

QUAKERTOWN HIGH SCHOOL

PROGRAM OF STUDIES

2013-2014

General Information

GRADUATION REQUIREMENTS

Each student in the high school must carry a full schedule each year in order to be classified as a full-time student. Promotion from one grade to the next and graduation will be based on the satisfactory completion of individual courses.

(Note: In exceptional cases, a student may be allowed to carry fewer courses with the approval of the high school principal.)

Graduation Requirements

	QCSH Full Time	UBTS Program	UBTS Students who begin in 9 th grade
English	4.0	4.0	4.0
Social Studies	4.0	4.0	3.0
Science	4.0	3.0	3.0
Mathematics	4.0	3.0	3.0
Physical Education	1.5	1.0	0.5
Health	1.0	1.0	1.0
Elective	5.5	Tech	Tech

To be eligible for graduation, students must complete a minimum of 24 credits, as defined in board policy.

Graduates must meet all graduation criteria described below:

- * Successfully completion of an approved program of study.
- * Completion of a senior/graduation project according to district standards.

Senior Status: Students will be placed in Grade 12 if the student can reach all academic graduation requirements by the conclusion of the school year.

SUMMER SCHOOL/TUTORING

A student who has failed a required course must take action to remediate his/her situation. There are three options available:

1. Attend an approved summer school course in the failed subject area prior to the opening of the next school year.
2. Secure private tutoring in the failed subject area by a certified teacher prior to the opening of the next school year (tutor must be approved by the principal). Course must align to district standards.
3. Repeat the course during the regular school year.

Students who have failed courses will be contacted by the guidance office. The counselors will advise them on the options available for their specific situation. A student may also repeat any elective course he or she fails.

SCHEDULING PARAMETERS

The high school daily schedule consists of 7 class periods. Students are required to maintain a full schedule. The opportunity to participate in additional courses may be provided by cyber instruction. Required core academic courses are year-long. Elective opportunities may either be year-long or semester-based. Students should consult with teachers, counselors, and their parent(s)/guardians prior to selecting an appropriate program of studies.

The Freshman Center schedule consists of 6 class periods. Students must be scheduled for each of those periods. Required core academic courses are year-long.

The number of students electing a course and the availability of teachers will determine whether or not a course will be offered.

SCHEDULING

Students and parents are requested to be careful and thorough in their selection of courses. All students are expected to continue in, and complete, the courses selected. Any student requesting an AP course must understand there is an expectation regarding the willingness to remain committed to the course and the expectations.

Adequate schedule planning for students, teachers, and classroom space can be completed only when school officials can consider student schedule requests to be final and binding. There are times when a change in this schedule request is desired. When this happens, a conference with a guidance counselor is required. Parents should be involved with this conference in order to assist the student and counselor to arrive at a reasonable decision. Therefore, all schedule changes will be made at the discretion of building administration and guidance.

COMPETENCY-BASED GRADING

Beginning in the 2009-2010 school year, QCSD adopted a secondary grading system aligned to the highly rigorous competency-based academic system aligned to the Pennsylvania Department of Education (PDE) and national standards for the secondary program. This concentrated focus on course competencies provides detailed information concerning student progress and allows teachers to better utilize assessment-based evidence to adjust classroom instruction to meet the needs of their students. The articulation of competencies to students and the feedback provided to them by formative assessments encourages students to become more proactive and reflective of their studies and move from attainment of information to higher level thinking needed to insure preparation for further education, work, and life.

Demonstrated proficiency is considered “B” level work. This includes the ability to utilize the knowledge in problem solving, create new knowledge, think critically, show evidence of creativity, and other 21st century learning and innovation skills. “A” level work requires evidence of sophisticated understanding as defined in each discipline. Grades reflect student achievement of academic competencies exclusively in coursework. All other factors such as class participation, effort, compliance, work ethic, collaboration, teamwork and other 21st Century learning skills, while impacting achievement, are reported separately as an employability grade in order to provide a clear picture of the student’s achievement of competencies and the student as a learner.

For more information on the Pennsylvania Standards Aligned System (SAS) please check the PDE website www.pdesas.org. Information regarding 21st Century Learning Skills can be found [here](#).

CUMULATIVE GRADE POINT AVERAGES

Two cumulative grade point averages (GPA's) are reported on the transcript -- unweighted and weighted. Both cumulative GPA's are computed at the close of each school year and include all graded courses, 9-12. The unweighted GPA is computed by multiplying the final course grade's numerical value times the assigned course credit to equal the course quality points. The sum of quality points from all courses attempted is divided by the total credit value of all courses attempted to determine the unweighted GPA.

Beginning with the class of 2011, the weighted GPA includes an additional quarter point awarded for all Honors, “Project Lead the Way” and Dual Enrollment courses taught by a college professor. An additional half point is awarded for all AP courses. (Additional quarter/half points are only received if the earned grade is a “C” or above).

Numerical value of final grades (unweighted courses)

A = 4 B = 3 C = 2 D = 1 F = 0

Numerical value of final grades (Honors, “PLTW,” Dual Enrollment courses)

A = 4.25 B = 3.25 C = 2.25 D = 1 F = 0

Numerical value of final grades (AP courses)

A = 4.5 B = 3.5 C = 2.5 D = 1 F = 0

WEIGHTED CLASS RANK

Class rank is computed at the close of each school year. It includes all students. It includes all graded courses, 9-12. Pass-fail courses are not included. The class rank, as reported on the transcript, is a weighted percentile ranking. The cumulative weighted GPA is used to generate the class rank. This weighted percentile rank will appear on the student's transcript.

HONOR ROLL

To be eligible for Honor Roll status, a student must obtain an overall grade point average of 3.5. No student is eligible for Honor Roll status who receives a grade lower than a "C."

To be eligible for Distinguished Honor Roll status, a student must obtain an overall grade point average of 3.75. No student is eligible for Distinguished Honor Roll status who receives a grade lower than a "B."

In addition, in order to be eligible for either Honor Roll or Distinguished Honor Roll status, a student's employability grades must all be above a "2."

DUAL ENROLLMENT OPPORTUNITIES

Students may apply to earn college credit for courses that are taught through various mediums within the high school day. More information about dual enrollment opportunities will be available to students during course selection. Dual enrollment courses offered at the high school taught by college professors are weighted as honors level courses.

Grade 9 - Class of 2017

REQUIRED CORE COURSES
English Social Studies Science Mathematics Physical Education

CORE COURSES	GENERAL INTEREST COURSES	SPECIALIZED INTEREST COURSES
<p>English English 9 Honors, C English 9, C</p> <p>Social Studies US History II Honors, C US History II, C</p> <p>Science General Science 9 Honors, C General Science 9, C</p> <p>Mathematics Algebra IA Algebra I, C Algebra I Honors C (only) Geometry, C Geometry Honors, C Algebra II Honors, C</p> <p>Physical Education</p>	<p>World Language German I, C Spanish I, C Spanish II, C Spanish II Honors Mandarin I C (only)</p> <p>Music Concert Band Chorus (Note: Activity Fee) Concert Band/ Chorus</p>	<p>Art Digital Design and Studio Art Design Concepts in Art C (only) Art History C (only)</p> <p>Math Computer Programming I</p> <p>Business & Information Technology Introduction to Business, C</p> <p>Project Lead the Way Introduction to Engineering Design</p> <p>Family and Consumer Science Personal Growth C (only)</p> <p>Health Health I, C</p> <p>Other Academic Literacy (teacher recommendation only)</p>

Cyber Offerings are available in the courses listed with a “C” option.

Cyber Courses: If you are a motivated, self-directed, focused learner, cyber learning may be a possibility for you. Cyber courses may be available at the honors level for most core subjects and are indicated with a “(C)” after the course title in the Program of Studies. Cyber courses offer several distinct advantages. Students may alleviate conflicts in their schedule with a cyber course. Student learning modalities for a particular subject may be best addressed through cyber means. The opportunity for students to accelerate at an individualized pace may be available utilizing cyber courses. Strategies which blend cyber learning with traditional class work can enhance student engagement and learning. Cyber learning extends through the innovative use of information and communications technology including webcam and Internet 2.0 tools like online discussion board.

Grade 9 Course Descriptions

ACADEMIC LITERACY

Teacher Recommendation Only

(90 day course; meets every other day all year)

ART

DIGITAL DESIGN AND STUDIO ART

(90 day course; meets every other day all year)

This course offers a unique combination of cutting edge digital art and animation along with experiences in a variety of hands-on art projects in a traditional art studio as well as an arts computer lab. This course is perfectly suited for all students who like to create visually and want to explore their interests in the digital realm with multi-media possibilities. Foundational concepts of visual design will be built into the visual projects in an effort to help students feel more secure in composing a quality art project. Graphic design, digital painting, and animation projects will be part of the digital design component of the course. Studio art projects will incorporate more classic materials such as pen and ink, printmaking, sculpture and wearable art. This course concentrates on the core design principles to build individual competence but balances out individual interests by offering students a rich experience of working with a variety of materials.

DESIGN CONCEPTS IN ART **CYBER ONLY**

Students will become confident in design principles as they explore and practice various methods of visual design and art. Students will have multiple opportunities to solve creative problems while researching for their designs, studying historical and contemporary art styles and creating artwork in digital and other media.

ART HISTORY **CYBER ONLY**

In this course, students will learn about the architecture, sculpture and paintings of the Egyptians, Greeks, Romans and 20th century artists. In addition to viewing many works of art, students will also be producing/creating different projects based on historical artifacts and exploring modern design and techniques.

BUSINESS AND INFORMATION TECHNOLOGY

INTRODUCTION TO BUSINESS, C

(90 day course; meets every other day all year)

Introduction to Business will introduce students to the exciting and challenging world of business. It will help students become knowledgeable consumers, well-prepared employees, and effective citizens in our economy. It will also give students an understanding of the competencies to become a business owner. In this course students will research real world business topics. Students will also use Microsoft applications such as Publisher, Word, Excel, and PowerPoint to create business advertisements and publications. In this entry-level course, students are given an introduction into the business curriculum which will prepare them for classes such as Personal Finance, Entrepreneurship, Sports & Entertainment Marketing, and Business Law. It is recommended for ninth graders interested in business careers.

ENGLISH

ENGLISH 9, C

(180 day course)

The course consists of five (5) units. In *Unit 1 – Coming of Age*, students will understand the concept of coming of age in that they will identify diction, syntax, and tone and the way they work together to convey an author or speaker’s voice. They will incorporate voice effectively in their own writings as they analyze and use rhetorical appeals to influence an audience. In *Unit 2 – Defining Style*, students will continue to study the coming of age theme by learning about the unique connection between written texts (short stories) and visual media (film). The students will identify the elements of fiction – setting, exposition, complications, climax, falling action, resolution (denouement), character, theme – and the steps in plot development. In *Unit 3– Exploring Poetic Voices*, students will develop the skills and knowledge necessary to analyze and craft poetry, analyze the function of figurative language and its effects, and write original poems that reflect personal voice, style, and an understanding of the poetic elements. They will also present an oral interpretation of a poem. In *Unit 4 – Interpreting Drama Through Performance*, the “coming of age” concept will be examined in context of the play, *Romeo and Juliet*. Students will engage in performing *Romeo and Juliet* and will explore multiple interpretations of *Romeo and Juliet* through performance and film. In *Unit 5 – Coming of Age Amid Controversy*, students will explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age. They will extrapolate from a short passage the larger themes and literary elements of the novel *To Kill a Mockingbird*. Students will be intentional in the use of strategies and will evaluate how the strategies helped them become a better reader, writer, speaker, listener, or critical thinker.

ENGLISH 9: HONORS, C

(180 day course)

The course consists of five (5) units. In *Unit 1 – Coming of Age*, students will understand the concept of coming of age in that they will identify diction, syntax, and tone and the way they work together to convey an author or speaker’s voice. They will incorporate voice effectively in their own writings as they analyze and use rhetorical appeals to influence an audience. In *Unit 2 – Defining Style*, students will continue to study the coming of age theme by learning about the unique connection between written texts (short stories) and visual media (film). The students will identify the elements of fiction – setting, exposition, complications, climax, falling action, resolution (denouement), character, theme – and the steps in plot development. In *Unit 3– Exploring Poetic Voices*, students will develop the skills and knowledge necessary to analyze and craft poetry, analyze the function of figurative language and its effects, and write original poems that reflect personal voice, style, and an understanding of the poetic elements. They will also present an oral interpretation of a poem. In *Unit 4 – Interpreting Drama Through Performance*, the “coming of age” concept will be examined in context of the play, *Romeo and Juliet*. Students will engage in performing *Romeo and Juliet* and will explore multiple interpretations of *Romeo and Juliet* through performance and film. In *Unit 5 – Coming of Age Amid Controversy*, students will explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age. They will extrapolate from a short passage the larger themes and literary elements of the novel *To Kill a Mockingbird*. Students will be intentional in the use of strategies and will evaluate how the strategies helped them become a better reader, writer, speaker, listener, or critical thinker.

Honors students must be self-motivated and willing to challenge themselves to engage in the units of study independently, as well as work effectively within a group dynamic. There will be extensive classroom discussion in both whole group and small group formats. Furthermore, there will be extensive reading and writing required outside of the classroom in order to extend the learning. Students will read an additional classic novel and will be expected to produce writing pieces that show a sophisticated and engaging use of writing components such as varied syntax, precise diction, organizational strategies, and figurative language.

ENGLISH GIFTED SEMINAR (NINTH GRADE) (1.0) Note: For students with gifted individualized education plans (GIEPs).

The 9th grade gifted seminar program is aligned with both the Pennsylvania English Language Arts Content Standards and College Board Standards. This course offers students opportunities to experience success in academic settings and real-life situations and an opportunity to meet gifted students’ need for challenging curriculum that matches classroom strategies with the special needs of the gifted student’s performance and potential. Students will complete several units of Level 4 of the College Board’s Springboard Program. The use of the Springboard program and text supplies a “carefully articulated, engaging and rigorous English Language Arts curriculum of instruction” that provides students with the knowledge needed for competition in the 21st century. Embedded assessments within the selected units provide students with the opportunity to showcase their learning and their progress toward meeting the learning targets. Independent, small group study and open-ended problem solving opportunities based on students’ individual gifts and talents will be emphasized. Real world applications of learning through hands-on and project-based learning will be emphasized. Additionally, students will explore the use of digital media to interact, interpret, create, and share ideas.

FAMILY AND CONSUMER SCIENCE

PERSONAL GROWTH, CYBER ONLY

(90 day course; meets every other day all year)

The Personal Growth course will explore how to foster healthy relationships through better communication, conflict resolution, and an understanding of human development through different life roles.

HEALTH

Health I, C

(90 day course; meets every other day all year)

The health curriculum is designed to meet the health needs of teenagers. The course will begin with an introduction about the most important health risks to teens and the preventative strategies to ameliorate these problems. Topics include risk-taking, driving safety, and substance abuse. A unit on systems of the body will be included to deepen the understanding of the other issues and content to be studied. Students will also study the various categories of addictive substances and behaviors. The human sexuality unit is abstinence-based, but does provide instruction in contraception. The human sexuality unit will provide a comprehensive background in male and female anatomy as well as common sexually transmitted infections and relationship/dating violence. Units in nutrition (basics, calories, fad diets and BMI), and emergency care (noncertification/basics) will also be included.

MATHEMATICS

ALGEBRA I HONORS, CYBER ONLY

(180 day course)

Basic to an understanding of the technical innovations in our society, Algebra I is the first of the mathematical courses geared toward higher education. Topics of study include variables, function patterns, rational numbers, solving equations, solving inequalities, relations and functions, linear equations and their graphs, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, radical expressions and equations, statistics, rational expressions, and systems of linear equations/inequalities. An understanding of the basic computational skills as applied to the rational numbers (whole numbers, fractions, decimals, and integers) is assumed. Problem solving and real world application are emphasized.

ALGEBRA I, C

(180 day course)

Basic to an understanding of the technical innovations in our society, Algebra I is the first of the mathematical courses geared toward higher education. Topics of study include variables, function patterns, rational numbers, solving equations, solving inequalities, relations and functions, linear equations and their graphs, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, radical expressions and equations, statistics, and rational expressions. An understanding of the basic computational skills as applied to the rational numbers (whole numbers, fractions, decimals, and integers) is assumed. Problem solving and real world application are emphasized.

ALGEBRA I A
(180 day course)

This is the first of a two-part series of courses designed to provide students with a solid foundation in algebraic skills. Topics of study include variables, function patterns, rational numbers, solving equations, solving inequalities, relations and functions, linear equations and their graphs, and systems of equations and inequalities. Problem solving and real world application are emphasized.

GEOMETRY HONORS, C
(180 day course)

The purpose of this course is to show the strong student of mathematics how to make the transition from intuitive to demonstrative geometry, and then transfer the procedures learned into effective patterns of thinking. Students develop effective patterns of thought through the study of logical patterns of thinking. An in-depth study of the theories of geometry and their development is presented. A mathematical system using the concepts of two- and three-dimensional geometry is developed. The scope of the course includes patterns and inductive reasoning, measurement, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, quadrilaterals, similarity, right triangles and trigonometry, transformations, coordinate geometry, area, surface area and volume, and circles. Problem solving and real world application are emphasized. Practical problems using algebraic computations are routinely included.

GEOMETRY, C
(180 day course)

The purpose of this course is to show the student of mathematics how to make the transition from intuitive to demonstrative geometry, and then transfer the procedures learned into effective patterns of thinking. The scope of the course includes patterns and inductive reasoning, measurement, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, quadrilaterals, similarity, right triangles and trigonometry, transformations, coordinate geometry, area, surface area and volume, and circles. Problem solving and real world application are emphasized. Practical problems using algebraic computations are included when appropriate.

ALGEBRA II HONORS, C
(180 day course)

Building and elaborating upon basic principles developed in Algebra I, the course in Algebra II presents the student with a systematic, in-depth study of properties of real numbers, solving equations and inequalities, absolute value, functions and their graphs, linear systems, matrices, quadratic equations and functions, polynomial and polynomial functions, radical functions and radical exponents, exponential and logarithmic functions, rational functions, quadratic relations and conic sections, sequence and series, probability and statistics, periodic functions and trigonometry, and trigonometric identities and equations. Problem solving and real world application are emphasized.

COMPUTER PROGRAMMING I

(90 day course)

In this course, students will have hands-on experience that will expose them to the world of computer science. Students will be exposed to the world of data manipulation using multiple applications. They will learn to use spreadsheets to explore areas of probability, statistics, and data representation. They will also learn to organize raw data by designing a sample database. They will learn about binary numbers, linear equations, solving for a variable and will be introduced to logic, programming in C++, and computer hardware. This course will be taught in a Mac lab using Mac-based application as a delivery tool.

MUSIC

CHORUS (NOTE: ACTIVITY FEE)

(90 day course; meets every other day all year)

Chorus is an open choir for any student who wants to sing in a vocal music ensemble. Emphasis is placed on building vocal techniques and music reading skills, and on meeting the special needs of changing voices.

CONCERT BAND (90 day course; meets every other day all year)

The Concert Band is comprised entirely of students in grade 9 and meets every other day as a full ensemble, year-round during the school day. Students also receive small group instruction on a rotating basis six times each marking period. The concert band focuses on the introduction of advanced musicianship concepts and performs Music Level Grade 3-5 (out of 6) literature. In addition to performing at all Quakertown Senior High School band concerts, the concert band also enjoys performance opportunities at band festivals and adjudications around the area.

“TRADITION” BAND

The Tradition is an all-encompassing marching band consisting of all 9th-12th grade students enrolled in the concert bands. The Tradition will perform a pre-game show and in the stands for all home varsity football games.

“PANTHER” BAND

Panther Marching Band is a state-of-the-art marching band, exploring the latest trends in marching band. The Panther Band is an extra-curricular activity for members of the Quakertown Community High School.

CONCERT BAND AND CHORUS (90 day course; meets every other day all year)

The Concert Band and Chorus combination course is for students who wish to participate in both band and choir. Students will follow the course of study requirements for both courses. Since band and chorus meet during the same period, students will alternate attending each rehearsal.

PHYSICAL EDUCATION

PHYSICAL EDUCATION- Movement and Exercise Science I

(90 day course; meets every other day all year)

This course is primarily for 9th grade students, and is structured so that students will understand and apply PA State Standards for Physical Education that focus on physical fitness. Students will gain knowledge and skills pertaining to safety, fitness development, and principles of exercise and training. Students will take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. Students will work to improve their health-related components of fitness and learn about the concepts of creating and applying a personal fitness program. This full year course will meet every other day.

PHYSICAL EDUCATION **CYBER**

Cyber Physical Education class is very similar to our face-to-face physical education courses in which there is an academic piece to each lesson and then a physical component. Students will be using the Fitness for Life textbook to help assist them in understanding the basic concepts and philosophies surrounding eleven fitness components. This is not a “log your hours” class. It is a structured and progressive course that emphasizes specific fitness components in each chapter and then requires demonstration of those components through specifically designed workouts. Students are required to perform both the written portion of the course and the workouts designed by the teacher. They will submit the written work through Blackboard and complete the worksheets or videotapes of their workouts to demonstrate understanding of the physical skills and technique and submit that to the teacher. Students will not have the option to workout at their own gym, walk, log hours, etc.

SCIENCE

GENERAL SCIENCE 9, **C**

(180 day course)

General Science 9 is a required course for all freshmen. Students will learn about the following topics:
Astronomy: history of astronomy, stars and the universe as a whole, and a detailed study of the solar system

Geology: location and navigation, earthquakes and volcanoes, plate tectonics, mineral and rock formation, and the Earth’s interior

Meteorology: the atmosphere, clouds and cloud formation, weather patterns and maps and severe weather phenomena

Ecology: Ecosystems and biodiversity, population, pollution, conservation, and our personal impact on the environment

GENERAL SCIENCE 9: HONORS, C

(180 day course)

General Science 9 is a required course for all freshmen. This level is designed for highly motivated, science-oriented students.

Students will learn about the following topics:

Astronomy: history of astronomy, stars and the universe as a whole, and a detailed study of the solar system

Geology: location and navigation, earthquakes and volcanoes, plate tectonics, mineral and rock formation, and the Earth's interior

Meteorology: the atmosphere, clouds and cloud formation, weather patterns and maps and severe weather phenomena

Ecology: Ecosystems and biodiversity, population, pollution, conservation, and our personal impact on the environment

SOCIAL STUDIES

UNITED STATES HISTORY II, C

(180 day course)

The United States History and the World II is designed for students to analyze the economic, political, and social issues of the United States as it expanded and became an emerging world power from 1860-1929. The students will compare the experience of the United States to other nations as we moved toward a more globally interdependent world. The purpose in studying this period is to have students experience the issues people of all nations face as their countries change geographically, politically, economically and culturally. Students will evaluate their role as a citizen in a democratic nation as it faces changing times in the past and present. Major areas of study will include the Civil War, Reconstruction, Westward Expansion, Industrialization, Progressive/Populist Reforms, United States Becomes a World Power, World War I, and the Prosperity of the 1920's. Students will be actively involved in studying current events and completing common performance tasks that will evaluate and measure student social studies skill and content knowledge under the current local and state standards. In preparation for Advanced Placement history courses taught in 10th grade and above, this course includes intensive instruction on writing Document-Based Question Essays.

UNITED STATES HISTORY II HONORS, C

(180 day course)

The United States History and the World II is designed for students to analyze the economic, political, and social issues of the United States as it expanded and became an emerging world power from 1860-1929. The students will compare the experience of the United States to other nations as we moved toward a more globally interdependent world. The purpose in studying this period is to have students experience the issues people of all nations face as their countries change geographically, politically, economically and culturally. Students will evaluate their role as a citizen in a democratic nation as it faces changing times in the past and present. Major areas of study will include the Civil War, Reconstruction, Westward Expansion, Industrialization, Progressive/Populist Reforms, United States Becomes a World Power, World War I, and the Prosperity of the 1920's. Students will be actively involved studying current events and completing common performance tasks that will evaluate and measure student social studies skills and content knowledge aligned with the current local and state standards. The course will involve the students in an active and intense study of the United States and its place in the world. In preparation for Advanced Placement history courses taught in 10th grade and above, this course includes intensive instruction on writing Document-Based Question Essays. Honors level students will be called on to do supplementary reading and more extensive writing assignments.

UNITED STATES HISTORY GIFTED SEMINAR (1.0)

Note: For students with gifted individualized education plans (GIEPs).

The United States and the World II Seminar is designed for students to analyze the economic, political and social issues of the United States as it expanded and became an emerging world power from 1861-1929. The students will compare the experience of the United States to other nations as we moved toward a more globally interdependent world. The purpose in studying this period is to have students experience the issues people of all nations face as their countries change geographically, politically, economically and culturally. Students will evaluate their roles as citizens in a democratic nation as it faces changing times in the past and present. Students will work on individual and collaborative research projects on historical topics of their choice, sharing the results of their research in a seminar format and with wider audiences. In preparation for Advanced Placement history courses taught in 10th grade and above, this course includes intensive instruction on writing Document-Based Question Essays.

TECHNOLOGICAL STUDIES

PROJECT LEAD THE WAY COURSES:

Project Lead the Way is a college recognized pre-engineering program designed to introduce students to the career of engineering. This program prepares students for the types of engineering classes they will be taking in college. PLTW is also a great opportunity for students to explore the field of engineering and decide if they would enjoy a career in the field of engineering. Students planning to major in engineering can benefit by completing the entire program, or just by taking one of the classes. The program is comprised of three foundation courses, a specialization course, and a capstone course.

Core Courses:

Principles of Engineering
Introduction to Engineering Design
Digital Electronics

Specialization Courses:

Civil Engineering & Architecture
Computer Integrated Manufacturing
Biotechnical Engineering

Capstone Course:

Engineering Design & Development

INTRODUCTION TO ENGINEERING DESIGN

(180 day course)

This course introduces students to the design process. Students primarily learn how to use the professional design program, Auto Desk Inventor, state-of-the-art 3-D modeling software that allows students to create professional looking drawings and presentations. Students will use Inventor to complete various open-ended projects such as designing a puzzle cube. This class also focuses on topics such as introduction to design, sketching and visualization, geometric relationships, assembly modeling, presentation, production, and marketing. Throughout the course, students will work to develop a professional portfolio.

WORLD LANGUAGE

GERMAN I, C

(180 day course)

The principal objective of German I is to enable students to communicate effectively in the present tense. Students acquire a basic vocabulary and knowledge of correct grammar usage by participating in class conversations, reading dialogues, and listening to a variety of authentic materials. The German-speaking countries and their cultures are investigated in class.

SPANISH I, C

(180 day course)

The Spanish I course is designed to enable students to communicate effectively using everyday phrases and concepts. Students acquire a basic vocabulary and knowledge of correct usage by participating in drills and class conversations, reading short passages, and writing short paragraphs. Audio and visual - components enhance comprehension. Emphasis is placed on oral proficiency. Students are introduced to unique elements of Hispanic and Latino cultures through an overview of various Spanish-speaking regions.

SPANISH II, C, SPANISH II HONORS

(180 day course)

The Spanish II course is a continuation of Spanish I. Students continue to expand their vocabulary to function in varied commonplace situations. Students acquire the ability to express themselves in the past tense, thus enabling them to develop a greater fluency in thinking and speaking in Spanish. The focus of the course is on reading, speaking and understanding Spanish. Emphasis is placed on oral proficiency. Students read short passages and write short essays in the language. Students expand their familiarity with Hispanic and Latino cultures through a continuing overview of various Spanish-speaking regions.

MANDARIN I CYBER ONLY

This is an online class with live teachers located in China. It is an introduction to Chinese as a spoken and written language. The work includes on-line live class, self-study, live language labs, office hours and assignments, weekly quizzes and exams. Chinese reading and writing is also emphasized in this course.

Grade 10 Class of 2016

Required Core Courses:

English	Mathematics	Science	Social Studies	Health	Physical Education
World Literature, C World Literature Honors, C	Algebra I, C Geometry, C Algebra IIA Algebra II, C Algebra II Honors, C Pre-Calculus, C, Honors, C	Biology, C Biology Honors, C	US History III, C US History III Honors, C AP US History	Health I, C Health II, C (Note: students who took Health I at FC may elect Health II)	Physical Education, C

General Interest Courses:

World Language	Music
German I, C German II, C, Honors German III, C, Honors Spanish I, C Spanish II, C, Honors Spanish III, C, Honors Mandarin I, II, III (cyber only)	Choir (Note: Activity Fee) Symphonic Band (Note: Activity Fee) Choir/Symphonic Band (Note: Activity Fee) AP Music Theory Pop, Rock, & Jazz (every other year; next offering 2013)

Specialized Interest Courses:

Art	Fine Arts I, II Dimensional Art and Surface Texture Introduction to Crafts Advanced Crafts Art History, C Design Concepts in Art, Cyber only Digital Photography Digital Communications
Technological Studies: Project Lead the Way (* Note Prerequisites)	Principles of Engineering Introduction to Engineering Design Digital Electronics Civil Engineering & Architecture* Computer Integrated Manufacturing* Engineering Design and Development* Biotechnical Engineering* TV News/Video Editing, Level I
Science	Environmental Science, C Physics I, C, Honors, C Chemistry I, C, Honors, C
Social Studies	Psychology, C (cyber every other year; next offering 2013) Sociology & Anthropology, C (cyber every other year, offered 2014) AP Psychology
Family & Consumer Science	Fashion Design I, II 21 st Century Leadership Personal Growth, C

Business & Information Technology	Accounting I Accounting II Honors Introduction to Business, C Business Law Entrepreneurship Sports Entertainment & Tourism Marketing Personal Finance, C Interactive Media
Language Arts	Yearbook I Journalism I, II Public Speaking Creative Writing, C
Mathematics	Computer Programming Computer Programming II
Health	Kinesiology – Sciences of Sport & Management Kinesiology – History, Sociology & Psychology of Sports
Dual Enrollment	Intro to Psychology Intro to Sociology Principles of Economics: Macro Basic Problems of Philosophy
Other	Virtual High School Program http://thevhscollaborative.org/

Grade 11 Class of 2015

Required Core Courses:

English	Mathematics	Science	Social Studies	Health	Physical Education
American Literature, C American Literature Honors, C AP English Language & Composition	Algebra II A, C Algebra II, C, Honors Pre-Calculus, C, Honors, C Intro to College Math Calculus AP Calculus, AB, BC AP Prob/Stat	Intro to Physics/Chemistry Chemistry, C, Honors, C, AP Physics, C, Honors, C, AP	World Cultures, C World Cultures, Honors, C AP European History	Health II, C	Physical Education, C

General Interest Courses:

World Language	Music
German I, C German II, C, Honors German III, C, Honors German IV Honors Spanish I, C Spanish II, C, Honors Spanish III, C, Honors Mandarin I, II, III, IV (cyber only)	Choir (Note: Activity Fee) Symphonic Band (Note: Activity Fee) Choir/Symphonic Band (Note: Activity Fee) AP Music Theory Pop, Rock, & Jazz (every other year; next offering 2013)

Specialized Interest Courses:

Art	Fine Arts I, II, III, IV Dimensional Art and Surface Texture Introduction to Crafts Advanced Crafts Art History, C Design Concepts in Art, Cyber only Digital Photography Digital Communications
Technological Studies: Project Lead the Way (* Note Prerequisites)	Principles of Engineering Introduction to Engineering Design Digital Electronics Civil Engineering & Architecture* Computer Integrated Manufacturing* Engineering Design and Development* Biotechnical Engineering* TV News/Video Editing, Level I
Science	AP Biology Anatomy & Physiology Environmental Science, C, AP Forensics

Social Studies	Psychology, C (cyber every other year; next offering 2013) AP Psychology Sociology & Anthropology, C (cyber every other year, offered 2014) AP US History AP World History
Family & Consumer Science	Fashion Design I, II, III 21 st Century Leadership Personal Growth, C Foods for Healthy Lifestyle (offered every other year, 2014) Multicultural Foods (offered every other year, 2013) Parenting
Business & Information Technology	Accounting I Accounting II Honors Introduction to Business, C Business Law Entrepreneurship Sports Entertainment & Tourism Marketing Personal Finance, C Interactive Media
Language Arts	Yearbook I Journalism I, II Public Speaking Creative Writing, C
Mathematics	Computer Science A-AP (JAVA) (Dual Enrollment) Computer Programming I, II (Dual Enrollment)
Health	Kinesiology – Sciences of Sport & Management Kinesiology – History, Sociology & Psychology of Sports
Dual Enrollment	Intro to Psychology Intro to Sociology Principles of Economics: Macro Basic Problems of Philosophy
Other	Virtual High School Program Community College Dual Enrollment

GRADE 12 CLASS OF 2014

Required Core Courses:

English	Mathematics	Science	Social Studies	Health	Physical Education
Author Study Mass Media Sci Fi Horror Fundamentals of Composition British Literature Women in Literature Hero's Journey Shakespeare AP English Lit & Composition British Literature, C only British Literature Honors, C Senior English	Algebra IIA Algebra II, C, Algebra II Honors, C Pre-Calculus, C, Pre-Calculus Honors, C AP Calculus AM AP Calculus BC AP Prob/Stats Intro to College Math	Intro to Physics/Intro to Chemistry Physics I, C, Honors, C, AP Chemistry I, C, Honors, C	Political Science, C, Honors, C AP US Government & Politics	Health II, C	Physical Education, C

General Interest Courses:

World Language	Music
German I, C German II, C, Honors German III, C, Honors German IV Honors AP German Language Spanish I, C Spanish II, C, Honors Spanish III, C, Honors Spanish IV Honors AP Spanish Mandarin I, II, III, IV (cyber only)	Choir (Note: Activity Fee) Symphonic Band (Note: Activity Fee) Choir/Symphonic Band (Note: Activity Fee) AP Music Theory Pop, Rock, & Jazz (every other year; next offering 2013)

Specialized Interest Courses:

Art	Fine Arts I, II Dimensional Art and Surface Texture Introduction to Crafts Advanced Crafts Art History, C Design Concepts in Art, Cyber only Digital Photography Digital Communications
Technological Studies: Project Lead the Way (* Note Prerequisites)	Principles of Engineering Introduction to Engineering Design Digital Electronics Civil Engineering & Architecture* Computer Integrated Manufacturing* Engineering Design and Development* Biotechnical Engineering* TV News/Video Editing, Level I
Science	AP Biology Anatomy & Physiology Environmental Science, C, AP AP Physics Forensics AP Chemistry
Social Studies	AP European History AP US History

	AP World History Psychology, C (cyber every other year; next offering 2013) Sociology & Anthropology, C (cyber every other year, offered 2014) AP Psychology
Family & Consumer Science	Fashion Design I, II, III, IV 21 st Century Leadership Personal Growth, C Foods For Healthy Lifestyle (offered every other year, 2014) Multicultural Foods (offered every other year, 2013) Parenting
Business & Information Technology	Accounting I Accounting II Honors Introduction to Business, C Business Law Entrepreneurship Sports Entertainment & Tourism Marketing Personal Finance, C Interactive Media
Language Arts	Yearbook I Journalism I, II, III Public Speaking Creative Writing, C
Mathematics	Computer Programming Computer Programming II
Health	Kinesiology – Sciences of Sport & Management Kinesiology – History, Sociology & Psychology of Sports
Dual Enrollment	Intro to Psychology Intro to Sociology Principles of Economics: Macro Basic Problems of Philosophy
Other	Virtual High School Program here

Cyber Courses: For students who are motivated, self-directed, focused learners, cyber learning may be a possibility. Cyber courses may be available for most core subjects and are indicated with a “(C)” after the course title in the Program of Studies. Cyber courses offer several distinct advantages. Students may alleviate conflicts in their schedule with a cyber course. Student learning modalities for a particular subject may be best addressed through cyber means. The opportunity for students to accelerate at an individualized pace may be available utilizing cyber courses. Strategies which blend cyber learning with traditional class work can enhance student engagement and learning. Cyber learning extends through the innovative use of information and communications technology including webcam and Internet 2.0 tools such as online discussion board.

The following courses are cyber offerings:

Design Concepts in Art	Algebra II Honors
Art History	Geometry
Personal Finance	Geometry Honors
Intro to Business	Pre-Calculus
Personal Growth	Pre-Calculus Honors
Health I	Meteorology
Health II	Astronomy
PE	Ecology
English 9	Geology
English 9 Honors	Biology
American Literature	Biology Honors
American Literature Honors	Chemistry
British Literature	Chemistry Honors
British Literature Cyber	Environmental Science
World Literature	Physics I
World Literature Honors	Physics Honors
Creative Writing	US History II
Spanish I	US History II Honors
Spanish II	Political Science
German I	Political Science Honors
Mandarin I	Psychology
Mandarin II	Sociology
Mandarin III	US History III
Mandarin IV	US History III Honors
Algebra I	World Cultures
Algebra I Honors	World Cultures Honors
Algebra II	

Grade 10-12 Course Descriptions

ART

FINE ARTS I, II, III, IV

The Fine Arts course is designed to cover traditional art media and skills in both classic and contemporary methods. Traditional techniques are taught along with more experimental and differentiated projects. Drawing and painting will be explored with media such as but not limited to pencil, marker, pen & ink, charcoal, watercolor, acrylic, colored pencil, and mixed media. Drawing techniques will include observation from life including experiences in contour and blind-contour line, value shading in various media, and proportion and composing by free-hand as well as grid techniques. Painting projects will use water-based media and focus on blending as well as more textural or experimental techniques that can be used for contrast and mixed media.

DIMENSIONAL ART & SURFACE TEXTURE

The Dimensional Design/Surface Texture course comprises two individual units. In Dimensional Design, students will create a variety of two-dimensional and three-dimensional art work. Emphasis is placed on innovation through the creation of art in the round, relief sculpture and pattern. In the Surface Texture unit, students explore and experiment with creating textures using a wide variety of mediums such as paint, clay, wire, metals, papers and found objects.

INTRODUCTION TO CRAFTS

The Introduction to Crafts course will introduce students to traditional craft making techniques and will incorporate contemporary craft methods to generate both two-dimensional and three-dimensional projects. Students will creatively experiment and explore the following areas - fibers and mixed media collage, ceramics, jewelry making/metalsmithing and glass.

ADVANCED CRAFTS

The Advanced Crafts course gives students the opportunity to build upon the techniques and use of media learned in the Introduction to Crafts course. Traditional and contemporary skills will provide high-quality enrichment experiences in the visual arts, as well as new mediums and techniques. Fibers and mixed media collage, ceramics, jewelry making/metalsmithing, and glass continue to be the areas of concentration. This course may be taken multiple times.

ART HISTORY, C

The Art History course is broken down into two units –

Ancient Art History – Students will learn about the architecture, sculpture and paintings of the Egyptians, Greeks, Romans and more. In addition to viewing, critiquing, exploring and discussing many works of art, students will also be producing/creating different projects based on certain historical artifacts.

Modern Art History - Students will discover the architecture, sculpture, photography and painting throughout the 20th Century and today. In addition to viewing, critiquing, exploring and discussing many works of art, students will also be producing/creating different projects that will explore modern design and techniques.

DESIGN CONCEPTS IN ART CYBER ONLY

Students will become confident in design principles as they explore and practice various methods of visual design and art. Students will have multiple opportunities to solve creative problems while researching for their designs, studying historical and contemporary art styles and creating artwork in digital and other media.

DIGITAL PHOTOGRAPHY

This is a project-oriented class that establishes a solid foundation in photography. Students will learn how to set up a shot, change file sizes for easy email, use camera features, and use Photoshop for simple enhancements. Students are recommended to have own digital camera and instruction book is recommended.

DIGITAL COMMUNICATIONS

Using digital photographs and Photoshop, students will create photo collages that are visually pleasing and compositionally sound. This is a project-oriented course that provides students with skills that can be used in enhancing any presentation, whether it is a cover design, poster, electronic presentation, or for personal expression. Skills include effective layout techniques, creative and sound focal points, the ability to move the viewer's eye around the composition, and effective communication of a story using the art of collage.

BUSINESS AND INFORMATION TECHNOLOGY

ACCOUNTING I

Accounting is a means of recording and reporting financial data. You don't have to be a math whiz, but being a structured and organized person helps. As an Accounting I student you will journey through the accounting process for a service business organized as a proprietorship. Accounting software will also be used.

ACCOUNTING II HONORS

Unlike the procedural approach of Accounting 1 and 2, this year-long, in-depth course will be taught from a conceptual approach. Students will develop an understanding of how accounting is used for operating decisions in business and will refer to Apple Computers' annual report to apply the principles learned. Students will learn to understand the economic and legal environment of business, gather and summarize data, and prepare meaningful reports designed to meet the information needs of decision makers. This unique course combines financial and managerial accounting principles.

BUSINESS LAW

In this course, students will discover how laws and government regulations influence daily activities. Business Law looks at the court system and how civil and criminal law affects us. The focus will be on laws related to employment, credit, banking, bankruptcy, sales contracts, apartment rental, home ownership, automobile purchase, and more. Students will learn how laws can work to a person's advantage and what the penalties are for not observing laws. Students will research interesting cases, then, through small group discussions and role-playing, identify the proper way to proceed when faced with legal situations. A mock trial is a highlight of the course.

ENTREPRENEURSHIP

Businesses with fewer than 100 employees create over 85 percent of the new jobs in the United States. This course will help students to develop the 21st century skills needed for entrepreneurial activities. Students will learn the characteristics of entrepreneurs and the people who work for them, the benefits and challenges of an entrepreneurial organization, how to create a business plan, how to develop financial documents, and how to succeed and demonstrate strong work ethics. Students will engage in a business project that uses the community as a resource. Since both large and small employers desire entrepreneurial skills, students will be able to transfer what is learned to a career in any type or size of organization.

INTRODUCTION TO BUSINESS, C

This course will introduce students to the exciting and challenging world of business. It will help students become knowledgeable consumers, well-prepared employees, and effective citizens in a global economy. It will also give students an understanding of what it will take to become a business owner. Finance, marketing, and management are all addressed in this entry-level course.

SPORTS ENTERTAINMENT & HOSPITALITY MARKETING

This course will take students on a step-by-step journey through the world of sports and entertainment marketing and management. Students will learn about the key functions of marketing and how those functions are applied to the sports and entertainment industry. This course will also cover the basics of marketing and management within the hospitality and tourism industries. It will introduce students to the global environment in which business is conducted within the hospitality and tourism service industry. The major functions of business are addressed with a focus placed on timely issues, diversity, and business challenges within the hospitality and tourism industry. Guest speakers, case studies, and on-line activities will broaden the classroom learning experience.

PERSONAL FINANCE, C

In this course, students will learn how to best manage personal finances. Activities include the online Stock Market Game, searching for apartments to rent and houses to buy, learning how to complete tax forms, balance a checkbook, lower car insurance payments, and use credit cards wisely.

INTERACTIVE MEDIA

Web development and design is a collaborative project-based curriculum that teaches the foundations of web design and development using Macromedia web tools and Web 2.0 applications. Students will learn about HTML coding and JavaScript, the foundation to web design. Using Macromedia Dreamweaver, students will design and build an interactive business website of interest that will then be integrated into a culminating E-Portfolio website. Incorporating Web 2.0 applications will enable websites to be interactive. Macromedia Fireworks will be used to teach electronic graphic optimization and manipulation. Macromedia Flash will be used to create interactive animations and games to enhance websites. This course is highly recommended to any student interested in careers in the Arts and Humanities or Business and Communications technology.

ENGLISH

AMERICAN LITERATURE, C

The course consists of several units. The use of the SpringBoard program and text supplies a carefully articulated, engaging and rigorous English Language Arts curriculum of instruction that provides students with the knowledge needed for competition in the 21st century.

In *Unit 1 – The American Dream*, students explore and examine preconceived notions regarding The American Dream. They identify and synthesize the historical and literary foundations that exist about The American Dream. Synthesizing a variety of sources, students establish and communicate their own American Dream and create a clear and insightful essay. In *Unit 2 – American Forums — The Marketplace of Ideas*, students identify the main components and role of argumentation, opinion and editorials by analyzing how writers use logic, evidence and rhetoric to advance their opinions. Students learn to analyze and apply satirical techniques by writing their own pieces that refute the positions of others. They will also recognize the symbols and references that editorial cartoonists use. In *Unit 3 – The Power of Persuasion*, students define and apply the appeals and devices of rhetoric, analyze, create, and present persuasive speeches. They read, study, interpret, and analyze a variety of cultural, historical, social, and political speeches and quotes for persuasive techniques. After reading the dramatic work, *The Crucible* by Arthur Miller, students develop a literary analysis essay. In *Unit 5 - The Pursuit of Happiness*, students will consider the American Dream from the viewpoint of what it means to be happy and to pursue happiness. They explore this idea by analyzing and evaluating the structural and stylistic features of texts, most significantly *Into the Wild* by John Krakauer. With this knowledge, they compose a personal essay that employs the stylistic techniques studied along the way. Throughout each unit, students engage in a sequence of activities that focus on the intended learning targets. The scaffolded instructional strategies and multiple learning opportunities advance students toward developing a repertoire of reading strategies and writing strategies, practicing effective speaking skills, becoming active and effective listeners, and viewing and producing media critically.

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Honors students must be self-motivated and willing to challenge themselves to engage in the units of study independently, as well as work effectively within a group dynamic. There will be extensive classroom discussion in both whole group and small group formats. Furthermore, there will be extensive reading and writing required outside of the classroom in order to extend the learning. Students will read additional classic novels and will be expected to produce writing pieces that show a sophisticated and engaging use of writing components such as varied syntax, precise diction, organizational strategies, and figurative language.”

WORLD LITERATURE HONORS, C

The course consists of several units. In *Unit 1 – Voices of Modern Culture*, students will examine the variety of voices other writers and speakers use depending on their audience, on their purpose, and the forms they use to give expression to their voices. Application of analytical, critical, creative, and reflective strategies to published texts, peer generated texts, and their own texts will be performed. Speaking and listening skills that build capacity for effective communication and presentation of ideas will be developed. In *Unit 2 – Cultural Conversations*, students will learn to recognize how we define ourselves as individuals through our interactions with external cultural forces. They will understand and apply the basic elements of argument and identify and understand significant cultural conversations within a variety of media sources. Students will learn how to apply the appropriate conventions and elements of a synthesis essay. In *Unit 3 – Community*, students will analyze character relationships and motivation in a literary work while applying academic writing skills to a literary analysis. They will research and make connections between one’s culture and the culture of another time and place. In *Unit 4 – Justice*, the examination of the varying perspectives on justice across cultures and over time will be studied by students. The students will learn to recognize effective elements of persuasion and will create a persuasive piece. Students will also rehearse and present a dramatic interpretation.

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WORLD LITERATURE, C

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ENGLISH GIFTED SEMINAR

(for Grade 10 students with a Gifted Individualized Education Plan – GIEP)

The English Gifted Seminar is aligned with both the Pennsylvania English Language Arts Content Standards and College Board Standards. This course offers students opportunities to experience success in academic settings and real-life situations. The core focus of the course is the sequencing of activities based on the use of multiple learning situations and instructional strategies, all anchored by the standards. At the start of the course, students will engage in a concentrated writing and grammar instruction. Following that, students will experience several units of Level 5 of the College Board’s Springboard Program. Embedded assessments within the selected units provide students with the opportunity to showcase their learning and their progress toward meeting the learning targets. During the semester, students will both self-select and select from a proposed list of acceptable independent readings that parallel the units. The mission of the Springboard program is consistent with the goals and expectations of the Quakertown School District: to inspire, connect, and prepare all students for life-long learning and post-secondary success. The use of the Springboard program and text supplies a “carefully articulated, engaging and rigorous English Language Arts curriculum of instruction” that provides students with the knowledge needed for competition in the 21st century. The added concentration of writing and reading throughout the course serves to enhance that goal.

BRITISH LITERATURE, (FULL YEAR) CYBER ONLY

British Literature explores texts of various genres written by authors of the United Kingdom. By examining the history of the English language through a chronological review of literature, students make connections to our modern culture, noting the evolution of speech and expression. Students cover pieces from Old English through Modern English including Chaucer, Shakespeare, Carol, Blake, Coleridge, Tennyson and Wolfe.

BRITISH LITERATURE HONORS, C

This honors level course analyzes works of significant literary and intellectual movements from Anglo-Saxon times to the present. In addition, this course will cultivate an appreciation of British literature while developing thinking, reading, and writing skills. This course will run 90 days at an honors level of rigor, and expectations will be reflect college-level performance.

AP ENGLISH LITERATURE AND COMPOSITION

This course is reading intensive and includes poetry, drama, essay, and novel. Students will explore world literature selections from the Ancient Greeks to the Absurdist movement; from the classical to the contemporary. This College Board course prepares the student for the AP exam. The content aligns to the scope and sequence specified by the College Board.

AP ENGLISH LANGUAGE AND COMPOSITION

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects. The AP Language and Composition course assumes that students already understand and use standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose. In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. AP English Language and Composition prepares students for the AP Exam. The content aligns to the scope and sequence specified by the College Board.

SENIOR ENGLISH (FULL YEAR)

This course, an option for 12th grade students, is a carefully scaffolded and purposefully sequenced course of instruction in the reading, writing, vocabulary, and grammar necessary to prepare for 21st century college and post-secondary success. It is aligned with the PA Common Core State Standards and College Board Standards for Reading, Writing, Speaking, Listening and Media Literacy. Students will hone their skills in collaboration, effective communication in speech and writing, comprehension and analysis of challenging texts, and the critical intelligence necessary to view the ever-present media in their lives. They will learn through the reading of poetry, informational and narrative texts and novels, and the writing of essays and other forms of communication, including the creation of media. A back-mapping instructional design ensures that skills and content necessary for embedded assessments are included in planning for success. Students will read deeply, write with clarity and focus, and develop critical-thinking skills needed to emerge as successful readers, writers and thinkers.

90 Day English Courses

Please Note: It is possible that, due to enrollment, courses could be paired into full year courses taught by the same teacher.

Author Study - An in-depth study of the career of a single author or the careers of a small group of authors, of literary merit, with emphasis on selected works and their literary, political, social, and biographical contexts. In this course, students will explore authors' body of works and learn how to use technology to introduce the idea of "authorship."

Mass Media- This class will provide students with an introduction to the field of communication (newspapers, magazines, books, radio, television, and cable), some of the theories of communication in regards to the impact of mass media, and practical issues facing news, entertainment, and advertising. The perspective is one of analyzing mass media as an industrial force that shapes and is shaped by social, cultural, political, and economic structures.

Science Fiction, Horror- Part of the goal of the course will be to understand how we have come to define horror fiction in this country and to demonstrate the artistic merit and psychological development of the genre. Students will discover how the Romantics loved horror and every writer on today's literary scene who uses the genre including Stephen King, is indebted to them. They knew how to entertain by terrifying, often by basing their tales on contemporary events, both personal and public.

Fundamentals of Composition- Students who are college and/or career bound need excellent writing skills. In this course, they will learn the strategies needed to write effectively in any situation. This course offers students the chance to develop writing skills for any audience, with a sense of purpose, and with voice. Students will write attention-grabbing introductions, thought-provoking conclusions, and choose the correct organizational structure for the content of any writing task. Students will learn valuable research techniques and skills. Through researching, students will develop reading skills by using a wide variety of strategies to help understand even the most difficult of texts. Students will self-select and investigate a topic and compose a research paper. Through individual and peer revision, students will learn the disadvantages of passive voice, the wonders of parallel structure, and the power of precise word choice.

British Literature – This course explores literature and various genres written by authors of the United Kingdom. By examining the history of the English language through a chronological review of literature, students make connections to our modern culture, noting the evolution of speech and expression. Students cover pieces from Old English through Modern English including Chaucer, Shakespeare, Carol, Blake, Coleridge, Tennyson and Wolfe.

Women in Literature - From Jane Austin to Margaret Atwood, from Kate Chopin to Gloria Steinem, from Agatha Christie to Anne Rice, from Judy Blume to Ellen Hopkins, from Maya Angelou to Amy Tan, from Emily Dickinson to Sylvia Plath - these are only a few of the many women writers who have impacted the literary world and beyond. No matter what genre, no matter what time period, no matter what the circumstances, these women intrigue through their fascinating characters, diverse styles, and powerful messages. Students will delve into the life and the literature of one female author. Students will study the issues of the time period in which the author wrote and develop an understanding of what influenced their author to write. They will share a glimpse of their author's work by running a class discussion and they will produce a portfolio that brings the author to life.

The Hero's Journey- This course will examine the concept of heroism and of heroes throughout the world in different time periods and different literary genres. We will examine different types of heroes and theories of heroism, as well as gender relations involved in concepts of heroes/heroines, and the roles of anti-heroes. By examining heroes revered by a variety of societies, a greater awareness of values both specific to individual cultures and universal across cultures can be reached. Through comparisons of a variety of heroes, literary and social roles in the formulation and manipulation of heroic types can be assessed. Students will examine the consequences of value systems as explored in literature, and increase skills of critical analysis by examining a body of literature designed to encourage one to accept, reject, or question specific ideas of good and evil, proper behavior, and appropriate action within cultural contexts.

Shakespeare – Meet the Bard! Students will read love sonnets written by the master and explore the psyche of Hamlet, the ambition of Macbeth, the lunacy of Lear and the jealousy of Othello. Students will explore dream worlds where mischievous fairies wreak havoc on a midsummer's night and witness the taming of Katherine, the Shrew.

CREATIVE WRITING, C

Those who become writers often realize that ambition during their high school years. Even those who do not realize they harbor that ambition until many years later can usually point to a creative writing course in high school that sparked their imagination. This course is for students who like to write and want to learn how to develop creative instinct. Students will develop characters and plots, experiment in different genres, research topics and published authors, consider issues, all in search of the personal voice that can inspire them to put pen to paper or fingers to keyboards. Students will enter contests, publish on the internet and in the QCHS Literary Magazine, and if so motivated, seek an agent toward publishing. Future authors, whether book or other media format, may get their start here.

YEARBOOK PRODUCTION

In this course, students will study the theories behind gathering information and selecting appropriate material to be incorporated into the yearbook. Students will study yearbook production including design, layout, and copywriting. Through the actual production of the yearbook, students will take responsibility for their respective sections under the direction of an editor-in-chief. The course is open only to members of the yearbook staff. Prospective journalism students must secure the permission of the instructor. (Students are expected to work beyond the school day.)

JOURNALISM I, II, III, IV

In addition to examining the roles and responsibilities of the press, students in Journalism I will practice writing the kinds of articles commonly found in major newspapers: news, features, editorials and sports. Principles of newspaper design will also be explored. Classwork in discovering, reporting and designing the news will assist with the production of the school newspaper, Paw Prints. Journalism II, III, and IV students will refine the reporting, writing, and designing skills developed in Journalism I.

PUBLIC SPEAKING

In this presentation-based course, students will explore the fundamental principles of effective communication. Students will develop, research, organize, practice and present a variety of speeches as well as participate in class, group, and peer discussion. Through on-going peer and teacher feedback and self-evaluation, students will significantly develop their writing, speaking, and listening skills.

FAMILY AND CONSUMER SCIENCE

(It may be necessary that students incur the cost of materials beyond the minimum project requirements.)

21ST CENTURY LEADERSHIP

Students will learn the skills necessary for successful adult life beyond high school, including those needed for college, career, and going out on one's own.. 21st Century Leadership focuses on identifying personal values and feelings about oneself, setting and achieving goals, stress management, and using strategies for making good decisions in both personal and professional life. Learning how to listen and communicate more effectively to foster healthy relationships will also be addressed.

PERSONAL GROWTH, C

The Personal Growth course will explore how to foster healthy relationships through better communication, conflict resolution, and an understanding of human development through your different life roles.

PARENTING

This course is designed to help develop the young adult for a possible future role as a parent. Students will analyze their personal philosophies and beliefs on issues that will affect their lives and their future children such as gender roles, dating parameters, discipline, family planning, parental responsibilities and sexuality. The physical development issues which will affect their children such as genetics, prenatal factors, fertility, pregnancy and childbirth will be updated with current medical information.

FASHION DESIGN I

This course is designed for a student with limited sewing experience. Students will select their own sewing projects and are expected to purchase all materials for construction of their garments.

FASHION DESIGN II

This course is designed for the students who desires to improve their sewing ability by learning advanced techniques and skills. Emphasis is placed on advanced textile study, commercial pattern alteration and advanced sewing techniques. Students will select their own sewing projects and are expected to purchase all materials for construction of garments.

FASHION DESIGN III

In this course, students will learn the basics of hand and machine tailoring for various garments. Emphasis is placed on tailoring stitches, tailoring, and lining a jacket with a matching companion piece. Students will select their own sewing projects and are expected to purchase all materials for construction of garments.

FASHION DESIGN IV

Students will create a sample book of advanced sewing techniques, and continue to create advanced projects to increase their skills and design techniques. Students are expected to purchase all project materials.

FOODS FOR A HEALTHY LIFESTYLE

This course is designed for the active, health conscious student. Students will learn the multi-facets of foods and nutrition so that they can make delicious and healthy foods for a lifetime. The course includes the study of low calorie, low fat and high energy foods for the active individual.

MULTICULTURAL FOODS

Students in Multicultural Foods will explore the culture, language, geography, resources, and history of countries around the world and how these components have impacted the cuisine of the country and its influence on the United States and the way we eat. Students will have the opportunity to use equipment, try techniques and taste the foods essential to the cooking of these countries. Countries and regions include China, France, Italy, Mexico, Spain, India, New Orleans, and the US Southwest.

HEALTH AND PHYSICAL EDUCATION

HEALTH II, C

The emphasis of Health II is to prepare students for the health issues they will face not only as teenagers, but throughout life. The course introduction will emphasize that the majority of adult and chronic disease is preventable in nature. In conjunction with national health education standards, the use of community resources will be promoted to obtain health care and information to maintain good health throughout adult life. The course will involve a study of issues such as addictions and human sexuality (prenatal care, childbirth, parenting, positive and negative aspects in relationships). A unit in mental health will be limited to the study of the most common mental health issues and disorders such as anxiety and mood disorders. Finally, students will have the opportunity to receive instruction in basic CPR and the use of an AED (Automatic External Deliberator) on a noncertification basis.

HEALTH I, C

Health I curriculum is designed to meet the health needs of teenagers. The course will begin with an introduction about the most important health risks to teens and the preventative strategies to ameliorate these problems. Topics include risk-taking, driving safety, and substance abuse. A unit on systems of the body will be included to deepen the understanding of the other issues and content to be studied. Students will also study the various categories of addictive substances and behaviors. The human sexuality unit is abstinence-based, but does provide instruction in contraception. The human sexuality unit will provide a comprehensive background in male and female anatomy, as well as common sexually transmitted infections, and relationship/dating violence. Units in nutrition (basics, calories, fad diets and BMI), and emergency care (noncertification/basics) will also be included.

KINESIOLOGY-SCIENCES OF SPORT AND MOVEMENT

The primary sciences involved in human movement will be introduced in this course. The students will explore the areas of exercise physiology, biomechanics and motor learning. Applications to careers in kinesiology, health, healthcare and the fitness industries will be examined.

HISTORY, SOCIOLOGY AND PSYCHOLOGY OF SPORTS

Students in this course will examine an historical overview of sport and human movement. They will also explore the sociological and psychological aspects of sport and leisure activity. Contemporary issues will be a focus, as well as the impact of sport upon the individual and society.

PHYSICAL EDUCATION

MOVEMENT & EXERCISE SCIENCE (MES) I

This course is primarily for 9th grade students, and is structured so that students will understand and apply PA State Standards for Physical Education that focus on physical fitness. Students will gain knowledge and skills pertaining to safety, fitness development, and principles of exercise and training. Students will take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. Students will work to improve health-related components of fitness and learn about the concepts of creating and applying a personal fitness program. This full year course will meet every other day.

MOVEMENT & EXERCISE SCIENCE (MES) II

This course is primarily for 10th graders, and expands upon the information and techniques learned in MES I. Students will use health- and skill-related fitness components in a variety of physical activities. The emphasis of this course is to provide students with the techniques and knowledge necessary to develop a personalized fitness program. Scientific principles, fitness concepts, and physiological principles to maintain personal health will be established. This full semester course will meet every day.

MOVEMENT & EXERCISE SCIENCE (MES) III A

This course is intended for 11th graders, and expands upon the information taught in prior MES courses. With the knowledge and skills learned in MES I and II, students will integrate movement skills and practice strategies with a variety of physical activities. Motor skill development will take place in group and individual physical activities. A specific focus on strategies of movement as well as physical activities that promote health and fitness will be emphasized throughout this course. This full semester course will meet every day.

MOVEMENT & EXERCISE SCIENCE (MES) III B

This course is intended for 11th graders, and expands upon the information taught in prior MES courses. With the knowledge and skills learned in MES I and II, students will apply that learning to the concepts of regular participation. Students will be engaged in activities that emphasize personal challenges, interests, and strategies that advance physical fitness. Responses of the body systems to physical activity will be evaluated through individual activity preference and self-improvement. This full semester course will meet every day.

MOVEMENT & EXERCISE SCIENCE (MES) IV: Advanced (Elective)

This course is intended for 12th graders or for those students who have met all of their physical education requirements. This course focuses on advanced motor skill developments and includes a higher-level application and knowledge base of the PA State Standards for Physical Education. Instruction and assessment will include content such as movement skills/concepts, motor skill development concepts, practice strategies, game strategies, and application of scientific fitness principles. This full semester course will meet every day.

PHYSICAL EDUCATION CYBER

Cyber Physical Education class is very similar to our live physical education courses in which there is an academic piece to each lesson and then a physical component. Students will be using the Fitness for Life textbook to help assist them in understanding the basic concepts and philosophies surrounding the 11 fitness components. This is not a “log your hours” class. It is a structured and progressive course that emphasizes specific fitness components in each chapter and then requires demonstration of those components through specifically designed workouts. Students are required to perform both the written portion of the course and the workouts designed by the teacher. They will submit the written work through blackboard and complete the worksheets or videotapes their workouts to demonstrate understanding of the physical skills and technique and submit that to the teacher. Students will not have the option to workout at their own gym, walk, log hours, etc.

MATHEMATICS

ALGEBRA I, C

Basic to an understanding of the technical innovations in our society, Algebra I is the first of the mathematical courses geared toward higher education. Topics of study include variables, function patterns, rational numbers, solving equations, solving inequalities, relations and functions, linear equations and their graphs, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, radical expressions and equations, statistics, and rational expressions. An understanding of the basic computational skills as applied to the rational numbers (whole numbers, fractions, decimals, and integers) is assumed. Problem solving and real world application are emphasized.

GEOMETRY, C

The purpose of this course is to show the student of mathematics how to make the transition from intuitive to demonstrative geometry, and then transfer the procedures learned into effective patterns of thinking. The scope of the course includes patterns and inductive reasoning, measurement, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, quadrilaterals, similarity, right triangles and trigonometry, transformations, coordinate geometry, area, surface area and volume, and circles. Problem solving and real world application are emphasized. Practical problems using algebraic computations are included when appropriate.

ALGEBRA II A

The course begins with a thorough review of Algebra I. Building on these basic principles, the student explores topics such as properties of real numbers, solving equations and inequalities, absolute value, functions and their graphs, linear systems, matrices, quadratic equations and functions, polynomial and polynomial functions, radical functions and radical exponents, exponential and logarithmic functions, rational functions, quadratic relations and conic sections, sequence and series, probability and statistics, periodic functions and trigonometry, and trigonometric identities and equations. Problem solving and real world application are included as appropriate.

ALGEBRA II, C

The course begins with a thorough review of Algebra I. Building on these basic principles, the student studies properties of real numbers, solving equations and inequalities, absolute value, functions and their graphs, linear systems, matrices, quadratic equations and functions, polynomial and polynomial functions, radical functions and radical exponents, exponential and logarithmic functions, rational functions, quadratic relations and conic sections, sequence and series, probability and statistics, periodic functions and trigonometry, and trigonometric identities and equations. Problem solving and real world application are emphasized.

ALGEBRA II: HONORS, C

Building and elaborating upon basic principles developed in Algebra I, the course in Algebra II presents the student with a systematic, in-depth study of properties of real numbers, solving equations and inequalities, absolute value, functions and their graphs, linear systems, matrices, quadratic equations and functions, polynomial and polynomial functions, Radical functions and radical exponents, exponential and logarithmic functions, rational functions, quadratic relations and conic sections, sequence and series, probability and statistics, periodic functions and trigonometry, and trigonometric identities and equations. Problem solving and real world application are emphasized.

PRECALCULUS, C

Pre-Calculus is designed to help prepare a student for Calculus in both their conceptual understanding of the key math topics listed below and the technical skills needed regarding each topic. A student also will gain an appreciation for the power and utility of mathematics in modeling real world problems. The following topics will be reviewed / introduced throughout the course: functions and graphs; polynomial, power, and rational functions; exponential, logistic, and logarithmic functions; trigonometric functions; analytic trigonometry; systems and matrices; and analytic geometry in two and three dimensions. . Problem solving and real world application are emphasized.

PRECALCULUS HONORS, C

Pre-Calculus is designed to help prepare a student for Calculus in both their conceptual understanding of the key math topics listed below and the technical skills needed regarding each topic. A student also will gain an appreciation for the power and utility of mathematics in modeling real world problems. The following topics will be reviewed / introduced throughout the course: functions and graphs; polynomial, power, and rational functions; exponential, logistic, and logarithmic functions; trigonometric functions; analytic trigonometry; applications of trigonometry; systems and matrices; analytic geometry in two and three dimensions; discrete mathematics; and an introduction to Calculus including limits, derivatives, and integrals. . Problem solving and real world application are emphasized.

CALCULUS 1

The course begins with a quick review of trigonometry. Limits and continuity are introduced. The “tangent” problem is explored as an application of the derivative. In order to give the students an appreciation for the use of derivative rules (product, quotient, chain, power, and trigonometry), basic proofs of these rules are provided. Curve sketching (using first and second derivative tests), extreme problems, and use of differential approximations are present as applications. The definite integral is studied using the “area problem.” Some basic computations using definite and indefinite integrals are promoted.

AP CALCULUS AB

This course includes the study of the derivative with applications (e.g., related rates, curve sketching, max. - min., and applications of the differential). The integral (definite and indefinite) is theoretically tied to applications (e.g., work problems, area under the curve, volumes of revolution, and some simple differential equations). The integral and derivative are developed around the use of the polynomial, logarithmic, exponential, trigonometric, and other transcendental functions. Students successfully completing this course are expected to take the AP Exam.

AP CALCULUS BC

Calculus AB is a prerequisite for Calculus BC. This class will address all of the topics detailed in the *AP Calculus Course Description*. Emphasis will be placed on a deep understanding of the concepts of calculus (limits, derivatives, integrals, and series) and how they relate to one another. Students will be regularly asked to interpret problems and situations and to communicate their process and solutions both orally and in writing. Calculators will be used to explore and verify various central ideas of the class.

PROBABILITY AND STATISTICS: AP

This course will extend the study of statistics begun through the four course integrated mathematics curriculum. Students will study descriptive and inferential statistics. Students use and apply normal distributions, linear regression analysis techniques, and hypothesis testing. They will solve difference equations and investigate samples to find confidence levels and errors. A course requirement is to conduct a full data study demonstrating applications of concepts learned. Students successfully completing this course are expected to take the AP exam.

INTRO TO COLLEGE MATH

This course is designed to assist non-math majors in developing and applying the fundamental concepts of algebra, geometry, and statistics. Topics covered in this course parallel those taught in a college-level introductory course. Emphasis will be placed on both problem solving skills and applications of concepts.

COMPUTER PROGRAMMING I (90-Day)

In this course, students will have hands-on experiences that will expose them to the world of computer science. Students will be exposed to the world of data manipulation using multiple applications. They will learn to use spreadsheets to explore areas of probability, statistics, and data representation and organization of raw data by designing a sample database. They will learn about binary numbers, linear equations, solving for a variable and will be introduced to Logic, Programming in C++, and computer hardware.

COMPUTER PROGRAMMING II (Full Year)

This course is a follow up to Computer Programming I. This course will highlight areas of data structure using C++ with emphasis on parameters, pass by reference, vectors, matrix, and graphics. C++ is a structured computer language used frequently for technical program writing. It is also used as a vehicle for the study of problem solving via computer. Students will learn to design simulations that will help explain many of today's phenomenons, such as random number generators, data security, and computer based games. This course is best for students who wish to pursue a career in computer science, mathematics, or engineering at the college level. Students can obtain a free copy of a compiler that can be used to design source codes at home. This course will be taught in a Mac lab using Mac based application as a delivery tool. Students participating in this course may earn college credit if they sign up for Dual Enrollment opportunities. Students may also opt to take this course for honors credit provided they complete an extension project.

AP COMPUTER SCIENCE AP: (JAVA) (Possible Dual Enrollment)

Students who have a serious interest in mathematics, the sciences, engineering, or computer programming and wish to solve problems using computers as a tool will benefit from this course. Java is a structured computer language used frequently for technical problem solving via computer. The language works across platforms (Mac OS, Windows, and Linux) making it more dynamic than any other language in use today. The course follows the syllabus prepared by the College Board for Advanced Placement Computer Science A. Students successfully completing this course qualify to participate in the AP Testing Program.

MUSIC

SENIOR HIGH CHOIR (Note: Activity Fee)

This course is comprised of an advanced, balanced, select choir for students in grades 10-12 who wish to excel in vocal music. Emphases is placed on developing each student's singing voice to the highest level possible, and on performing choral music at the highest level possible. There is a continued emphasis on developing music reading skills. The senior high choir sings a wide variety of choral music, including the great works of the major composers from the past five centuries.

The Senior High Choir is a traveling choir. In addition to its many local concerts, the Senior High Choir will participate in away events that may include assemblies for other schools, choral festivals, adjudication festivals, and spring choir tours.

AP MUSIC THEORY

The ultimate goal of the Advanced Placement Music Theory course is to develop the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural skills through listening, sight-singing skills through performance exercises, written skills through written exercises, compositional skills through creative exercises, and analytical skills through analytical exercises. The course will seek to instill mastery of the rudiments and terminology of music, including notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns.

SYMPHONIC BAND AND CHOIR (combination) (Note: Activity Fee)

The Symphonic Band and Choir combination course is for students in grades 10-12 who wish to excel in both band and choir. Students will be recommended for this course based on their level of proficiency both as an instrumentalist and as a singer. In addition, band/choir combination students must display a consistently high level of dedication and commitment to the demands of participating in two advanced performing ensembles. Students will follow the course of study requirements for both courses. Since band and choir meet during the same period, students will attend rehearsals for both courses by "splitting" the period.

SYMPHONIC BAND (Note: Activity Fee)

The Symphonic Band is comprised of students in grades 10-12 and meets every day as a full ensemble, year-round, during the school day. Students also receive small group instruction on a rotating basis six times each marking period. The Symphonic Band focuses on developing advanced levels of musicianship and performs Music Level Grade 4-6 (out of 6) literature. In addition to performing at all Quakertown High School Band Concerts, the Symphonic Band also enjoys performance opportunities at band festivals and adjudications around the area, giving students the opportunity to perform for varied audiences.

POP, ROCK AND JAZZ

This course examines the development of American popular music, from the sounds of Dixieland, through bebop and modern jazz, to today's popular fusions of traditional jazz with rock, hip hop, and other emerging styles. The course will proceed through each decade of the 20th century, examining music such as the blues, Dixieland, the big band era, rock and roll, hard rock, metal, folk, country, rap and hip hop.

SCIENCE

BIOLOGY I, C

Biology is the science of living things. The course includes the following topics: biological principles, cell biology, basic biochemistry, genetics, zoology, comparative anatomy, and physiology. Laboratory sessions are scheduled to reinforce the course content. Students master the proper techniques and skills required to operate the microscope and various laboratory equipment. These laboratory activities will be performed both individually and in groups. Students will be involved with dissection activities.

BIOLOGY I HONORS, C

The Honors Biology program is designed for those college bound students with a special aptitude and interest in the life sciences. It follows the same basic format as the College Preparatory Biology course which includes: biological principles, cell biology, biochemistry, genetics, and zoology. The Honors program has an accelerated pace, greater depth and analysis of topics, as well as numerous laboratories and individual enrichment activities. Dissections are an integral component of the course.

ANATOMY AND PHYSIOLOGY

This course is designed for the science-oriented student who has successfully completed Biology I. The course of study focuses on biochemistry, cytology, and body systems such as the skeletal, muscular, cardiovascular, endocrine, digestive, and nervous systems. The Anatomy and Physiology course is designed for those college-bound students with an interest in science, allied health fields, medicine, or a general interest in the biology of the human body. The dissection of the cat and various lab activities are required, integral components of the course.

AP BIOLOGY

AP Biology is designed to cover all of the topics included in the AP Biology curriculum. By comprehensively including topics such as biochemistry, cytology, genetics, evolution, microbiology, botany, zoology, anatomy, physiology, and ecology, students should have the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. Heavy emphasis will be placed on laboratory work and independent study skills. Dissections are an integral component of this course.

ENVIRONMENTAL SCIENCE, C

This course is designed for environmental science study by those students who have already achieved a basic understanding of biological science. Areas of study include but are not limited to the following: ecosystems and interactions, environmental problems and sustainability, population ecology, endangered species, terrestrial biodiversity, food and soil resources, and environmental history. Emphasis will be on building upon previous knowledge of the life sciences. Laboratory activities will be performed by both individuals and groups.

AP ENVIRONMENTAL SCIENCE

Environmental Science AP is designed to be the equivalent of a college level course. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems, evaluate the risks associated with environmental problems, and examine alternative solutions for resolving and/or preventing them. Areas of study include: renewable and non-renewable resources, water and air pollution, climate changes and ozone loss, population ecology, food and soil resources, and sustaining biodiversity. The students will perform laboratory experiments and are expected to formally report findings.

PHYSICS I, C

This course is designed as an introductory Physics course for the college-bound student. It also provides a good background in Physics for those students intending to major in science, engineering or related fields. Matter and energy and their interactions are presented through topics such as kinematics, dynamics, energy momentum, wave motion, sound, optics, and electricity. The students will be expected to develop skills in problem analysis and solution. The students will perform various experiments and will be expected to develop skills in laboratory performance and reporting procedures.

PHYSICS I: HONORS, C (Prerequisite: Algebra II)

The honors program in physics covers the same basic topics as the regular Physics I course. Most of these topics are dealt with at greater depth and from a higher mathematical level. This course is recommended for those students who have been successful in the honors program in mathematics and who are interested in science or engineering.

AP PHYSICS B

The AP Physics course is designed to include all of the topics included in the AP Physics B curriculum. It involves topics in both modern and classical physics. Specifically, it includes an advanced study of mechanics, energy, heat, thermodynamics, fluid, mechanics, and electromagnetism. Emphasis is placed on multiple topic problem solving strategies and techniques. Students enrolled in this course will be encouraged to take the AP Physics B examination given in May.

CHEMISTRY I, C

This course is primarily designed as an introductory chemistry course for the college bound student who does not intend to major in science or engineering, although it will introduce students to some of the concepts in chemistry necessary for fields of study requiring a limited background in chemistry. Topics of study include matter and energy, atoms and elements, ions, molecules and nomenclature, chemical reactions, and chemical quantities. Students will be expected to develop skills in problem analysis and solution. Students will perform various experiments and will be expected to develop skills in laboratory performance and reporting procedures.

CHEMISTRY I: HONORS, C

This course is designed for those students intending to major in science, engineering, medical, or technical fields. The course will provide a rigorous theoretical background in chemistry; consequently, a student's commitment to hard work and careful study is essential. Topics such as the classes of matter, energy, bonding, nomenclature, chemical reactions, the mole concept, stoichiometry and modern atomic structure will be covered. Emphasis is placed on concepts and analytical thinking. Laboratory work will be an integral part of the course.

AP CHEMISTRY

AP Chemistry is designed for students to study all the topics included in the AP Chemistry curriculum. It involves the following topics: Structure of Matter, States of Matters, Reactions, Descriptive Chemistry and Laboratory Information. Emphasis is placed on strategic thinking in solving problems. Students enrolling in this course will be encouraged to take the AP Chemistry examination in May. Extra time outside of the current schedule will be needed to complete the lab activities. It is recommended that Physics and Algebra II have been taken before or concurrently with this course. A graphing or scientific calculator is required for this course.

INTRODUCTION TO PHYSICS/CHEMISTRY

This course provides an overview of the critical topics from Physics I and Chemistry I in a conceptual manner. Each core area will be addressed for 90 days.

FORENSICS

Human Forensics will provide an introduction to criminalistics and forensics, including topics such as: fingerprints, DNA analysis, fiber and hair analysis, ballistics, document and handwriting analysis, drugs and toxicology, analysis of human (including skeletal) remains, and evidence from blood and other bodily fluids. The course will include case studies and examination of reproduced evidence from actual crimes as well as laboratory analysis of evidence gathered at simulated crime scenes. Students must have successfully completed Biology and Chemistry to be eligible to participate in this class.

SOCIAL STUDIES

UNITED STATES HISTORY III, C

The U.S. History and the World III course will encourage students to become informed, educated citizens in order to prepare them to enter into and participate in society. Citizen participation in society in part relies on an educated understanding of our past and how that has impacted our society, our government, and our international relationships. The major areas of study will include The Great Depression, World War II, The Cold War, as well as the Foreign and Domestic policies of the United States from the 1950s through the new millennium. Students will be actively involved in studying current events and completing common performance tasks that will evaluate and measure student social studies skill and content knowledge under the current local and state standards. The course will involve the students in an active and intense study of the United States and its place in the world.

UNITED STATES HISTORY III HONORS, C

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WORLD CULTURES, C

World Cultures is a required, junior-level social studies course designed to provide students the opportunity to acquire the knowledge and skills necessary to better understand contemporary world issues and embrace their own role, opportunities, and responsibilities in American society. The major areas of study will include North America, Africa, South Asia, the Middle East, the former Soviet Union, East Asia, and Europe. The course focuses on every individual and societal goal of providing the basic needs of food, water, and shelter as well as secondary needs of health care, education, transportation, and recreation. For a broader perspective, students will also investigate the vast array of worldviews and organizational structures present in world societies, with special attention paid to the motivations and belief structures of political, religious, and business systems. With this knowledge, students will be able, as members of a global community, to obtain a greater understanding, appreciation, and settled tolerance of beliefs, cultures, and values different from their own.

WORLD CULTURES: HONORS, C

World Cultures is designed to provide students the opportunity to acquire the knowledge and skills necessary to better understand contemporary world issues and embrace their own role, opportunities, and responsibilities in American society. The major areas of study will include North America, Africa, South Asia, the Middle East, the former Soviet Union, East Asia, and Europe. The course focuses on every individual and societal goal of providing the basic needs of food, water, and shelter as well as secondary needs of health perspective, students will also investigate the vast array of worldviews and organizational structures present in world societies, with special attention paid to the motivations and belief structures of political, religious, and business systems. With this knowledge, students will be able, as members of a global community, to obtain a greater understanding, appreciation, and settled tolerance of beliefs, cultures, and values different from their own. Students in the honors class will be called on to do supplementary reading and more extensive writing assignments.

POLITICAL SCIENCE, C

The goal of political science is to foster in students the knowledge and participatory skills necessary to competently engage in the political and economic life of the United States. To this end, the course examines the Constitution and formal political institutions to better understand the way in which the American Government is organized and the role and purposes which it serves. The mechanisms and opportunities for citizen engagement in the political process are investigated through the study of linkage institution such as political parties, interest groups and the media. In order to ensure the preservation and improvement of the United States as well as to safeguard the fundamental liberty of all its citizens, the balancing act between rights and responsibilities is an essential area of focus in this course. The major units of study of this course are Types of Government and Economic Systems, Forming the U.S. Government and Constitution, Federalism and State Governments, Civil Liberties and the Judicial Branch, Nominations and Elections, Public Opinion and Pressure Groups, the Legislative Branch, the Executive Branch, and Public Policy.

POLITICAL SCIENCE: HONORS, C

The goal of political science is to foster in students the knowledge and participatory skills necessary to competently engage in the political and economic life of the United States. To this end, the course examines the Constitution and formal political institutions to better understand the way in which the American Government is organized and the role and purposes which it serves. The mechanisms and opportunities for citizen engagement in the political process are investigated through the study of linkage institution such as political parties, interest groups and the media. In order to ensure the preservation and improvement of the United States as well as to safeguard the fundamental liberty of all its citizens, the balancing act between rights and responsibilities is an essential area of focus in this course. The major units of study of this course are Types of Government and Economic Systems, Forming the U.S. Government and Constitution, Federalism and State Governments, Civil Liberties and the Judicial Branch, Nominations and Elections, Public Opinion and Pressure Groups, the Legislative Branch, the Executive Branch, and Public Policy. They will be called on to do supplementary reading and more extensive writing assignments.

PSYCHOLOGY, C

This course begins with a survey of the general field of psychology, its major methods and ideas. A closer study of various mental illnesses, treatments, therapies and the works of noted psychologists will follow.

AP PSYCHOLOGY

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

SOCIOLOGY & ANTHROPOLOGY, C

Sociology is the study of the individual in a group setting. This elective is designed to examine the subtle changes that occur daily in the world around us and to discuss different sociological issues of our time. The topics of study include an examination of social norms, structures, and types of groups in modern society. With this knowledge, students analyze family dynamics, divorce rates, types of stratification systems and social mobility in the United States. They analyze how these social topics affect common deviant behaviors and crimes prevalent in today's society. Students will develop skills in sociological research methods and help them learn how to use sociology to read and analyze situations through writing assignments, collaboration and in-depth discussions. Anthropology focuses on the study of the origin and development of human culture. Students will gain an awareness of anthropology through identification of concepts including cultural relations, language, relationships, and religion. We will define the concept of culture, identify features that distinguish human language from animal communication and explain why it is important to include nonverbal behavior in the study of culture. With this knowledge, we will discuss formal and informal means by which individuals learn their culture and how factors influence behavior, which focuses on how culture, personality, and human psychology intersect. Finally, we analyze how the concepts of race, gender, religion, and ethnicity are established and how institutional discrimination still exists in modern society. Then we define and identify sources of aggression and conflict and mechanisms for preventing, reducing, and resolving conflict.

AP UNITED STATES HISTORY

The Advanced Placement Program in United States History is designed to provide students with the analytic skill and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. This AP history course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively in essay format. The content of the course will cover the periods from Pre-European America to the present. Students are expected to take the AP Exam.

AP UNITED STATES GOVERNMENT AND POLITICS

The goal of this course is to increase understanding of the American political system, its framework, traditions and values and have each student be successful with the AP exam. This course is concerned with the nature of the American political system, its development over the past two hundred years, and how it works today. We will examine in detail the principal processes and institutions through which the political system functions, as well as some of the public policies which these institutions establish and how these policies are implemented. Extensive reading and writing activities will be required to augment and enrich the formidable course of study. Emphasis will be placed on developing upper cognitive levels of thinking skills and independent responsibility for factual information. The focus will be to encourage students to approach American Government and Politics as a college level course. Students are expected to take the AP Exam.

AP EUROPEAN HISTORY

The goals of the AP European History course are to gain an understanding of the principal themes in modern European history, to develop an ability to analyze historical evidence, to develop an appreciation of European culture, and to prepare for the AP exam. The focus of study will be the major events and trends in Europe from approximately 1450 (the Renaissance) to the present and will include not only the political history of Europe but also cultural, intellectual, economic, and social history. As this course is equivalent to a college-level course, there will be extensive reading and writing assignments. Students are expected to take the AP Exam.

AP WORLD HISTORY

The goal of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is achieved through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional and technological precedents that, along with geography set the human stage. The course will have as its chronological frame the period from approximately 8000 B.C. to the present. The focus will be to encourage students to approach World History as a college level course. Students are expected to take the AP exam for college credit.

TECHNOLOGICAL STUDIES

PROJECT LEAD THE WAY COURSES:

Project Lead the Way is a college-recognized pre-engineering program designed to introduce student to the career of engineering. This program prepares students for the types of engineering classes they will be taking in college. PLTW is also a great opportunity for students to explore the field of engineering and decide if they would enjoy a career in the field of engineering. Students planning to major in engineering can benefit by completing the entire program, or just by taking one of the classes. The program is compromised of three foundation courses, a specialization course, and a capstone course. These courses will be full-year courses.

Core Courses:

Principles of Engineering
Introduction to Engineering Design
Digital Electronics

Specialization Courses:

Civil Engineering & Architecture
Computer Integrated Manufacturing
Biotechnical Engineering

Capstone Course:

Engineering Design & Development

The above order is the recommended sequence of Project Lead the Way courses, however, students can take the first four courses in any order.

PRINCIPLES OF ENGINEERING

This course provides an overview of engineering and engineering technology. Students will develop problem-solving skills by tackling real-world engineering problems. This course provides a hands-on approach to science, math, and technology. Through theory and practical hands-on experience, students will become familiar with the multifaceted career of engineering. This course will explore the following topics: Design Process, Fluid Power, Electronics, Robotics, Mechanical Systems, Materials Testing, Thermodynamics, and Engineering for Quality and Reliability.

INTRODUCTION TO ENGINEERING DESIGN

This is one of the core courses of the PLTW program. Students in this class will be introduced to 3-D modeling design using the professional software design program, Auto Desk Inventor. This course will use hands-on problem solving activities as well as research and will emphasize communication and presentation skills. Students will work on such projects as Puzzle Cube, Custom Organizer, Isometric Shape, Kids Toy, and an Individual Final Project.

DIGITAL ELECTRONICS

This course will introduce students to the concept of digital electronics and applied logic. Students will learn how to design, build, test, and troubleshoot electronic circuits and projects. Through theory and practical hands-on experience, students will explore the following topics: Fundamentals of Electronics, Logic Gates, Programmable Logic Devices, Boolean Algebra, and Microprocessors. Students will have the opportunity to design and build their own electronic projects.

CIVIL ENGINEERING AND ARCHITECTURE

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the inter-relational and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation. (Intro level course recommended as a pre-requisite).

COMPUTER INTEGRATED MANUFACTURING

This course is one of the specialization courses of the Project Lead the Way program. Through a hands-on approach, students will learn how computers and robotics are used in industry. Students will have an opportunity to design projects that will be created by using a computerized milling machine. They will also learn about robotics by working with small programmable robots, as well as working with a robotic arm that interacts with a CNC milling machine to create a programmable robot cell. This course will allow students to experience how computers, robots, and people, work together to produce the products that we use in our daily lives. (Pre-requisite: Intro Course)

ENGINEERING DESIGN AND DEVELOPMENT

This course is a research and design class that is the capstone course for the Project Lead the Way program. Students will work in teams to create a solution to a problem that they identified. They will then learn how to use the engineering design process to solve the problem by researching the problem, conducting surveys, and brainstorming solutions. Once a solution is selected, they will create a full set of working drawings and a fully functional prototype of their invention. This course gives students an opportunity to apply what they learned in all of the other PLTW courses to solve a “real world” problem. (Pre-requisite: Intro Course)

BIOTECHNICAL ENGINEERING

The major focus of the Biotechnical Engineering (BE) course is designed to expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics. The BE course is a high school course that is more suited to be taken by 11th or 12th grade students as part of the Project Lead The Way sequence of courses or as an elective. Students should have experience in biology, chemistry, mathematics, and technology education. It is a project as well as problem-based curriculum similar to all Project Lead the Way courses. Students in this course will apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems. Biotechnical Engineering is one of the specialty courses in the Project Lead the Way pre-engineering curriculum, which applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics.

NON-PLTW TECHNICAL STUDIES COURSES:

TV NEWS/VIDEO EDITING

This course is designed to teach students how to create a TV show that will broadcast to the worldwide web, to the QCHS cafeteria TV screens and to the Quakertown region via Comcast and Verizon cable channels. Students will take this class and become part of the QCSD Panther Production Company. Students will learn all the elements that go into a production. These include: Video, photography, writing, broadcast anchor work and editing. The resulting work will be very public. Students will take turns going to after school and evening events at all district school buildings to gather video and photo footage.

TV NEWS/VIDEO EDITING II

A fast-paced, highly rigorous application of concepts and applications taught in Level I. These include storytelling, storyboarding, script-writing, video, photography, broadcast anchor work and editing. Students in Level II will become sophisticated producers of television communications for the QCSD public. Resulting work will air on Comcast and Verizon educational access channels. Students who take the course must be prepared to spend time outside the school day gathering video story footage at all district school buildings. The course will require collaboration, creativity, critical thinking and decision-making skills. It will prepare students for college and professional video production.

WORLD LANGUAGE

GERMAN I, C

The principal objective of German I is to enable students to communicate effectively in the present tense. Students acquire a basic vocabulary and knowledge of correct grammar usage by participating in class conversations, and reading dialogues and listening to a variety of authentic materials. The German-speaking countries and their cultures are explored in class.

GERMAN II, GERMAN II HONORS

German II is a continuation of German I. The principal objective is to enable students to communicate effectively in the present and past tenses. Students enlarge their vocabulary and knowledge of grammar by participating in class conversations and role-play activities, reading and listening to short passages, and writing short compositions. German culture is explored in class.

GERMAN III, GERMAN III HONORS

German III is a continuation of German II, giving the students further practice in listening, speaking, reading, and writing the language. Students will continue to write and perform role-play activities in which they integrate the use of the German language with its culture. They will read a fairy tale, watch movies in German, and tell stories based on a series of pictures. They will read articles and short stories for discussion in class and will study grammar as needed to strengthen their written and oral communication. Students are encouraged to continue with the German IV course.

GERMAN IV HONORS

German IV is a continuation of German III. Its principal objective is to enable students to communicate effectively within the vocabulary learned thus far. Students increase the vocabulary needed to express emotions and feelings in German. They read short novels and/or stories by German authors, write compositions and creative works, and discuss the various topics in class using the German language. Students study and review grammatical principles and learn new vocabulary used in their readings. They continue to explore German culture in class.

AP GERMAN LANGUAGE

The advanced Placement Program in German Language is for those students who have chosen to enhance their proficiency in German. It is intended to be roughly equivalent both in content and in difficulty to a college German language course at an advanced level. Students will be expected to develop the following:

- * a strong command of vocabulary and structure;
- * an understanding of spoken German in various conversational situations;
- * the ability to read and understand contemporary fiction and non-technical writings without the use of a dictionary; and
- * the ability to fluently and accurately express ideas orally and in writing.

Students will use only German in class except when dealing with grammar topics. Students who enroll should already have a basic knowledge of the language and culture of the German-speaking countries and should have attained proficiency in listening comprehension, speaking, reading, and writing. Students are expected to take the AP Exam.

SPANISH I , C

The Spanish I course is designed to enable students to communicate effectively using everyday phrases and concepts. Students acquire a basic vocabulary and knowledge of correct usage by participating in drills and class conversations, reading short passages, and writing short paragraphs. Audio and visual components enhance comprehension. Emphasis is placed on oral proficiency. Students are introduced to unique elements of Hispanic and Latino cultures through an overview of various Spanish-speaking regions.

SPANISH II, C, SPANISH II HONORS

The Spanish II course is a continuation of Spanish I. Students review important elements of Spanish I and continue to expand their vocabulary to function in varied commonplace situations. Students acquire the ability to express themselves in the past tense, thus enabling them to develop a greater fluency in thinking and speaking in Spanish. The focus of the course is on reading, speaking and understanding Spanish. Emphasis is placed on oral proficiency. Students read short passages and write short essays in the language. Students expand their familiarity with Hispanic and Latino cultures through a continuing overview of various Spanish-speaking regions.

SPANISH III, SPANISH III HONORS

Spanish III is the intermediate level course where students expand and actively evaluate the use of concepts learned in Spanish I and II, along with more advanced ones presented on this level. Oral, aural, written, and reading proficiency are emphasized. Students are expected to speak mostly Spanish in the classroom. Students are introduced to generating cohesive expanded writing in Spanish about a variety of topics. Students listen to extended recordings of native speakers speaking at near-natural pace. Students continue their overview of Hispanic and Latino cultures and geographic regions. Spanish III students are encouraged to continue with the Spanish IV course.

SPANISH IV HONORS

Spanish IV is a continuation of Spanish III with an emphasis on oral fluency, functional grammar, vocabulary, reading fluency, and free composition. A review of the Spanish III course will first be presented. Students will gain a better command of the past tenses and the subjunctive mood as well as read short stories written by native authors. Students will continue to develop their questioning and answering abilities, develop a greater fluency in thinking in Spanish, and express themselves in the language. A continued overview of culture in Spanish speaking areas in the world will be discussed.

SPANISH LANGUAGE: ADVANCED PLACEMENT

The Advanced Placement Spanish Language Program is for those students who have chosen to enhance their proficiency in Spanish. The academic rigor of this course in content and difficulty is based on a third year college Spanish Language course. Students will be expected to develop the following:

- * a strong command of vocabulary and structure;
- * an understanding of spoken Spanish in various conversational situations and verbal narratives;
- * the ability to read, comprehend, and summarize fiction and non-technical writings;
- * the ability to fluently and accurately express ideas orally and in writing.

MANDARIN I CYBER ONLY

This is an online learning class with live teachers located in China. An introduction to Chinese as a spoken and written language. The work includes on-line live class, self-study, live language labs, office hour and assignments, weekly quizzes and exams. Chinese reading and writing is also emphasized in this course.

MANDARIN II, CYBER ONLY

This online course develops students' communicative abilities in Chinese as well as understanding of the cultural context in which the language is used. Students learn to communicate through activities in speaking, listening, reading and writing; review and learning of vocabulary, grammar, sentence patterns and characters; and study of Chinese cultures and societies. On-line class activities are highly interactive and focus on speaking and listening. Reading about texts and Chinese cultures is also emphasized, as are informal writing (to develop fluency) and brief compositions (to develop accuracy). Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers to have on-line live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language.

MANDARIN III, CYBER ONLY

Students go beyond their basic foundation of Chinese language and culture and expand on history, vocabulary, sentence structure, and grammar. Class time is dedicated to interactive activities allowing students to enhance skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students are challenged to build upon the information they have learned in the Chinese culture and develop a deeper understanding of the Chinese people. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers twice a week for on-line live class. Students are expected to do self-study the rest of the week, including speaking activities, audio assignments, weekly quizzes, etc. The on-line learning platform helps students maximize their learning and practice experience.

MANDARIN IV, CYBER ONLY

Students excel beyond a basic foundation of the Chinese language and culture and begin study in advanced Chinese literature. Class time is dedicated to interactive activities and literary translations allowing students to practice their learned speaking, listening, reading and writing skills. Through multimedia teaching materials and activities, students are introduced to many aspects of Chinese culture through intense study of literature, art, calligraphy, and Chinese philosophy. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers twice a week for on-line live class. Students are expected to do self-study the rest of the week, including practice activities, culture activities, weekly quizzes, etc. The on-line learning platform helps students maximize their learning and practice experience.

SPECIAL PROGRAMS AND SERVICES

ADAPTED PHYSICAL EDUCATION

This course is provided for students who cannot participate in regularly scheduled physical education classes. Students who encounter posture, physical fitness, weight, perceptual motor, or other physical complications of either a temporary or permanent nature may be scheduled into an adapted program for the semester or for the duration of activities to meet the student's needs. This can be designed in cooperation with the student's physician and the physical education staff.

ADVANCED PLACEMENT OPPORTUNITIES

Students may earn college credit and/or advanced standing at many colleges by taking and earning a high score on Advanced Placement Tests offered through the guidance office in May of each school year. Examples of Advanced Placement tests frequently taken include English Composition, English Literature, European History, US History, World History, Calculus, Physics, Music Theory, US Government and Politics, Psychology, Computer Science and Foreign Language. While a fee is charged for each test, the fee is usually a fraction of the per credit cost of courses at the college level.

SPECIAL EDUCATION PROGRAMS

(All Grades)

The following programs are provided as defined and mandated by the Pennsylvania Department of Education to assist those students identified as being in need of an Individualized Education Program (IEP). Contact the Guidance Department for further information about these programs.

- A. Learning Support
- B. Emotional Support
- C. Life Skills Support
- D. Multiple Disabilities Support

Related Service personnel are available to provide for the needs of students with specific disabilities (i.e. hearing, vision, speech, mobility training, physical, therapy, occupational therapy). The IEP Team determines the program/services needed to provide an appropriate education.

PROGRAMS FOR LEARNING SUPPORT AND EMOTIONAL SUPPORT STUDENTS

A continuum of services is available for learning support and emotional support students. Program/course selection is individually tailored to suit the needs and learning style of each student. Special focus is placed on assisting each student in making a smooth transition from high school to his or her chosen post-secondary education or career path. Attention is also directed toward acquisition of social skills, personal development and self-advocacy. Parent involvement is encouraged as a vital component of student success.

Program options include itinerant resource room support, co-taught general education classes in the core academic areas, and learning/emotional support classes in English and Math. Variations are possible based on individual student needs. Students and parents are encouraged to work with a special education teacher and a guidance counselor to insure appropriate course selection that will support the student's post-secondary transition plans.

English and Math courses are available as special education classes. These classes are characterized by small class size, attention to individual needs, and the use of a variety of instructional strategies designed to increase student achievement. Accommodations are tailored to meet the learning needs of each student. Student progress on individual goals is assessed on a regular basis. Emphasis is placed on the development of study skills and proficiency in meeting standards.

LIFE SKILLS SUPPORT PROGRAM

Students in the Life Skills Support Program are involved in a curriculum designed to meet each individual student's unique needs. Focus is placed on functional academic skills necessary for work and community living. Special emphasis is placed on career exploration and development of job skills. Community-based instruction promotes generalization of skills from practice to application including those needed for banking, shopping, and leisure pursuits. The primary goal of the program is to prepare each student to work and live as independently as possible in the community. Inclusion in high school courses and activities is encouraged and based on individual student interest and need.

MULTIPLE DISABILITIES SUPPORT PROGRAM

Students enrolled in the Multi-Disabilities Support Program participate in a curriculum intended to foster development of skills and behaviors that are considered essential to increasing independence. Emphasis is placed on acquisition of functional skills in the environmental domains of school/community, domestic living, recreation/leisure, and vocational. The goal of the program is to increase independent functioning through the development of each student's cognitive, social, motor, and behavioral skills. Participation in high school activities is encouraged and students are active participants in the school community.

EXPLORING CAREER & POST-SECONDARY EDUCATION SKILLS

Students will be enrolled in this special education course based on recommendations in the Transition Goals section of the Students' IEPs. The student will earn .5 credits in the Elective area upon successful completion of the course. The course will provide a solid foundation of transition skills in preparation for the vocational and daily living challenges they will face. The course is designed as a replacement class for students who benefit from a modified approach to instruction.

ENGLISH LANGUAGE LEARNERS

The ELL Program is designed to instruct and assist any student whose first language is something other than English. Students are assessed for their speaking, listening, reading, and writing skills in English and then placed in the corresponding ELL level through consultation with the ELL staff. Each course satisfies an English requirement for graduation.

UPPER BUCKS COUNTY TECHNICAL SCHOOL COURSE OFFERINGS

Please note that programs can accommodate students for 1, 2, 3 or 4 years. Please consult with guidance counselors for details.

ANIMAL TECHNOLOGY

This program introduces students to the exciting and dynamic animal care industry. By choosing a career in this area, students are stepping into a field that is growing and constantly changing. The program is an animal science course covering scientific principles in large and small animal care, breeding, selection, nutrition and management. Students participate in supervised occupational experiences where proper handling, health care and breed identification are learned in our active large and small animal facilities. The student organization, FFA, provides students with the opportunity to develop leadership skills among peers and community. Certification available: Certified Pet Care Technician. Services provided: Dog Daycare, Dog Bathing.

AUTO COLLISION TECHNOLOGY

Students learn to perform many activities from repairing small dents to rebuilding the bodies of damaged vehicles, often using technology such as laser beams and digital assistance. Students are taught the types of materials used in filler compounds, the colors and chemical make-up of paints used to refinish, welding and cutting procedures, design and installation of trim, cost estimation and preparation for finish work. There is extensive training in metal, fiberglass and plastics repair, metal straightening, auto refinishing, spray painting and glass installation. This program has received national certification by NATEF (National Automotive Technicians Education Foundation). Certification available: Pennsylvania State Safety Inspection and Automotive Service Excellence (ASE). Articulation with: Lehigh Carbon Community College, Pennsylvania College of Technology, Automotive Training Center.

AUTOMOTIVE TECHNOLOGY

This course emphasizes technical knowledge and repair of automobiles. Students learn to locate and diagnose malfunctions in vehicles using digital instruments and on-board computer systems, make repairs or adjustments and complete periodic inspections for preventive maintenance. Units of instruction include: braking, emissions, engine, electrical, suspension, alignment, fuel, computerized fuel injection and ignition systems. This program has earned national certification by NATEF. (National Automotive Technicians Education Foundation). Certification available: Pennsylvania State Safety and Emission Inspection, Automotive Service Excellence certifications (ASE). Articulation with: Northampton Area Community College, Lehigh Carbon Community College, Pennsylvania College of Technology, Automotive Training Center, University of Northwestern Ohio. Services provided: Brake work, tire work, suspension work, state pre-inspections, oil changes, emission system diagnosis, alignments.

BAKING, PASTRY AND GOURMET CUISINE

The food industry is the nation's largest employer, creating a demand for thousands of skilled women and men every year. Students learn food preparation, dining room service and associated business activities. Students learn food production for restaurants, institutions and bakeries. The program operates its own bakery, bake shop, bistro, and catering services, which provide students with the opportunity to interact with customers. Articulation with: Johnson and Wales, Pennsylvania College of Technology. Services provided: LaBella Bistro & Bakery.

CABINETMAKING

Cabinetmaking is a specialized branch of carpentry that offers instruction in designing and building custom furniture, cabinets and counter tops using fine woods and advanced joinery. Cabinetmakers setup and operate a variety of woodworking machines in order to craft kitchen cabinets, vanities, doors, stairs, tables, desks, chairs, etc. A cabinetmaker learns to draw and read blueprints to determine specific material needs, from the type of wood to the required finish. Articulation with: Bucks County Community College, Pennsylvania College of Technology. Services provided: Students build and sell cabinets, furniture and furnishings.

CARPENTRY

Carpenters cut, fit and assemble wood and other materials for the construction of houses, buildings, decks and many other structures. Most carpenters are skilled in both rough and finish carpentry. Rough carpentry includes framing, boarding, sheathing and the installation of sub-flooring, partitions and studding. Finish carpentry includes the installation of finished flooring, stair work, siding, trim, wallboard and hardware. This program holds certification from the Home Builders' Association (HBA). Certifications available: OSHA Worker Standards certification, Residential Construction Academy, National Association of Home Builders. Articulation with: Pennsylvania College of Technology.

CONSTRUCTION TECHNOLOGY

Students learn the residential construction skills needed for a career in the home building and remodeling industry. Hands-on projects involve carpentry, electrical, plumbing, masonry, roofing, tile, drywall, painting, and much more. Employment opportunities and apprenticeship programs in the field of construction are discussed. The Construction Technology program can lead to a Bachelor's Degree and a profitable career in Construction Management. This program holds certification from the Home Builders' Association (HBA). Certifications available: OSHA Construction Industry certification, National Association of Home Builders. Articulation with: Pennsylvania College of Technology, Northampton Area Community College (pending).

COSMETOLOGY

The exciting art and science of improving beauty through care and treatment of skin, hair and nails is called cosmetology. Cosmetologists shampoo, cut, style, lighten, tint and give permanent waves. They also may give manicures, scalp and facial treatments; provide makeup analysis and shape eyebrows. Students learn how to schedule appointments with clients, sanitize and disinfect equipment, and keep accurate records. These skills are practiced in our on-site beauty salon. Articulation with: Lehigh Carbon Community College. Students earn hours to qualify for the State Board of Cosmetology licensing exam. Services provided: Services offered are similar to those provided in a salon. Appointments needed.

CULINARY ARTS/ QUANTITY FOOD PRODUCTION, MANAGEMENT AND SERVICE

This course provides students with the essential skills needed for employment by emulating the food service industry through a school-based restaurant. In addition to skills in culinary arts, students are taught an in-depth safety program, leadership, career development, job seeking and job keeping techniques. The program is delivered through a sequence of performance based instruction. The course content is based on an occupational analysis of the food service industry and has been adjusted to reflect the job requirements of the local employers. Certification available: Food Safety Manager Certification. Articulation with: Bucks County Community College, Johnson and Wales. Services provided: The Quiet Corner Café is a student operated restaurant which is open to the public.

DENTAL CAREERS

New technology has made dental care high-tech and exciting. In this course, students will gain the knowledge and skills necessary to assist in a dental practice. Students will have the opportunity to practice these skills and gain the experience of working hands-on with various dental professionals in our on-site dental clinic. This experience enhances their abilities and gives the students the qualifications needed to seek immediate employment. It can also be a basis for further education in dental hygiene, dental laboratory technology or dentistry. Certifications available: CPR, Pennsylvania Radiation Certification. Articulation with: Pennsylvania College of Technology. Services provided: Dental Clinic by appointment only.

DIESEL EQUIPMENT TECHNOLOGY

The program emphasizes the skills to maintain all types of diesel powered equipment; repair and maintain related equipment including trucks, dozers, graders and exploration equipment; repair and maintain over-the-road trucks; work for dealerships and independent garages performing repairs or rebuilding; and work in related fields such as parts supply, warehousing, equipment sales or customer relations. The course includes hands-on training, introduction to heavy equipment technology, schematics, electrical/electronic theory, hydraulics, mathematics, interpersonal communications, system troubleshooting skills, computer skills, heavy equipment repair and maintenance. Certification available: Pennsylvania State Safety and Emissions Inspection, Automotive Service Excellence certification (ASE). Articulation with: Lehigh Carbon Community College, Pennsylvania College of Technology, Automotive Training Center. Services provided: air conditioning services, clutch repair, brakes, electrical diagnosis & repair, engine diagnostics.

ELECTRICAL TECHNOLOGY

This program incorporates theory and practical experience in generating and transmitting electricity. Students install and maintain communication, security and other electrical systems, using both AC and DC circuits. Students are taught residential wiring and learn how a home is wired from start to finish. In conjunction with these wiring techniques, the National Electrical Code is also taught. Electricity is used in commercial and industrial systems as well. These areas require such skills as blueprint reading, concepts of motors and generators, transformers and working with motor control circuits. The electricity laboratory boasts a high-tech array of solid state and conventional motor control training systems. This program holds certification from the Home Builders' Association (HBA). Certification available: OSHA Career Safe certification. Articulation with: Pennsylvania College of Technology.

GRAPHIC COMMUNICATIONS

As the fourth largest employer in the United States, the graphic arts industry reproduces words, pictures, paintings, charts and forms onto paper. Students use desktop publishing software to digitally design various forms and displays as well as producing traditional methods of offset printing, platemaking, image assembly and impositions. The course prepares students for the changing technology in the industry and will help prepare students for additional study at a college or university. Students operate sheet-fed printing presses, digital imaging equipment and various types of bindery machines. Students have the opportunity to earn national PrintED certifications. Articulation with: Bucks County Community College, Pennsylvania College of Technology. Services provided: Graphic design and production of displays and commercial printing for the UBCTS and the sending school districts.

HEALTH CARE CAREERS

The program is designed to introduce students to various health careers; teach students the necessary skills, knowledge and attitude for a job in the health care field, and to prepare students for further education in selected careers. Classroom and laboratory instruction are combined with field trips and clinical experiences to expose students to a variety of health career choices. Certifications available: CPR, First Aid, EMT, Nurse Aide certification. Articulation with: Bucks County Community College, Pennsylvania College of Technology, Montgomery County Community College, Gwynedd-Mercy College.

HEATING AND PLUMBING

Interior environmental control is a demanding field in the 21st century. Students study heat pumps, installation of boilers/furnaces, water pumps, kitchen and bathroom systems. They use a variety of materials, including copper, steel, cast iron and plastic piping. People who work in this field also work with digital, electric and pneumatic controls. Articulation with: Pennsylvania College of Technology, University of Northwestern Ohio.

HORTICULTURE/FLORICULTURE

For the purpose of beautifying and improving our environment, horticulture has evolved into the care and production of plants. The students learn to design and create beautiful landscapes, ponds and container gardens. The on-campus greenhouses give students many opportunities to grow various plants and the retail outlet allows students to interact with customers needing plants and flowers. Articulation with: Pennsylvania College of Technology. Services provided: Not Just Flowers (flower shop), seasonal greenhouse sales.

LAW ENFORCEMENT / POLICE SCIENCE

Our communities require trained personnel to respond to emergencies, save lives, prevent harm and protect property. This innovative and timely course provides instruction and training in comprehensive public safety. Many students pursue a career in law enforcement, emergency medical, fire or emergency management services. Related areas of employment include private security, industrial safety and government agencies. Certifications available: EMT, CPR, First Aid. Articulation with: Pennsylvania College of Technology, Bucks County Community College.

MACHINING TECHNOLOGIES

Almost every product that we use in our daily lives has been associated with a machining process of one type or another. Machine tool operators use power and hand tools to cut, drill, grind and form metal into a desired shape and size with an extremely high degree of accuracy. In this course, students learn to apply mathematical calculations, interpret engineering drawings and CAD data, use precision metrology equipment, plan machining processes, specify tooling and equipment requirements, use machining equipment (including manual and CNC equipment) and apply metallurgical processes. Machine tools include computers, lathes, drill presses, grinding and milling machines. Certification available: National Institute of Metal Working Skills (NIMS). Articulation with: Pennsylvania College of Technology, Lehigh Carbon Community College, Northampton Area Community College.

WELDING & FABRICATION TECHNOLOGY

Students become skilled in all types of welding that are common in our area as well as use of metal cutting, forming equipment, flammable gases, hand and power tools. Students pursuing a welding career need to have excellent depth perception, fine-motor coordination, sound judgment, good eyesight, and high math aptitude. Certification is recommended and is a routine component of the course. This program is certified by the American Welding Society. Certifications available: American Welding Society entry level certification, Welding Code certification. Articulation with: Pennsylvania College of Technology, Lehigh Carbon Community College, Northampton Area Community College. Services provided: General welding repair and fabrication as deemed feasible.2/1/20132/1/2013 2:00 PM

WELLNESS

Students have the opportunity to receive credit for Health and/or Physical Education while attending Upper Bucks County Technical School. Students will participate in individual and team sports such as basketball, volleyball, adventure, and mini golf for the first and fourth marking periods. Students will also participate in health classes during most of the second and third marking periods. Topics will include wellness (stress relief, personal health), nutrition, and First Aid (certification will be offered).