
<td>BUNMVGT  Invest. Management*</td>
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<tr>
<td>BUKEY  Keybd/Word Process*</td>
<td></td>
</tr>
<tr>
<td>BUAPMACR  Macroeconomics ^</td>
<td></td>
</tr>
<tr>
<td>BUBUSMA  Business Math</td>
<td></td>
</tr>
<tr>
<td>BUMOAAPP1  Microsoft Off. App.</td>
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</tr>
<tr>
<td>BUINTRBUS  Intro Business/Entre.</td>
<td></td>
</tr>
<tr>
<td>BUWML  Wealth Mgmt/Fin Lit+</td>
<td></td>
</tr>
</tbody>
</table>

### COMPUTER SCIENCE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUVISBAS  Visual Basic (VB Net) *</td>
<td></td>
</tr>
<tr>
<td>BUBJAVA  Video Game Design +</td>
<td></td>
</tr>
<tr>
<td>BUADVPR  Adv. Programming +</td>
<td></td>
</tr>
<tr>
<td>BUAPCOMP  Computer Science A^+</td>
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</tbody>
</table>

### FAMILY & CONSUMER SCIENCES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCSCELESS  Culinary Essentials</td>
<td></td>
</tr>
<tr>
<td>FCSCLCOOK  Classic Cooking +</td>
<td></td>
</tr>
<tr>
<td>FCSFSAFAB  Fashion and Fabrics</td>
<td></td>
</tr>
<tr>
<td>FSCSCLNIT  Consumer Literacy</td>
<td></td>
</tr>
<tr>
<td>FSCMCUIS  Multi-Cultural Cuisine +</td>
<td></td>
</tr>
<tr>
<td>FSCSEW  Sew Creatively +</td>
<td></td>
</tr>
<tr>
<td>FSCADVCL  Advanced Clothing +</td>
<td></td>
</tr>
<tr>
<td>FSCUNDCH  Understanding Children</td>
<td></td>
</tr>
<tr>
<td>FCSNUR1  Nurs. School – Child Develop. 1 + *</td>
<td></td>
</tr>
<tr>
<td>FCSNUR2  Nurs. School – Child Develop. 2 +</td>
<td></td>
</tr>
</tbody>
</table>

### GIFTED & STUDY SKILLS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSOJ  Gifted Practicum: Social Justice +</td>
<td></td>
</tr>
<tr>
<td>ELSO  Study and Organizational Skills</td>
<td></td>
</tr>
<tr>
<td>ELSATprep  SAT Verbal/Math Preparation + *</td>
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</tr>
</tbody>
</table>

### JROTC

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>JROTCFAL  Frontiers of Aviation/Leadership Ed 1</td>
<td></td>
</tr>
<tr>
<td>JROTCFSL  Science of Flight/Leadership Ed 2</td>
<td></td>
</tr>
<tr>
<td>JROTCES  Cultural Studies/Leadership Ed 3</td>
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</tr>
</tbody>
</table>

### MATH

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAALG1B  Algebra 1B</td>
<td></td>
</tr>
<tr>
<td>MACALGEO  Concepts Alg/Geom</td>
<td></td>
</tr>
<tr>
<td>MAGEO  Geometry +</td>
<td></td>
</tr>
<tr>
<td>MAALG2  Algebra 2 +</td>
<td></td>
</tr>
<tr>
<td>MAALG2A  Algebra 2A +</td>
<td></td>
</tr>
<tr>
<td>MATRIG  Trigonometry + *</td>
<td></td>
</tr>
<tr>
<td>MACOLMA  Intro. College Math ++</td>
<td></td>
</tr>
<tr>
<td>MAPLCAL  Applied Statistics +</td>
<td></td>
</tr>
<tr>
<td>MAPRCAL  Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>MASTAT  Statistics +</td>
<td></td>
</tr>
<tr>
<td>MAASTPST  Statistics + ^</td>
<td></td>
</tr>
<tr>
<td>MACALC  Calculus +</td>
<td></td>
</tr>
<tr>
<td>MAAPCALAB  Calculus AB + ^</td>
<td></td>
</tr>
<tr>
<td>MAAPCALBC  Calculus BC + ^</td>
<td></td>
</tr>
</tbody>
</table>

### MUSIC

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTHE1  Music Theory 1</td>
<td></td>
</tr>
<tr>
<td>MUTHE2  Music Theory 2 +</td>
<td></td>
</tr>
<tr>
<td>MUAPMTH  Music Theory 3 + ^</td>
<td></td>
</tr>
<tr>
<td>MUCHE  Chorale</td>
<td></td>
</tr>
<tr>
<td>MUTCH  Music Technology 1 +</td>
<td></td>
</tr>
<tr>
<td>MUTECH2  Music Technology 2 +</td>
<td></td>
</tr>
<tr>
<td>MUCBAND  Concert Band</td>
<td></td>
</tr>
<tr>
<td>MUCORCH  Concert Orchestra</td>
<td></td>
</tr>
<tr>
<td>MUJAZZ  Jazz Practices +</td>
<td></td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCANAT1  Human Anatomy 1</td>
<td></td>
</tr>
<tr>
<td>SCBIO2  Human Anatomy 2 +</td>
<td></td>
</tr>
<tr>
<td>SCBIOH2  Biology 2 +</td>
<td></td>
</tr>
<tr>
<td>SCAPBIO  Biology + ^</td>
<td></td>
</tr>
<tr>
<td>SCCHEM1  Chemistry 1 +</td>
<td></td>
</tr>
<tr>
<td>SCCHEM2  Chemistry 2 +</td>
<td></td>
</tr>
<tr>
<td>SCAPCHEM  Chemistry + ^</td>
<td></td>
</tr>
<tr>
<td>SCENVSCI  Environ. Science/Issues</td>
<td></td>
</tr>
<tr>
<td>SCAPENVSCI  Environ. Science +</td>
<td></td>
</tr>
<tr>
<td>SCAPHYS  Physics +</td>
<td></td>
</tr>
<tr>
<td>SCAPPHY1  Physics 1 + ^</td>
<td></td>
</tr>
<tr>
<td>SCAPPHY2  Physics 2 + ^</td>
<td></td>
</tr>
<tr>
<td>SCAPPHYC  Physics C Mechanics + ^</td>
<td></td>
</tr>
<tr>
<td>SCASTRO  Physics of Astronomy +</td>
<td></td>
</tr>
<tr>
<td>SCCONSCI  Concept. Instr. Science +</td>
<td></td>
</tr>
<tr>
<td>SCAQU  Aquatic Biology +</td>
<td></td>
</tr>
</tbody>
</table>

### SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSRUS  Russian Studies *</td>
<td></td>
</tr>
<tr>
<td>SSSTH  Sociology *</td>
<td></td>
</tr>
<tr>
<td>CSSPSCYH  Psychology *</td>
<td></td>
</tr>
<tr>
<td>SSCWISS  Current World Issues *</td>
<td></td>
</tr>
<tr>
<td>SSHLOC  Holocaust/Genocide *</td>
<td></td>
</tr>
<tr>
<td>SSAPEURO  Modern Euro History ^</td>
<td></td>
</tr>
<tr>
<td>SSAPUS  U.S. History ^</td>
<td></td>
</tr>
<tr>
<td>SSAPUGOV  US Govt. &amp; Politics ^</td>
<td></td>
</tr>
<tr>
<td>SSPAPMCR  Microeconomics ^</td>
<td></td>
</tr>
<tr>
<td>SSAPPSYCH  Psychology *</td>
<td></td>
</tr>
</tbody>
</table>

### WORLD LANGUAGE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLFR1  French 1</td>
<td></td>
</tr>
<tr>
<td>WLFR2  French 2 +</td>
<td></td>
</tr>
<tr>
<td>WLFR3  French 3 +</td>
<td></td>
</tr>
<tr>
<td>WLFR4  French 4 +</td>
<td></td>
</tr>
<tr>
<td>WLAPFR  French + ^</td>
<td></td>
</tr>
<tr>
<td>WLGR1  German 1</td>
<td></td>
</tr>
<tr>
<td>WLGR2  German 2 +</td>
<td></td>
</tr>
<tr>
<td>WLGR3  German 3 +</td>
<td></td>
</tr>
<tr>
<td>WLGR4  German 4 +</td>
<td></td>
</tr>
<tr>
<td>WLAPGR  German + ^</td>
<td></td>
</tr>
<tr>
<td>WLSPIH  Spanish 1</td>
<td></td>
</tr>
<tr>
<td>WLSPIH  Spanish 2 +</td>
<td></td>
</tr>
<tr>
<td>WLSPIH  Spanish 3 +</td>
<td></td>
</tr>
<tr>
<td>WLSPIH  Spanish 4 +</td>
<td></td>
</tr>
<tr>
<td>WLSPL  Spanish/Lit./Culture +</td>
<td></td>
</tr>
<tr>
<td>WLSPS  Spanish + ^</td>
<td></td>
</tr>
<tr>
<td>WLMCH  Mandarin Chinese +</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- This course has a prerequisite
- This course is 0.5 credits
- This course is 2.0 credits
- AP Pending content area teacher approval
**Core Courses**

<table>
<thead>
<tr>
<th>Selection</th>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG12</td>
<td>English 12</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>ENG12H</td>
<td>English 12 - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>SSAGES</td>
<td>Amer. Gov. &amp; Econ. Sys.</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>SSAGESH</td>
<td>A. G. &amp; E. S. - Honors</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>PE1JRSE</td>
<td>Phys. Education</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PE2JRSE</td>
<td>Phys. Education or Sports Nite</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>PEEODJRSE</td>
<td>Phys. Education (EOD)</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**Total Credits**: 4.5

---

**Sample:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARART1</td>
<td>Art 1</td>
<td>1.0</td>
<td>OR</td>
<td>FCSCULESS</td>
<td>1.0</td>
</tr>
<tr>
<td>SSSOC</td>
<td>Sociology</td>
<td>0.5</td>
<td>OR</td>
<td>BUINVMGT</td>
<td>0.5</td>
</tr>
</tbody>
</table>

* An alternate course must have the same credits as the regular elective course. Please see example above.

**Elective Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Credits</th>
<th>Alternate #</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Total Credits**: 3.0

---

**Notes:**

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**Home Access Center:**

Parents and students will be able to view course grades through an HAC Account. To register go to: [https://hac.sphost.com/HomeAccess3.0/](https://hac.sphost.com/HomeAccess3.0/). Students will enter their course selections and select 7.5 credits of coursework.

---

All changes to student course selections must be made on or before April 27, 2018. After the start of school the only student requests for changes that will be approved are those based on the following:

- Schedule errors and/or the completion of course work in summer school.
- Please note: For any other schedule change to occur, administrative approval must be granted for a student to withdraw from a class. The report card/transcript will reflect a withdrawal passing (WP) or withdrawal failing (WF).

---

READ THIS
Please note that required and elective courses selected must add up to 7.5 credits.

### SUBJECT CREDIT

| English 12 | 1.0 |
| Amer. Govt./Econ. | 1.0 |
| Science Choice | 1.0 |
| Math Choice | 1.0 |
| Physical Education | 0.25 |
| P.E. or Sports Nite | 0.25 |

### APPLIED ENGINEERING/TECH ED

- AEINTRDT: Intro to Design/Technology
- AEINTRDTW: Intro to Women in Tech/Design
- AEPROTO: Understand. Design/Prototype
- AEPREENG: Pre-Engineering +
- AEEENGDES: PLTW: Intro Engineering Design
- AEARCHDR: Architect Draft/Civil Engineering +
- AECAD: Computer-Aided Design +
- AEGRAPH1: Fundamentals of Graphic Design
- AEGRAPH2: Graphic Design +
- AEGRAPH3: Commercial Graphic Design +
- AEFUNDMP: Fund. of Materials/Processes
- AEFURNDES: Furniture Design +
- AEARTWOOD: Artisan Woodworking +

### ART

- ART1: Art 1
- ART2: Art 2 +
- ARSCULP: Introduction to Sculpture
- ARARTMA1: Art Major 1 +
- ARARTD1: Art Major 2-D Design 1 +
- ARARTD2: Art Major 2-D Design 2 +
- ARARTD3: Art Major 3-D Design 1 +
- ARARTD4: Art Major 3-D Design 2 +
- ARDIGHPH1: Intro to Digital Photography
- ARDIGHPH2: Digital Art Photography +
- ARCER1: Ceramics 1 *
- ARCER2: Ceramics 2 +
- ARCERMA1: Ceramics Art Major +
- ARTHESTG: Art of Theater/Stage Production *
- ARDRAWPT: Drawing and Painting
- ARSTGLAS1: Stained Glass Techniques 1 *
- ARSTGLAS2: Stained Glass Techniques 2 *
- ARAPARTH1: AP Art History

### BUSINESS, COMPUTERS & INFO. TECH.

- BUACCT1: Accounting 1
- BUACCT2: Accounting 2 +
- BUBLSLAW: Business Law
- BUDSKPUBL: Desk Pub/Web Design
- BUINVMGT: Invest. Management *
- BUKEY: Keybd/Word Process *
- BUWMACR: Macroeconomics *
- BUWMSA: Business Math
- BUWTRBUS: Intro Business/Entre.
- BUWMFL: Wealth Mgmt/Fin Lit +

### COMPUTER SCIENCE

- BUVISBAS: Visual Basic (VB Net) *
- BUJAVA: Video Game Design +
- BUIADVPR: Adv. Programming +
- BUAPCOMP: Computer Science A +

### ENGLISH

- ENGAPLIT: Litrature/Comp. + *
- ENGMYTH: Mythology *
- ENGCAW: Classic Amer. Writers *
- ENGSHA: Shakespeare *
- ENGVIDP: Video Production 1 +
- ENGRFW: Critical Writing *
- ENGMED: New Media Comm. *
- ENGTHEA: Theater Arts *
- ENGSPP: Adv. Topics/Speech *

### FAMILY & CONSUMER SCIENCES

- FCSCULES: Culinary Essentials
- FCSCCOOK: Classic Cooking +
- FCSFASFB: Fashion and Fabrics
- FCSCONLIT: Consumer Literacy
- FCSMCUC: Multi-Cultural Cuisine
- FCSEW: Sew Creatively +
- FCSADVL: Advanced Clothing +
- FCSUNDCH: Understanding Children
- FCSNRJS1: Nurs. School – Child Develop. 1 *
- FCSNRJS2: Nurs. School – Child Develop. 2 *
- FCSPF1: Practical Child Development 1 *
- FCSPF2: Practical Child Development 2 +
- FCSFRINT1: Senior Internship 1 *
- FCSFRINT2: Senior Internship 2 *

### GIFTED & STUDY SKILLS

- GPSOJ: Gifted Practicum: Social Justice +
- ELSO: Study and Organizational Skills
- ELSATPREP: SAT Verbal/Math Preparation + *

### JROTC

- JROTCFL: Frontiers of Aviation/Leadership Ed 1
- JROTCFL: Science of Flight/Leadership Ed 2
- JROTCFL: Cultural Studies/Leadership Ed 3

### MATH

- MAALG18: Algebra 1B
- MACALGEO: Concepts Alg/Geom
- MANGE: MAGEOMH: Geometry +
- MAALG2: MAALG2H: Algebra 2 *
- MACALC: MAALG2A: Algebra 2A *
- MAALG2: MAALG2B: Algebra 2B *
- MACALC: MATRIG: Trigonometry *
- MACOLMA: Intro. College Math +
- MAPILST: Applied Statistics +
- MACRICAL: Pre-Calculus *
- MACRICAL: MAPRECH: Pre-Calculus *
- MACRICAL: MAVSTAT: Statistics *
- MACRICAL: MAVSTAT: Statistics + *
- MACRICAL: MACALC: MACALC: Calculus *
- MACRICAL: MACALC: MACALC: Calculus AB *
- MACRICAL: MACALC: MACALC: Calculus BC *

### MUSIC

- MUTHED1: Music Theory 1
- MUTHED2: Music Theory 2 *
- MUPATHR: Music Theory 3 *
- MUCHR: Choral
- MUTECH: Music Technology 1 *
- MUTECH2: Music Technology 2 *
- MUBAND: Concert Band
- MUCORCH: Concert Orchestra
- MUJAZZ: Jazz Practices +

### SCIENCE

- SCANN1: Human Anatomy 1
- SCANN1: Human Anatomy 2 *
- SCBIO2: Science 2 *
- SCAPIBO: Biology +
- SCCHM: Chemistry 1 *
- SCCHM: Chemistry 2 *
- SCAPCHEM: Chemistry + *
- SCEVSC: Environ. Science/Issues
- SCPHYS: Physics +
- SCAPPHY1: Physics 1 *
- SCAPPHY2: Physics 2 *
- SCAPPHYC: Physics C Mechanics *
- SCASTRO: Physics of Astronomy *
- SCCONSCI: Concept. Ingr. Science *
- SACAU: Aquatic Biology *

### SOCIAL STUDIES

- SSRUS: Russian Studies *
- SSOC: Sociology *
- SSSSTYCH: Psychology *
- SSCWISS: Current World Issues *
- SSOLOC: Holocaust/Genocide *
- SSAPEURO: Modern Euro History *
- SSSAP: U.S. History *
- SSSAPUS: U.S. Govt. & Politics *
- SSSAPMCR: Microeconomics *
- SSSAPSY: Psychology *

### WORLD LANGUAGE

- WLF1: French 1
- WLF2: French 2 +
- WLF3: French 3 *
- WLF4: French 4 *
- WLFAPR: AP French *
- WLG1: German 1 *
- WLG2: German 2 *
- WLG3: German 3 *
- WLG4: German 4 *
- WLGAPR: AP German *
- WLS1: Spanish 1 *
- WLS2: Spanish 2 *
- WLS3: Spanish 3 *
- WLS4: Spanish 4 *
- WLSPL: Spanish Lit./Culture *
- WLSAP: AP Spanish *
- WLMCH: Mandarin Chinese *

### Notes:

- *: This course has a prerequisite
- ±: This course is 0.5 credits
- ^: This course is 2.0 credits
- ※: AP Pending content area teacher approval