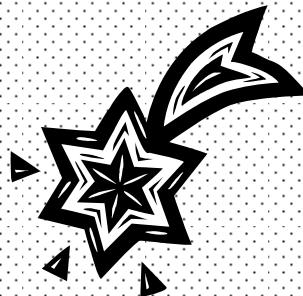


ABINGTON HEIGHTS HIGH SCHOOL  
CURRICULUM  
PLANNING  
GUIDE  
2012-2013



*A Course Selection Guide  
For Student and Parent Involvement  
In Planning and Learning*

To access Curriculum Guide  
via the internet go to:  
[www.ahsd.org](http://www.ahsd.org)  
• Our Schools  
• Abington Heights  
High School



# **2012-2013 HIGH SCHOOL CURRICULUM GUIDE**

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# ABINGTON HEIGHTS HIGH SCHOOL

Clarks Summit, PA 18411

Telephone: (570) 585-5300

*The curriculum guide describes the full roster of board-approved courses for the 2012-2013 school year. Final decisions as to which courses and course sections are taught next year will be made in light of such factors such as student enrollment, interest in particular courses and staffing constraints.*

This booklet describes the Program of Studies offered by Abington Heights High School. Regardless of your interests, needs or abilities, you will find listed subjects which will prepare you for working in business or industrial fields, for entering technical or trade schools, or for matriculating at a college or university.

Certain basic subjects are required of all students at Abington Heights High School. Elective subjects should be selected in cooperation with counselors and parents on the basis of individual interests, aptitudes, and skills. Each student will be required to take seven credits each year in grades 9 through 11; seniors must maintain 6.5 credits. These should be selected carefully from course offerings for each grade.

Recommendation of a student for post-secondary education or job placement upon graduation from high school depends on the following criteria:

- A. Quality of scholastic work in high school as evidenced by school grades and instructor's opinions.
- B. Suitability of high school subjects successfully passed for post-secondary education or employment the graduate wishes to follow.
- C. Intellectual, emotional and social maturity of the graduate.

## **LEVEL SYSTEM**

Abington Heights offers a broad program of subjects which allows a student to elect courses based upon individual abilities, achievements, and goals within the limit of requirements for graduation. The program operates on three levels—Honors, Level 2 and Level 3. The standard numerical grade requirement for all honors and AP courses is 95% or higher in the previous grade/subject. Placement in level courses comes from teacher recommendations and counseling assistance. Advanced Placement courses are also available for students who meet the established criteria.

## **MARKING SYSTEM**

The high school marking system is based upon numerical grades. All subjects are graded numerically except physical education, Junior Writer's Workshop and elective courses approved under the pass/fail option. The marking system used is as follows:

93-105	Outstanding	I	Incomplete
84-92	Above Average	P	Pass
74-83	Average	F	Fail
65-73	Below Average	WP	Withdrew with Passing Grade
64 or below	Failing	WF	Withdrew with Failing Grade

## **MID-TERM EXAMS**

Mid-term exams are given in full credit AP, Honors and Level II classes in English, mathematics, science and social studies.

## **FINAL EXAMS**

Final exams are given in AP, Honors and Level II classes in English, mathematics, science, social studies, and world languages. All freshmen, sophomores and juniors must take final exams. Seniors with at least a 93 average in the course, a grade of at least 93 in the fourth quarter, and a 93% attendance rate may be exempt from the final exam at the teacher's discretion.

## **FINAL AVERAGES**

Final averages for full credit courses are calculated based upon one of the scenarios listed in the table below:

Scenario	Qtr 1	Qtr 2	Mid-term	Qtr 3	Qtr 4	Final Exam
Course with mid-term	20%	20%	10%	20%	20%	10%
Course with mid-term & senior exemption from final	22 %	22%	11%	22%	22%	-----
Course without mid-term	22%	22%	-----	22%	22%	11%
Course without mid-term & senior exemption from final	25%	25%	-----	25%	25%	-----

## **WEIGHTED GRADES**

Beginning with the 2012-2013 school year, in the process of generating a student's high school transcript, final averages in all honors level courses will be increased by a 3% premium. Final averages in all AP courses will be increased by a premium of 5%.

## **PASS/FAIL POLICY**

Twelfth grade students who have an overall GPA of 85 may take an elective course on a Pass/Fail basis. A special form for this purpose must be obtained from the Guidance Office within the first seven weeks of a semester or a full-year course. A student will be graded Pass or Fail. AP, Honors or required courses may not be taken on the Pass/Fail option. All students must take five (5) subjects on a graded basis. In order to pass the course for the year, an average grade of "P" must be earned. A "P" will consist of the numerical average of 65 or better. All students are required to take the final exam.

## **PROMOTION POLICY**

A student must complete satisfactorily three (3) required subjects and have a total of five (5) credits in order to progress from grade 9 to grade 10. A student must complete satisfactorily six (6) required subjects and have a total of eleven (11) credits in order to progress from grade 10 to grade 11. A student must complete satisfactorily nine (9) required subjects and have a total of seventeen (17) credits in order to progress from grade 11 to grade 12.

## **CALCULATING G.P.A**

To calculate the final G.P.A. for a given year: (1) Multiply the final grade for each full-year course by 1; multiply the final grade for each half-year course by .5; (2) Add all of the resulting numbers and divide the total by the number of credits attempted for the given year.

## **CLASS RANK**

The Abington Heights High School no longer reports class rank on the high school transcript. However, we do continue to calculate rank in determining class valedictorian and salutatorian. Class rank is compiled in the following manner:

1. All credited courses receiving numerical grades will be used for determining class rank.
2. Any courses taken on a pass/fail basis will not be used in compiling class rank.
3. Class rank will be cumulative including grades 9 through 12.
4. Rank will be computed for students in grades 9 and 10 at the end of the year and at the end of each semester for students in grades 11 and 12.
5. The student's average in each eligible subject starting in ninth grade will be multiplied by the credit value of each subject. The sum of those products will be divided by the total number of numerically graded credits of the eligible subjects. The result is the student's overall grade point average.
6. 12<sup>th</sup> grade transfer students are not included in class rank.



## **NATIONAL HONOR SOCIETY**

Our school has maintained a chapter of the National Honor Society since 1929. The chapter is very active in supporting, serving, and financing projects in the school and community. Students are selected for membership on the basis of four characteristics established by the national organization: Scholarship, Leadership, Service, and Character. Scholarship is based on a student's cumulative average beginning with the ninth grade and includes marks from the second quarter of the current year for juniors. Senior eligibility will be determined in the first quarter of the senior year based on the final average of the junior year. To be eligible for membership in the National Honor Society, a student's cumulative average since ninth grade must be 93% or more. Academically qualified students who wish to be considered for membership will submit a list of their extracurricular activities and honors they have received. Letters of recommendation will be required. These resumes will help a council of the faculty to evaluate the students on the basis of leadership, service and character. A student will be selected for membership by a majority vote of the faculty council. In order to retain active membership status, students must maintain minimum National Honor Society grade average, satisfy community service requirements and maintain a good discipline record. An induction ceremony will be held each spring.

## **HONOR ROLL**

Students with a 90% average will be eligible for high school honor roll status. Any failing grade or incomplete grade, including those graded by letter, will keep a student off the honor roll. All subjects graded on a numerical basis will be used in calculating the honor roll status each quarter.

## **HIGH SCHOOL TRANSCRIPT**

A student's high school transcript is a working record of student performance. Essentially, there are two types of transcripts: a College Transcript, which is a transcript that is sent and reviewed by college officials for admissions or scholarship purposes, and a Final Transcript, which is the culmination of all relevant information at the end of the student's high school career. The Final Transcript is securely maintained by the Abington Heights Guidance Department indefinitely.

Students and parents should be aware that certain information will always be included on the transcript. Such information includes course title, final grade, credits attempted, credits earned, and grade point average. Following the student's sixth semester, a cumulative grade point average is calculated. Cumulative grade point average is then recalculated quarterly. This information will be included on the student transcript. The eighth semester cumulative grade point average will appear on the Final Transcript.

Students and parents may exclude SAT Reasoning test scores, SAT Subject test scores, ACT test scores, AP scores, and PSSA scores. These exclusions should be indicated on the Transcript Request Form, which is a form that is required each time a student requests either an unofficial or official transcript. It is important to note that the Department of Education requires schools to include PSSA scores on student transcripts. The Abington Heights School District has determined that PSSA scores will appear only on the FINAL TRANSCRIPT.

## **SUMMER SCHOOL**

Students who have failed major courses during the school year will be allowed to make up to two (2) credits in a program approved by Abington Heights Administration. Abington Heights High School does not run such a program. Students and parents should be aware that these courses will be considered for Pass/Fail grades only and will not affect the student's GPA. The number grades awarded the student will be retained in the student's file for future reference, if needed.

## **ENRICHMENT COURSES**

Students may choose to enroll in high school enrichment programs during the summer months and/or enroll in college courses in special areas of interest. Two conditions must be met in order for Abington Heights to carry these courses on the student's transcript for college consideration: 1) students must formally notify their guidance counselors of their intent to enroll, and 2) students must be approved by AHHS. The credits/grades attained will not count toward graduation unless for a specifically board approved Dual Enrollment Course. All programs must be pre-approved by Abington Heights Administration.

**PLANNING YOUR SCHOOL PROGRAM**  
**(Steps in Planning)**

The program of studies which you plan will help you to enjoy a successful and meaningful high school career. It will determine how well you are prepared for college entrance or for obtaining employment or achieving other post-secondary goals. Here are the steps you should follow:

1. Establish personal goals.
2. Evaluate honestly your personal strengths, interests, aptitudes and needs.
3. Learn the requirements for entrance to the college or school you plan to attend, or for the kind of work you plan to do after graduation.
4. During the 11<sup>th</sup> grade, try to visit the colleges, technical schools, or places of employment in which you are interested.
5. Consult with your parents, talk with your teachers, and confer with your guidance counselor to get the benefit of their experience and information.
6. Select the subjects that will contribute toward achieving your goals.

**GUIDELINES FOR PROGRAM PLANNING**  
**(Guide to Subject Selection)**

In selecting your subjects for the next school year, please keep in mind the following requirements and procedures:

1. Seven credits in grades 9 through 11 and 6.5 credits in grade 12 are required; physical education is required of all students each year.
2. Study descriptions of subjects and **pay special attention to the prerequisites for certain courses.**
3. Students should follow teacher recommendations for course-level placement and select elective courses appropriate to their post-high school plans.
4. Students taking three or more honors or advanced placement courses during one school term should consider time constraints and work load for each course.
5. Course selection will go home for parental approval and signature which finalize the student's program.

**It is imperative that students and parents understand that the signed plan sheet is the basis for the student's schedule. Recommendations should be reviewed, course selections finalized, and agreement reached among the school, student and parent. Learning Support Teachers will be involved with the scheduling process for those students who have been identified as having special needs. If there are level changes or concerns, they are to be resolved prior to the plan sheet being signed and returned.**

**We realize that you may have preferences for specific teachers, study hall periods, and lunch periods, please understand that we are limited in our ability to make requested schedule changes by the number and availability of courses offered and class size. Requests for teacher, lunch, study hall, etc. will not be honored. Once the school year starts, schedules will not be changed. Our top priority is to ensure that all of our students have the required courses at the most challenging levels that are appropriate for their abilities. Call the student's counselor if there are any questions.**

The Guidance Department will answer questions about course options and career planning. Please contact the Guidance Office if you have questions about the scheduling process.

# GRADUATION REQUIREMENTS CHART

## Graduation Requirements

### Freshman Year

English	1.0
The American Perspective I	1.0
Math	1.0
Earth and Space Science	1.0
PE 9	.5
Health and Wellness	.5
Electives	2.0
<b>Total Credits</b>	<b>7.0</b>

### Sophomore Year

English II	1.0
Comparative World Studies	1.0
Math	1.0
Biology I	1.0
PE 10	.5
Introduction to Family Consumer Sciences	.5
Electives	2.0
<b>Total Credits</b>	<b>7.0</b>

### Junior Year

English III	1.0
The American Perspective II	1.0
Math	1.0
Science	1.0
PE 11	.5
Junior Writer's Workshop	.5
Electives	2.0
<b>Total Credits</b>	<b>7.0</b>

### Senior Year

English IV	1.0
PE 12	.5
Electives	5.0
<b>Total Credits</b>	<b>6.5</b>

### Graduation Requirements

9 <sup>th</sup> Grade	Health and Wellness
10 <sup>th</sup> Grade	Intro to Family Consumer Sciences
11 <sup>th</sup> Grade	Junior Writer's Workshop

**Total number of credits needed  
for graduation: 23.5**

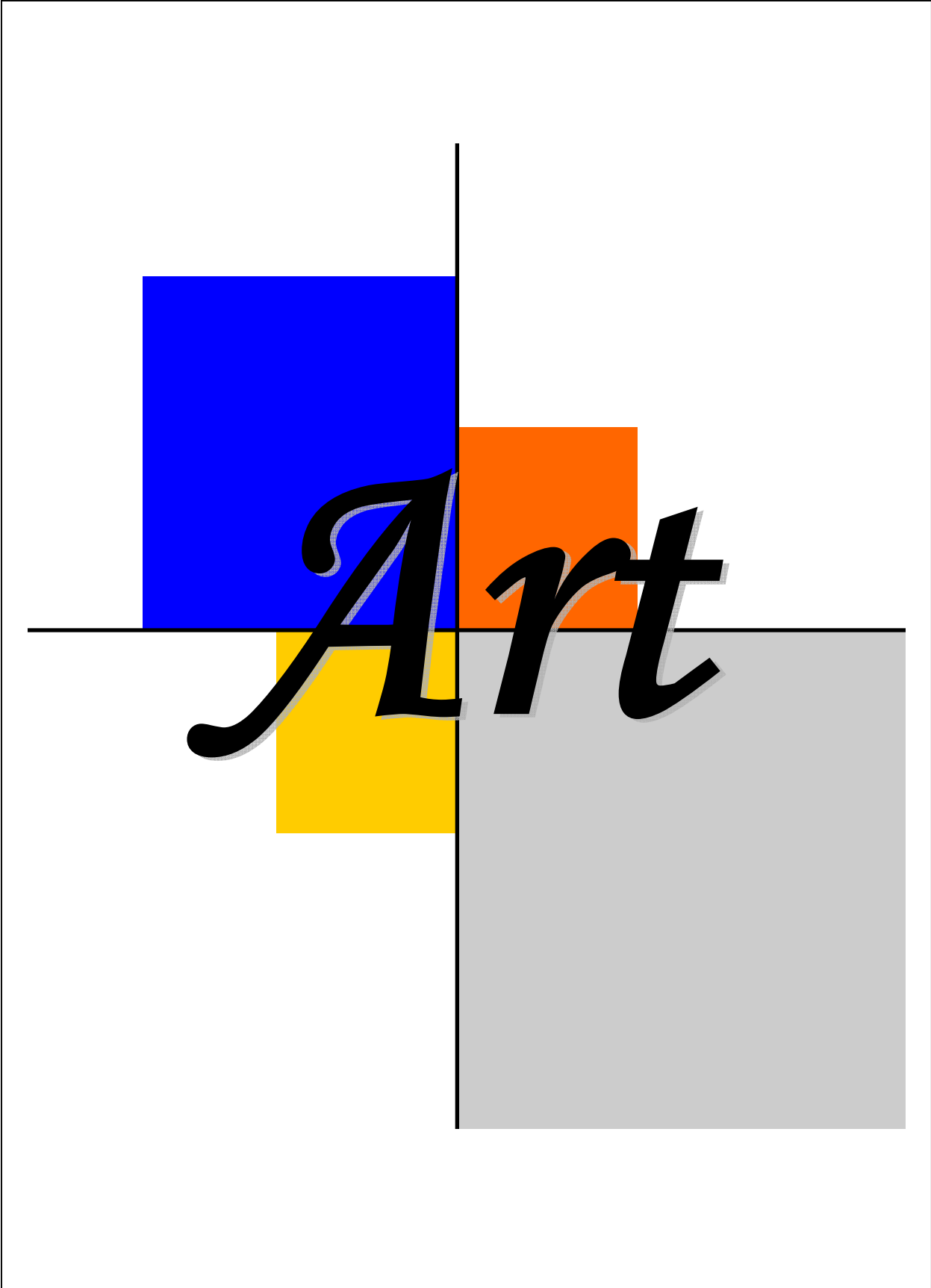
### Minimum requirements for Graduation

English	4.00 credits
Science	3.00 credits
Mathematics	3.00 credits
Social Studies	3.00 credits
*Health/Physical Education	2.50 credits
**Arts and/or Humanities	2.00 credits
***Junior Writer's Workshop	.50 credit
****Intro to FCS	.50 credit
Electives	5.00 credits
<b>TOTAL</b>	<b>23.50 credits</b>

- \* Students must participate in and successfully pass physical education classes each year.
- \*\* In the area of Arts, there are electives in: Art, Family and Consumer Sciences, Music, and Technology, in the area of Humanities there are electives in: World Language, English and Social Studies.
- \*\*\* All students must successfully complete the Junior Writer's Workshop.
- \*\*\*\* All students must successfully complete Introduction to Family and Consumer Sciences.

In accordance with the Pennsylvania State Chapter 4 requirements, all students must satisfactorily complete a graduation project through Junior Writer's Workshop in order to receive an Abington Heights diploma.





## ART

In the secondary school, art courses are taken as electives.

The Art Department course selections at Abington Heights High School are in alignment with the Abington Heights School District Mission Statement and Belief System. The art course selections allow the student a creative outlet for individual visual expression. Through the use of a variety of tools, techniques, art materials and structured projects, students will research, visualize, pre-plan, problem-solve, create, critique and self-evaluate. Students will be expected to employ concepts of the design elements and principles in their creative endeavors and will be encouraged to develop a vocabulary to effectively participate in class discussions. It is the goal of the AHHS Art Department to raise student awareness of the importance of art in our daily lives, to encourage them to think outside the box by expressing themselves as individuals and to develop skills that will enhance their lives in the future.

### **CERAMICS**

**Grades 10 through 12**

**(700) 1 credit**

**Prerequisite: Successful completion of Intro to 3-D Design with a min. grade of 85 or by teacher rec**

**Materials fee - \$15**

This full year course will begin by reviewing hand-building skills previously acquired in **Intro to 3-D Design**. Students will create a variety of original ceramic vessels, both functional and sculptural. Students will be introduced to the use of the pottery wheel. The assignments will challenge the student by gradually raising the level of creativity and difficulty. Emphasis will be placed on craftsmanship, design, originality and proper use of materials and equipment. Students will discover the importance of pre-planning and research. Students will experience proper use and application of glazes, colored slips, and under-glazes.

### **ART I**

**(701) .5 credit**

**Grades 9 through 12**

**Materials fee-\$5**

Art I will develop students' perceptual and creative skills in drawing from observation and basic color theory. Students will be exploring a variety of drawing and painting techniques. Stimulating subject matter will be chosen by teacher and students. As a final assignment, students will create and execute a personal self-portrait (rank badge) of their own design. The rank badge will incorporate the techniques of drawing, painting and collage. An understanding and use of design elements and principles will be emphasized. All students will be required to keep a portfolio of their work. All students will be required to have a sketchbook, which will be used for homework sketch assignments and as a daily visual journal.

### **ART II**

**(702) 1 credit**

**Grades 10 through 12**

**Prerequisite: Successful completion of Art I**

**Materials fee - \$10**

Art II is recommended for sophomores, juniors and seniors who have successfully completed Art I. Students will build their drawing skills through diverse and challenging assignments. Subject matter for the course may include still life, portrait, perspective, metamorphosis drawings, printmaking and photo collage. Students will be able to select a variety of drawing mediums for their work. The linocut or monoprint will be the printmaking selection for Art II. This unit will include the planning and execution of original prints. The remainder of Art II will involve students in a painting or sculpture assignment. All students will be required to have a sketchbook, which will be used for homework sketch assignments and as a daily visual journal. A strong emphasis will be on design elements and principles. Students will be required to keep a portfolio of all their work.

### **ART III**

**(703) 1 credit**

**Grades 11 and 12**

**Prerequisite: Successful completion of Art I and Art II with min. grade of 85 or by teacher recommendation**

**Materials fee - \$15**

Art III is recommended for students who have successfully completed Art I and Art II. This course will concentrate on refining drawing and painting skills, as well as improving the student's sense of design and composition. A variety of materials will be used including charcoal, pastel, colored pencils, watercolors, acrylic and tempera. All students will be required to have a sketchbook, which will be used for homework sketch assignments and as a daily visual journal. Emphasis will be placed upon good design principles, creativity and craftsmanship throughout the course. Art III students will also be encouraged to keep a portfolio of their work for future college preparation.

**ART IV****(704) 1 credit****Grades 11 and 12****Prerequisite: Successful completion of Art III with a min. grade of 85 or by teacher recommendation****Materials fee - \$15**

Art IV is designed for students who have successfully completed Art III, and who may have an interest in pursuing art in the future. Students will study advanced drawing techniques, painting, and explore a variety of mixed media techniques. Portfolio preparation for art schools will be part of the course work, with emphasis on individual creativity, craftsmanship and design skills. Aspects of contemporary art will be explored. All students will be required to have a sketchbook, which will be used for homework sketch assignments and as a daily visual journal.

**ART HISTORY****(712) .5 credit****Grades 11 and 12****Prerequisite: Minimum GPA of 85**

Art History class is designed to give the interested student an enrichment program having breadth, variety and balance between lecture, discussion, critiques and hands-on experiences. The students explore art from the following cultures: The Stone Age, Egyptian, Chinese, Greek, Roman and Italian Renaissance. Objectives of this course will be to develop and prompt aesthetic appreciation, judgment, develop critical thinking skills and deepen understanding of the impulse to create in the visual realm.

**INTRO TO 3-D DESIGN (formerly Crafts 1)****(705) .5 credit****Grades 9 through 12****Materials fee - \$10**

The first nine weeks of this course will involve hand building techniques in clay. Students will design, execute and complete a pinch pot (tea bowl), a coil pot and a slab-built container. Hand painting and glazing techniques in ceramics will be emphasized. The next nine weeks will engage students in the creation and construction of an original mask design. Students will also investigate the meaning, use and importance of masks from many diverse cultures. Creativity, craftsmanship and 3-D design skills will be emphasized.

**MIXED MEDIA (formerly Crafts 2)****(706) 1 credit****Grades 10 through 12****Prerequisite: Successful completion of Intro to 3-D Design****Materials fee - \$15**

This Mixed Media course is designed for students who have successfully completed Intro to 3-D Design and who have an interest in acquiring new design skills using a variety of art media. The students will be exposed to different techniques and materials within three units: paper, ceramics and fiber. Projects may include: papier mâché sculpture, bookmaking, coil basket weaving, ceramics, silk painting and collage. Throughout the course, creativity, craftsmanship, and good use of the design elements and principles will be emphasized.

**JEWELRY****(707) .5 credit****Grades 10 through 12****Prerequisite: Successful completion of Art I or Intro to 3-D Design****Materials fee - \$30**

Students will explore the exciting art of jewelry making and/or metal sculpture. Students will plan, design and create unique jewelry/small sculptures executed in metal and may incorporate other materials such as semi-precious stones, paper, plastic, fiber, etc. Students will learn basic metalsmithing techniques. Students will be creating work in sterling silver, copper or a brass based material.

**SCULPTURE****(710) .5 credit****Grades 10 through 12****Prerequisite: Successful completion of Art I or Intro to 3-D Design****Materials fee - \$10**

Sculpture is for students who are interested in exploring new 3D experiences. Students will investigate different approaches to sculpture. Materials may include but are not limited to plaster, clay, metal, paper and reusable found objects. Creative approaches will be considered in the evaluation process. Problem solving in the design and construction of the sculptures will be emphasized.

An abstract graphic design featuring a white background with a thin black border. A vertical black line is positioned slightly to the right of the center. A horizontal black line is positioned slightly below the center. There are four colored squares: a blue square in the upper-left quadrant, an orange square in the upper-right quadrant, a yellow square in the lower-left quadrant, and a grey square in the lower-right quadrant. The words "Business" and "Education" are written in a black, italicized serif font, centered horizontally and overlapping the colored squares and lines.

*Business*  
*Education*

## **BUSINESS EDUCATION**

A career in business is more varied than most people realize. It can involve the obvious functions such as management and marketing, but there's an increasing need for Business Majors to apply their skills in government, international commerce, health care, arts, and non-profit organizations.

Business principles can serve as the backbone for economic, political and social systems at all levels.

### **ACCOUNTING I**

**(600) 1 credit**

#### **Grades 9 through 12**

Accounting is the language of business and involves the keeping of financial records. This course will introduce students to double-entry accounting as well as develop a basic understanding of a business financial operation. Students will be introduced to the accounting cycle of a proprietorship and partnership. Key areas of study include: analyzing, recording, and posting of business transactions for a service business; preparing financial statements; reconciliation of bank records and preparation of payroll, taxes and reports. Students will gain insight into business decision making through manual and computerized accounting systems as they learn to interpret financial information of a business.

### **ACCOUNTING II**

**(601) 1 credit**

#### **Grades 10 through 12**

#### **Prerequisite: Accounting I**

Accounting II students will increase their accounting aptitude to deal with business situations on a higher level of thinking. This course will focus on a departmentalized corporate merchandising business and how accounting procedures differ from a proprietorship. Accounting II expands on topics introduced in the first-year accounting course while adding new topics about corporate accounting, budgetary planning and control, management accounting, cost accounting, and financial analysis. Students will complete an automated departmentalized corporate accounting business simulation.

### **KEYBOARDING**

**(604) .5 credit**

#### **Grades 9 through 12**

Keyboarding teaches the student basic principles of keyboarding, formatting and document processing. The student will apply his/her typing skills when learning to type documents. The documents include: letters, reports, term papers, tabulations, memos and envelopes. Emphasis is placed on accuracy, neatness and completeness when evaluating production projects. The personal computer as well as other technologies will be utilized to give students the feel for business office operations and functions.

### **COMPUTER APPLICATIONS**

**(612) .5 credit**

#### **Grades 9 through 12**

Computer Applications is designed to introduce students to the most commonly used computer applications in business: word processing, database management, spreadsheets/workbooks, and PowerPoint presentations. The course will be taught utilizing the Microsoft Office Suite, covering Microsoft Word, Excel, Access and PowerPoint. Students enter the course learning the basic application features, then move on to more advanced features. Students will be exposed to keyboard and mouse functions used to edit and revise documents. Basic skills such as saving and retrieving files, printing, and computer literacy will become important elements of student learning. Internet research will also be utilized throughout this course.

**WEB PAGE DESIGN****(614) .5 credit****Grades 9 through 12**

Students will be given the experience of investigation, exploration and discussion of the Internet and its importance in today's business world. Using the latest software and hardware tools, students will evaluate, design and develop web sites. Topics include: using color and layout in design, working with images and links, e-commerce fundamentals, using templates and CSS, working with online forms and utilizing multimedia to add interactivity.

**MARKETING/ENTREPRENEURSHIP****(615) 1 credit****Grades 9 through 12**

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. This course focuses on the foundation of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management. Students solve real-world business cases and complete various mini projects, a culminating course project requires that they invent their own product, develop a complete marketing plan for the product, and give an oral sales presentation. Students will frequently engage in individual and group activities, creative writing assignments, and utilize the internet for several marketing projects.

**PERSONAL/BUSINESS FINANCE****(616) 1 credit****Grades 9 through 12**

This course is designed and recommended for students who want to learn the impact personal finance will have on their financial futures. Students will learn about goals/decision-making, career planning, budgeting/financial planning, saving/investing, credit, banking services, transportation issues, housing issues, and risk protection. The course exposes students to the importance of financial literacy necessary to become a successful member of the working economy. Students will be engaged in a variety of learning activities highlighting individual abilities and learning styles.

**ECONOMICS AND ECONOMICS HONORS** – Please refer to the Social Studies section of the Curriculum Guide for a description of both courses.



The background features a white page with a thin black border. A vertical black line is positioned slightly to the right of the center. A horizontal black line intersects this vertical line. Four colored rectangles are arranged around the intersection: a blue rectangle in the top-left, an orange rectangle in the top-right, a yellow rectangle in the bottom-left, and a grey rectangle in the bottom-right. The word "English" is written in a black, cursive script font, centered horizontally and partially overlapping the horizontal line and the colored rectangles.

*English*

## ENGLISH

The secondary English program at Abington Heights provides students with a sound foundation in the study of language, composition, and literature. Basic English skills are offered in all English classes in grades nine through twelve.

English level 2 is the appropriate choice for most students. Year-long level 2 courses are offered in all secondary grades. The skills of writing, understanding and appreciating literature, and of developing vocabulary are stressed.

Level 3 courses are offered in all four grades in the high school for selected students. **Admission to these classes is only by teacher recommendation, Guidance and, if applicable, Learning Support approval.**

English Honors (a year-long, one credit course) is offered in all four grades of high school. Students who have demonstrated superior ability and performance in English and who enjoy the challenge of a more rigorous, intensive study of language, composition, and literature should confer with their present English teacher about the advisability of taking an honors level course. **Admission to an honors level course is by teacher recommendation only.**

Advanced Placement Language and Composition, an eleventh grade course, and Advanced Placement Literature and Composition, a twelfth grade course, offer work on a college level. Students enrolled in these courses are expected to take the appropriate Advanced Placement examination in May of the school year.

**English courses include both a mid-term and final examination.**

### ENGLISH I HONORS

(110) 1 credit

#### Grade 9

In this literature-based language arts course, grammar and composition are integrated into the study of literary genres. Students who enroll will have the recommendation of their eighth grade English teacher. They will be expected to read and comprehend challenging works of literature and to write analytical papers on the material that is studied. Major works studied include *Wuthering Heights*, *To Kill A Mockingbird* and *Romeo and Juliet*. Students will be required to complete a summer reading list as prescribed by the instructor. This course will prepare students for the rigors of English II Honors and future AP course work.

### ENGLISH I LEVEL 2

(111) 1 credit

#### Grade 9

In this literature-based language arts course, grammar and composition are integrated into the study of literary genres. Among the selections studied are *The Odyssey*, *Romeo and Juliet* and *To Kill a Mockingbird* as well as numerous short stories, poems and essays. Students will work to develop their current writing skills with an eye toward future success in upper grades, on the PSSA and SAT, and in college-level courses.

### ENGLISH I LEVEL 3

(114) 1 credit

#### Grade 9

This course will stress English instruction in basic writing, grammar usage, literature, and communication skills. Literature selections are chosen on the basis of student reading level. **Admission to this class is only by teacher recommendation, guidance approval and, if applicable, Learning Support approval. Only those students who, through their sincere effort in English and reading classes, have demonstrated that they would profit from this course will be considered.**

### ENGLISH II HONORS

(120) 1 credit

#### Grade 10

In this course in world literature, students will complete in-depth reading and interpretation of works selected for their literary merit and cultural significance. Group work will be stressed as students are required to further research, analyze, and present the works of literature they read. There is an emphasis on essays of analysis and personal reaction. Major works studied include *Oedipus the King and Merchant of Venice*. Students will be required to complete a summer reading list as prescribed by the instructor. This course will prepare students for the rigors of English III Honors and/or AP course work. **Admission to this class is by teacher recommendation only.**

### ENGLISH II LEVEL 2

(121) 1 credit

#### Grade 10

In this course in world literature, students will complete in-depth reading and interpretation of works selected for their literary merit and cultural significance. Work on grammar and writing is incorporated into the study of literature. Students will work to develop their current writing skills with an eye toward future success in upper grades, on the PSSA and SAT, and in college-level courses. Major works studied include *King Arthur and His Knights of the Round Table*, *Julius Caesar*, *Iliad*, and *Inferno*.

**ENGLISH II LEVEL 3****(123) 1 credit****Grade 10**

This course will build upon skills learned in English I Level 3. It will stress English instruction in furthering basic writing, usage, literature, and communication skills. Literature selections are chosen on the basis of student reading level. **Admission to this class is only by teacher recommendation, guidance approval and, if applicable, Learning Support approval, and only those students who, through their sincere effort in English and reading classes, have demonstrated that they would profit from this course will be considered.**

**ENGLISH III ADVANCED PLACEMENT LANGUAGE AND COMPOSITION****(135) 1 credit****Grade 11****Prerequisite: English I Honors or English II Honors**

English AP Language and Composition is a course for honors students who have demonstrated a high interest and ability in written communication. **Admission to this class is by teacher recommendation only.** Throughout the year, students will examine a wide variety of well-known American authors and essayists, focusing on modes of discourse and use of rhetoric. Students enrolled are committed for the entire school year. Throughout the course, students will be exposed to and will practice the writing skills needed to prepare them for the Advanced Placement examination taken in May. Students will be required to complete a summer reading list as prescribed by the teacher.

**ENGLISH III HONORS****(130) 1 credit****Grade 11****Prerequisite: English I Honors or English II Honors**

English III Honors is a survey of American literature that focuses on the major literary movements. Students will be required to read selections from the course textbook and supplementary works which reflect these movements. Vocabulary development and composition are emphasized in this course. The supplementary works include selections such as *The Scarlet Letter*, *Huckleberry Finn*, *The Red Badge of Courage*, *The Grapes of Wrath*, and *The Great Gatsby*. Since this course presumes an ability to think and read perceptively, it is recommended only for the student with exceptional ability and interest. Students will be required to complete a summer reading list as prescribed by the instructor. **Admission to this class is by teacher recommendation only.**

**ENGLISH III LEVEL 2****(131) 1 credit****Grade 11**

This course is a survey of American literature that focuses on the major literary movements. Students will be required to read selections from the course textbook and supplementary works which reflect these movements. The aim of this course is to improve critical thinking skills, to impart an historical perspective of the development of American literature, and to introduce students to important American writers. Arthur Miller's, *The Crucible* is one of the major works studied. Students will work to develop their current writing skills with an eye toward future success in the senior year, on the PSSA and SAT, and in college-level courses.

**ENGLISH III LEVEL 3****(132) 1 credit****Grade 11**

This course is designed to address further skill development in reading and language arts. Basic skills in reading, writing, usage, and spelling will be covered. Literature selections are chosen on the basis of student reading level with emphasis on American literature and its great authors. **Admission to this class is only by teacher recommendation, guidance approval and, if applicable, Learning Support approval, and only those students who, through their sincere effort in English and reading classes, have demonstrated that they would profit from this course will be considered.**

**JUNIOR WRITER'S WORKSHOP****(180) .5 credit****Grade 11 Required**

The Junior Writer's Workshop is a course that recognizes students who learn to write well truly have one of the most powerful tools imaginable. Junior year poses some of the most challenging writing assessments a high school student will face including: PSSAs, SATs, Graduation Project, as well as college and work application essays. In this year-long, half-credit course, students will write constantly, working through pieces of writing that are important to them for both personal and academic reasons. One piece, in particular, that will be developed and brought to completion will be the student's Graduation Project paper. Here a particular emphasis will be placed on utilizing the MLA citation guide, as well as, implementing presentation skills. This course will follow the Writer's Workshop model. Students will be evaluated on the progress they make on the pieces of writing they have chosen to develop each quarter.

**ENGLISH IV ADVANCED PLACEMENT LITERATURE & COMPOSITION** (141) 1 credit  
Grade 12

**Prerequisite: English III AP or English III Honors**

English AP is a survey of literature in which students read selected works of the best known writers. Students will be required to do independent reading of, and research on, various great works of literature. Expository writing will be emphasized; grammar, usage and vocabulary will be reviewed as required. English IV Advanced Placement offers students exposure to writing and reading assignments designed as preparation for the Advanced Placement examination. Students enrolling must be committed to completing all requirements. **Admission to this class is by teacher recommendation only.** Students who select Advanced Placement are committed for the entire school year and are expected to take the Advanced Placement examination in May. Students will be required to complete a summer reading list as prescribed by the instructor.

**ENGLISH IV HONORS** (140) 1 credit  
Grade 12

**Prerequisite: English III AP or English III Honors**

English IV Honors is a survey of English literature, beginning with the earliest known English epic *Beowulf*, and continuing with works created during World War II. The class will study longer works of British fiction including: Seamus Heaney's complete *Beowulf* translation, *Hamlet*, *Frankenstein*, and *Lord of the Flies*. Students will be required to do independent research on a work such as *Hamlet*. The class will study expository writing. Grammar, usage and vocabulary will be reviewed as needed. This course is recommended only for the student with exceptional ability and interest. Students will be required to complete a summer reading list as prescribed by the instructor. **Admission to this class is by teacher recommendation only.**

**ENGLISH IV LEVEL 2** (142) 1 credit  
Grade 12

In this survey course in English literature, students study selected works of the best known English writers. In reaction to the literature, students will engage in research and analytical writing. Major works studied include *Beowulf*, *The Canterbury Tales*, *Macbeth*, and *Frankenstein*.

**ENGLISH IV LEVEL 3** (143) 1 credit  
Grade 12

This course is designed to address student needs in reading and language arts. Basic skills in reading, writing, grammar usage, and spelling will be covered with emphasis on British literature and its great authors. **Admission to this class is only by teacher recommendation, guidance approval and, if applicable, Learning Support approval, and only those students who, through their sincere effort in English and reading classes, have demonstrated that they would profit from this course will be considered.**

**SUPPLEMENTARY ENGLISH ELECTIVES (ELECTIVE CREDIT ONLY)**

**ORAL COMMUNICATION** (151) .5 credit  
Grades 9 through 12

This course develops poise, self-confidence and the ability to construct a speech for all occasions. Emphasis is placed upon the research, organization, structure, and delivery of a speech. Students also learn how to meet the demands of impromptu and extemporaneous speaking. The skills of effective participation and discussion in group work are also practiced as students engage in problem-solving activities. Students in this class also learn to develop and enhance their listening skills.

**PUBLIC SPEAKING** (153) .5 credit  
Grades 9 through 12

This course is designed to enhance the process of creating and delivering a variety of thesis-driven speeches used to influence opinion, inform and explain. Emphasis is placed upon the research, organization, structure, and delivery of a speech. Students will refine their style and delivery techniques as they concentrate on the principles and strategies for speaking persuasively, developing a *prima facie* case, leading group discussion and responding extemporaneously to questions on issues and controversies. In developing material for speeches and discussions, students will engage in research and large group discussion.

**DRAMATICS****(150) .5 credit****Grades 9 through 12**

In this course, students work on monologues, pantomime, and improvisational games. They must memorize texts, engage in vocalization exercises and learn how to use movement, expression, and voice to enhance performances. The course requires students to analyze, and to demonstrate an understanding of, the texts employed for performance and to create improvised scenes. Students should develop self-confidence as they learn to perform in front of a class group.

**ACTING****(152) .5 credit****Grades 9 through 12**

This course engages students in scene work as they learn to cooperate, interact, and become responsible to fellow actors in developing characters. Students will learn a wide variety of improvisational games and acting techniques. Students will be required to select appropriate texts, suitable roles, and useful techniques to explore the meaning of scenes and to make the meaning available to an audience. They will also learn how to develop and present free dialogue scenes for the enjoyment of an audience. Work in this course should increase poise, literary understanding and creative thinking.

**CREATIVE WRITING****(154) .5 credit****Grades 11 and 12**

Do you like to “play with words” – find just the right words as well as the most suitable format for your ideas? All literary genres allow the writer some creativity, but the genres of poetry, fiction, and drama particularly involve creativity. The poet can choose from traditional patterns of rhythm and rhyme or may prefer to express him/herself in free verse, poetry in which “form is content.” Other genres to be explored include the short story (including children’s stories) and the play, whether for stage, the movies or a television show. Quality literary selections will be examined in order to understand the possible forms for your writing and to appreciate well-chosen words. Once the established forms are mastered, then the writer is ready for the experimental forms. Are you ready for this work with words?

**SUPPLEMENTARY READING ELECTIVES (ELECTIVE CREDIT ONLY)****(Enrollment in the Reading Classes is by reading level – not by grade level.)****READING SKILLS FOR INDEPENDENT LIVING****(175) 1 credit****Grades 9 through 12**

This is a course designed to meet everyday literacy needs including driving and transportation literacy, medical literacy, home literacy, and occupational literacy. The focus is on the types of literacy most critical for safety and success in real work experiences. This is a one-year repeatable elective.

**COLLEGE READING SKILLS****(176) .5 credit****Grades 11 and 12**

This is a course designed to enable students to experience success throughout college. This is a one-semester elective for students at any grade level in high school. There is a focus on vocabulary growth, improving the rate of reading, taking notes from lectures and textbooks, higher-level comprehension, outlining, summarizing, and time management.

**READING I LEVEL 2C****(166) 1 credit****Grades 9 through 12****Comp I****Prerequisite: Admission to this course is through the Director of Language Arts and/or High School Reading Specialist**

This is a course designed to meet the needs of the average or above-average student who needs additional support in reading comprehension. Selections and approaches are used to build fluency, word meaning, comprehension and study skills. Instruction will be provided using materials at the appropriate reading level.

**READING II LEVEL 2C****(167) 1 credit****Grades 9 through 12****Comp II****Prerequisite: Admission to this course is through the Director of Language Arts and/or High School Reading Specialist**

This is a course designed to meet the needs of the average or above-average student who needs additional support in reading comprehension. Selections and approaches are used to build fluency, word meaning, comprehension and study skills. Instruction will be provided using materials at the appropriate reading level.

**(Enrollment in the Reading Classes is by reading level – not by grade level.)**

**READING III LEVEL 2C (168) 1 credit**

**Grades 9 through 12 Comp III**

**Prerequisite:** Admission to this course is through the Director of Language Arts and/or High School Reading Specialist

This course is designed to meet the needs of the average or above-average student who needs additional support in reading comprehension. Selections and approaches are used to build reading speed, vocabulary enrichment, higher-level comprehension and study skills. Instruction will be provided using materials at the appropriate reading level.

**READING IV LEVEL 2C (169) 1 credit**

**Grades 9 through 12 Comp IV**

**Prerequisite:** Admission to this course is through the Director of Language Arts and/or High School Reading Specialist

This course is designed to meet the needs of the average or above-average student who needs additional support in reading comprehension. Selections and approaches are used to build reading speed, vocabulary enrichment, higher-level comprehension and study skills. Instruction will be provided using materials at the appropriate reading level.

**READING I LEVEL 3 (162) 1 credit**

**Grades 9 through 12 SRA 3A (3A indicates starting SRA Level for the class)**

**Prerequisite:** Admission to this course is through the Director of Language Arts and/or High School Reading Specialist

This course will stress reading improvement via high-interest themes/reading selections and the use of the SRA Corrective Reading Program. Particular areas of emphasis include developing comprehension strategies, improving word knowledge (decoding and meaning), learning appropriate study skills, and developing written and oral responses to literature. Literature/reading selections are chosen on the basis of student reading level and in a way not to conflict with authors/selections covered elsewhere in the curricula. Reading selections come from a variety of genres.

**READING II LEVEL 3 (163) 1 credit**

**Grades 9 through 12 SRA 3B1**

**Prerequisite:** Admission to this course is through the Director of Language Arts and/or High School Reading Specialist

This course will stress reading improvement via high-interest themes/reading selections and the use of the SRA Corrective Reading Program. It builds upon growth made in Reading I, Level 3. Particular areas of emphasis include developing comprehension strategies, improving word knowledge (decoding and meaning), *learning appropriate content reading strategies*, and developing written and oral responses to literature. Literature/reading selections are chosen on the basis of student reading level and in a way not to conflict with authors/selections covered elsewhere in the curriculum. Reading selections come from a variety of genres.

**READING III LEVEL 3 (164) 1 credit**

**Grades 9 through 12 SRA 3B2**

**Prerequisite:** Admission to this course is through the Director of Language Arts and/or High School Reading Specialist

This course will stress reading improvement via high-interest themes/reading selections and the use of the SRA Corrective Reading Program. It builds upon growth made in Reading II, Level 3. Particular areas of emphasis include developing comprehension strategies, improving word knowledge (decoding and meaning), *home and workplace literacy*, and developing written and oral responses to literature. Literature/reading selections are chosen on the basis of student reading level and in a way not to conflict with authors/selections covered elsewhere in the curriculum. Reading selections come from a variety of genres.

**READING IV LEVEL 3 (165) 1 credit**

**Grades 9 through 12 SRA 3C**

**Prerequisite:** Admission to this course is through the Director of Language Arts and/or High School Reading Specialist

This course will stress reading improvement via high-interest themes/reading selections and the use of the SRA Corrective Reading Program. It builds upon growth made in Reading III, Level 3. Particular areas of emphasis include developing comprehension strategies, improving word knowledge (decoding and meaning), *home and workplace literacy, citizen/consumer research skills*, and developing written and oral responses to literature.

**BEGINNING TO LOW INTERMEDIATE ESL**

**(170) 1 credit**

**Grades 9 through 12**

**Prerequisites: English is not the first language of these students**

**Course level is not determined by grade but rather by English proficiency level**

**Admission to this course is through the Director of Language Arts Services**

This course is designed to introduce English to students who have little or no prior experience with the language. Vocabulary acquisition and development, reading comprehension, and writing skills are major language elements covered in this course. Students will acquire speaking, listening, reading, and writing skills that are essential in an English-speaking society.

**HIGH INTERMEDIATE TO ADVANCED ESL**

**(172) 1 credit**

**Grades 9 through 12**

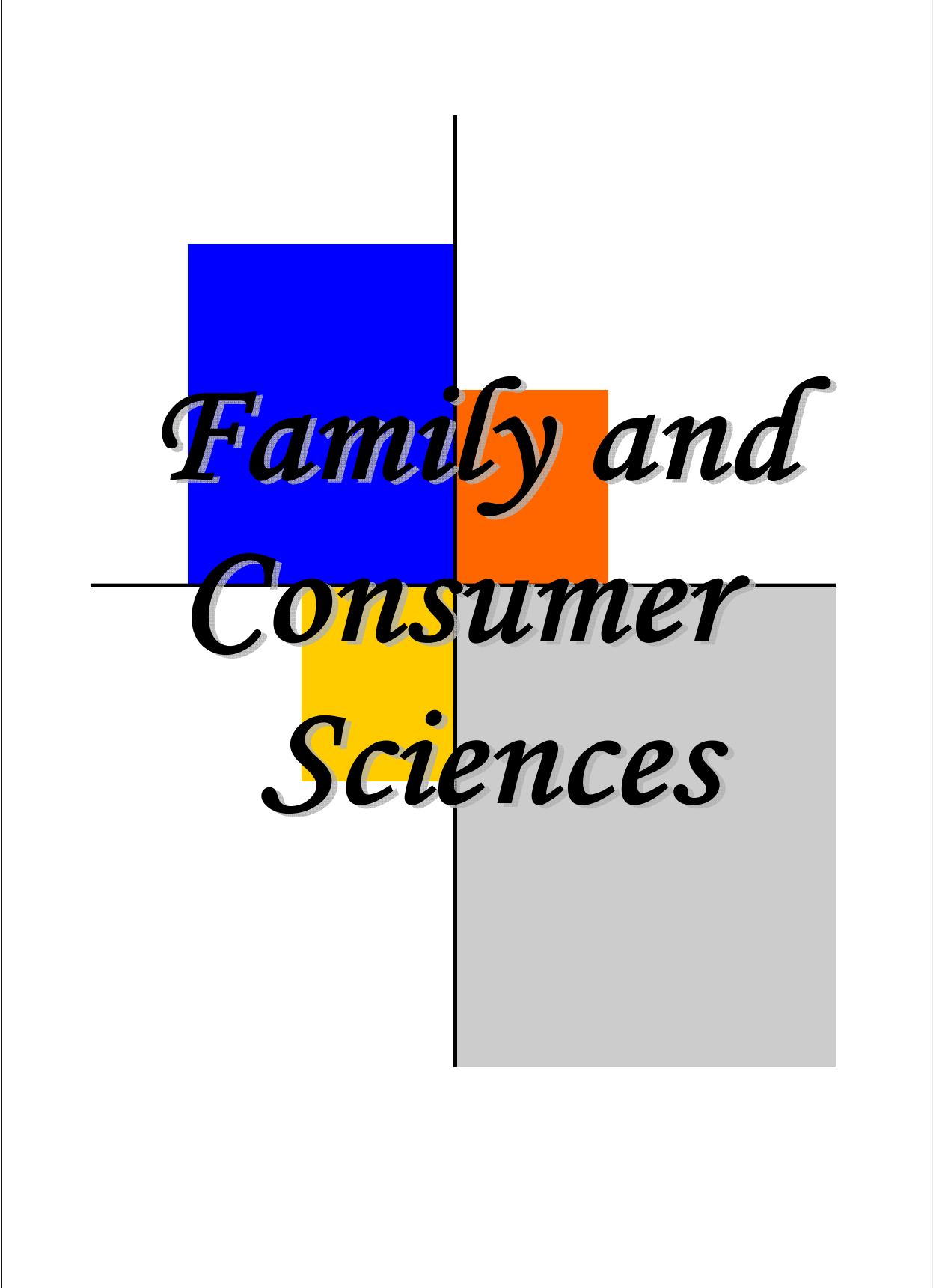
**Prerequisites: Beginning to Low Intermediate ESL or recommendation of ESL Coordinator**

**English is not the first language of these students**

**Admission to this course is through the Director of Language Arts Services.**

**Course level is not determined by grade but rather by English proficiency level**

This course is designed to further develop the speaking, listening, reading and writing ability of students who have had prior experience with the English language, but whose primary language is one other than English. Focus will be on advanced vocabulary development, high-level reading comprehension, and finer points of English grammar to be used in all types of writing. The goal of this course is to enable students to compete academically with native English speakers.



*Family and  
Consumer  
Sciences*

## **FAMILY AND CONSUMER SCIENCES**

The goal of Family and Consumer Sciences is to improve the quality of individual and family life. The hands-on courses offered are designed to enable students to develop skills that can be of use both now and in later life. These courses prepare the student for the role of independent adult.

With the exception of the Introduction to Family and Consumer Sciences course, all offerings are elective courses.

Introduction to Family and Consumer Sciences is a required course that all students must take during their sophomore year. This course will be scheduled opposite the student's physical education period. Successful completion of this course is necessary in order to meet the requirements for graduation.

The **Child Development** elective courses are for students considering careers in teaching, nursing, day care or social work. They will have the opportunity to learn about children by working with them as a participant in a seven-week laboratory school with children from the community.

### **INTRODUCTION TO FAMILY AND CONSUMER SCIENCES**

**(750) .5 credit**

#### **Grade 10 - REQUIRED**

Introduction to Family and Consumer Sciences is a required course designed to build a foundation with the knowledge/resources needed to lead a productive and successful life. Areas to be explored will be financial and resource management, balancing family, work and community responsibilities, food science and nutrition, and child development.

### **EXPLORING THE ART OF COOKING**

**(753) 1 credit**

#### **Grades 10 through 12**

This course is a double block, one semester, one credit elective course designed to give the student an in-depth view into the world of food and meal preparation, design and presentation. The primary emphasis is on food preparation skills and techniques, safety and sanitation, and serving meals that are nutritious, economical and appealing. Skills are developed in the foods laboratory. Students participate in food labs to implement basic and intermediate food preparation and safe food handling techniques while preparing healthy and appetizing food using effective time management. Dovetailing techniques are incorporated, wherever appropriate, to demonstrate the efficient use of time management. Meals for one, meals for people on the go, vegetarian and family meals, special diets and needs for individuals throughout the life cycle are some of the topics explored. Students will be given the opportunity to explore the educational requirements, job responsibilities and salaries of food-related careers.

### **THE INTERNATIONAL GOURMET**

**(755) .5 credit**

#### **Grades 10 through 12**

#### **Prerequisite: Exploring the Art of Cooking**

International Gourmet is an advanced foods course that includes information about nutrition, time management, consumer education, and food preparation. Specially selected fresh ingredients will be prepared to create extraordinary gourmet dishes and delicacies. Recipe selections will be chosen using an international theme with a goal towards exploration of world cuisine. This course enables the student to explore and understand cultural diversity by learning about his or her own culture as well as others.

### **CLOTHING CONSTRUCTION AND DESIGN**

**(751) .5 credit**

#### **Grades 9 through 12**

#### **Cost: Students are responsible for buying patterns and materials**

Clothing Construction and Design is an individualized sewing course for the beginner or intermediate sewing student. Students in this course will explore color, line and design. Project selection will be based on individual choice and sewing expertise. The student will be able to construct a variety of projects or a single more difficult project based on their sewing ability, time schedule and personal goals. Students will learn to carefully use a variety of sewing tools and learn to safely operate the sewing machine. Sewing machine maintenance and care will be included. This course will cover sewing machine as well as hand-stitching techniques. Time-saving construction applications and finishes will be incorporated. Students will explore careers in fashion design, apparel production, and fashion merchandising.

**CRAFTER'S CHOICE****(752) .5 credit****Grades 9 through 12****Cost: Students are responsible for purchasing their own fabric and thread.**

Crafter's Choice is a semester course which allows students to explore various craft skills. Students who prefer hands-on activities will develop craft skills to personalize their individual space. The primary emphasis is on exploring crafts and how they originated. Students will select projects that reflect individual choices. The use of color, texture and design is an integral part of this course. Students will require to purchase materials for some individual projects.

**CHILD DEVELOPMENT I****(760) .5 credit****Grades 10 through 12**

Child Development I is an interactive, hands-on course that provides students with an opportunity to work with local children in a seven week preschool program. Students gain a broader understanding of how children grow by putting developmental theories into practice. Students in this course will be responsible for independent work, this includes; creating and teaching lessons, observing behaviors, and spending one on one time while building relationships with the children throughout the preschool program. Students interested in becoming a teacher or working with young children would benefit from this course. It is strongly recommended that students take Child Development II in the same year as they are able to observe firsthand the changes in the growth and development of the preschool students. This course is a prerequisite for the Child Development II course.

**CHILD DEVELOPMENT II****(761) .5 credit****Grades 10 through 12****Prerequisite: Child Development I**

Child Development II builds upon the skills developed in Child Development I. It is an interactive, hands-on course that provides students with the opportunities to gain a better understanding of the development, behavior, and care giving of children as they participate in a seven week preschool program in the Child Development Center. Students in this course will be responsible for independent work, which includes creating and teaching lessons, observing behaviors, and spending one on one time while building relationships with the children throughout the seven week preschool program. It is strongly recommended that students take Child Development I & II in the same year as they are able to observe firsthand the changes in the growth and development of the preschool children. Students interested in becoming a teacher or working with young children would benefit from this course. Child Development I is a prerequisite for this course.

**BECOMING INDEPENDENT****(758) .5 credit****Grades 10 through 12**

Becoming Independent prepares the student by focusing on the skills necessary to cope with the demands of modern life. Financial skills, home and automobile purchasing, banking, and financial planning are covered as well as interpersonal relationships which will impact their lives. The goal of this course is to broaden awareness by teaching the financial and independent skills required to survive in our complex world.

**PARENTING****(759) .5 credit****Grades 9 through 12**

Parenting explores the complete child rearing experience from conception through adolescence. From the decision to begin a family through the development of the family unit, this course delves into the medical, financial, social, emotional, physical, and intellectual demands challenging today's parents.

**COMMUNITY CLASSROOM****(770) .5 credit****Grade 12 - Seniors Only - Community Service Elective****Participants must be able to provide their own transportation.**

Community Classroom is a service learning course offered as an elective to high school seniors. Community Classroom provides students an opportunity to work in the community as a volunteer in an area that compliments their interests, strengths and career choices. Throughout the course, students are introduced to and become acquainted with community agencies and career opportunities in education or other fields of interest. Students will analyze their learning styles, take inventory of their long and short career goals and learn about their abilities and strengths academically and personally. The students will explore positive social behavior and good citizenship as well as volunteer opportunities in our community. At the conclusion of the orientation period, students will work at their volunteer sites three times a week. Students are responsible for their own transportation to and from their sites.

*Health and  
Physical  
Education*

## HEALTH AND PHYSICAL EDUCATION

### HEALTH AND WELLNESS

(910) .5 credit

#### Grade 9

Health and Wellness teaches students to assess their current fitness levels and to set goals for self-improvement. Students develop detailed knowledge and understanding of each component of health-related fitness (flexibility, muscular endurance, body composition, and cardiovascular endurance). Students are encouraged to take responsibility for their own well-being (physical, social, emotional, intellectual, spiritual, occupational/leisure) and for the well-being of their community. They participate in active discussions about current health issues with a focus on human behavior as it relates to the following broad areas: fitness, tobacco use, drug and alcohol use, human sexuality, harassment, and family relationships. Students will learn about the male and female reproduction systems. The curriculum is abstinence based, but also explores parenting, abortion, and adoption, as options to be considered in the event of pregnancy. It also presents information on contraception, as well as STD and HIV education.

### PHYSICAL EDUCATION 9/10/11/12

#### Grade 9

(902) .5 credit

#### Grade 10

(903) .5 credit

#### Grade 11

(904) (905) .5 credit

#### Grade 12

(907) (908) .5 credit

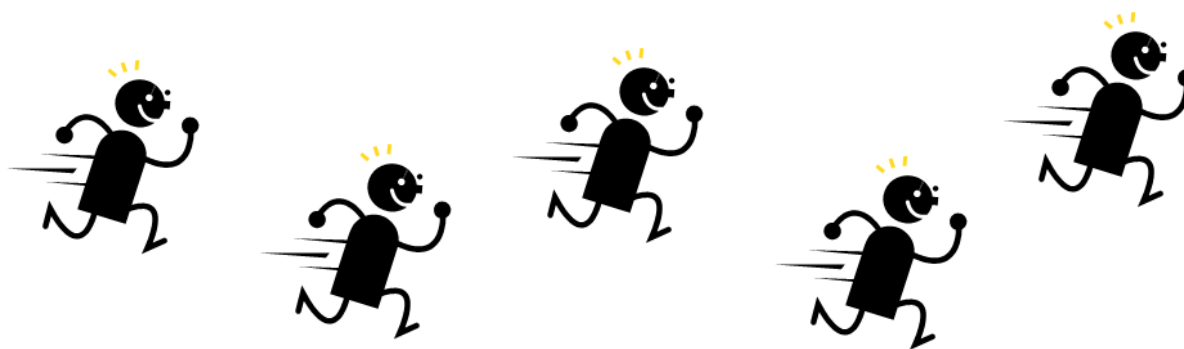
All students are required to participate in physical education at each grade level. In eleventh grade all students will receive instruction in boating safety. In the twelfth grade all students will participate in seminars in AIDS education and drug and alcohol education. As a graduation requirement, seniors must participate in the seminars and possess a valid CPR card by June 1.

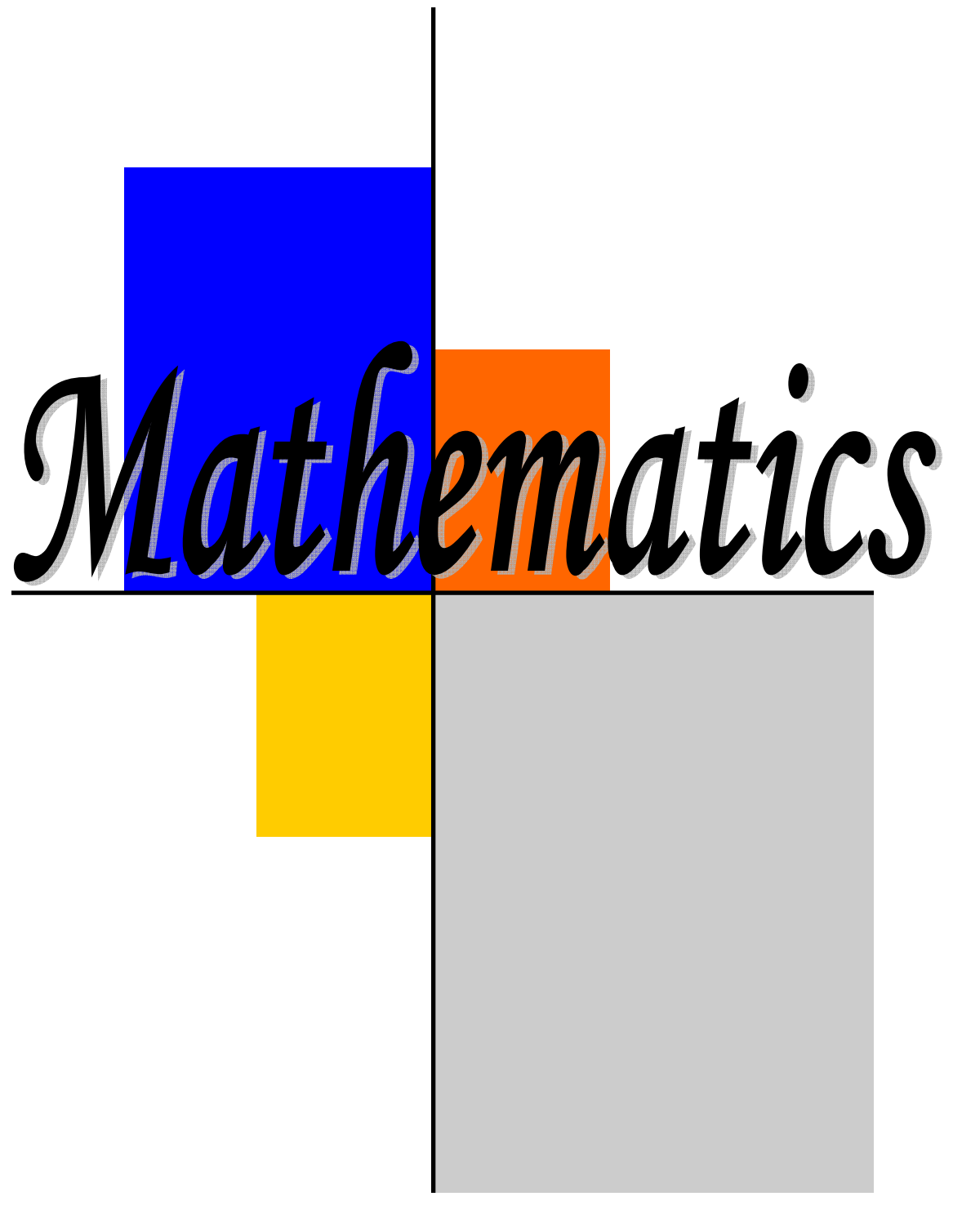
### BIOLOGICAL SCIENCE-SPORTS MEDICINE

(906) .5 credit

#### Grades 10 through 12

This course is offered to tenth, eleventh and twelfth grade students who have an interest in human biology and sports. The course will be offered the first and possibly the second semester of the academic year. In this course the students will learn about the anatomy and physiology of the human body as it applies to sports medicine. The curriculum includes specific instruction on injuries and special conditions that occur in sports and the evaluation, care, protection and basic reconditioning of these injuries. Students who have an interest in a career in an allied health profession are encouraged to take this course.



An abstract geometric design featuring a central horizontal line and a vertical line intersecting at the center. The design is composed of several colored rectangular blocks: a blue rectangle in the upper-left quadrant, an orange rectangle in the upper-right quadrant, a yellow rectangle in the lower-left quadrant, and a gray rectangle in the lower-right quadrant. The word "Mathematics" is written in a black, italicized serif font across the center, overlapping the horizontal line and the colored blocks.

*Mathematics*

## **MATHEMATICS**

Education in mathematics is an integrated development of the abilities and skills of individual students, providing them with a mathematical background to deal with the problems of life. An education must provide for individual differences and for individual needs by presenting a varied and complete program. Individual students must feel confident that, equipped with mathematical knowledge, mathematical insight, and a mathematical method of thinking, they are prepared to challenge their own limitations.

To implement this philosophy on the secondary level in the Abington Heights School District, the Mathematics Department emphasizes mathematical structures learned in an atmosphere of active inquiry. Students are encouraged to think for themselves and to realize that there are many ways to reach a solution to a problem in mathematics. Students meet basic mathematical ideas early and broaden and deepen these concepts as long as they continue in the mathematics sequence.

The secondary mathematics curriculum consists of 20 course offerings which range from basic developmental sequential courses in mathematics to the college level courses in mathematics. All full-year math courses include both a mid-term and final examination. In order to meet the varied needs of all students, the sequential courses are designed as follows:

### **AVERAGE COURSES**

These courses are designed for the student who works on grade level or slightly below grade level. Such a student learns basic mathematical concepts slowly and requires consistent review to maintain concepts learned earlier in mathematics. Many times, future goals in life are not mathematically oriented.

### **ABOVE AVERAGE COURSES**

These courses are designed for the above-average student in mathematics. Such a student achieves consistently at grade level or above; however, he/she does not grasp abstract mathematical concepts or ideas as rapidly as an Honors student in mathematics. Such a student has above-average interest in mathematics and future goals in life may or may not include advanced work in mathematics at the college level.

### **HONORS/ADVANCED PLACEMENT COURSES**

These courses are designed for the exceptional and superior student in mathematics who performs on a high level of accuracy and who grasps abstract mathematical concepts and ideas very rapidly. Inevitably, future goals of students who take Honors or Advanced Placement courses in mathematics include advanced work in mathematics on the college level. Such a student exhibits exceptional interest and aptitude in mathematics.

In addition to the sequential courses, the secondary mathematics curriculum offers two courses which are designed to meet the needs of principally those students who may need a more basic and drill approach to learning mathematics to prepare them for future courses. These courses include: Basic Mathematics and Fundamentals of Mathematics and Problem Solving.

Also, the secondary mathematics curriculum offers a number of elective courses beyond the sequential courses needed by most students to graduate. Such courses include: Computer Science I, Computer Science II Advanced Placement, Selected Topics in Algebra II, Trigonometry, Calculus Advanced Placement AB, Calculus Advanced Placement BC, Introductory Analysis, Introductory Analysis Honors, Introductory Calculus, and a semester elective in Probability and Statistics.

Each year the teachers of mathematics recommend, after careful consultation with their students, what course or courses in mathematics their students should pursue the following year based upon their present level of achievement in mathematics and their future plans in life. In most cases, the recommendation of the student's current mathematics teacher should be followed in choosing courses in mathematics for the next school term. If questions do arise as to what a student should pursue in the area of mathematics for the next school term, the student and his or her parents should consult with the secondary mathematics staff and guidance personnel.

## SEQUENCE OF MATHEMATICS OFFERINGS BY GRADES (9-12)

Following are the offerings by grade level of courses in the mathematics department. Most students will move horizontally through a sequence. Some students may move diagonally depending upon change in ability and interest. Students who fail a course will necessarily consult with their guidance counselor regarding placement. Such students would repeat the course failed before going on to the next course in sequence. Therefore, for example, there may be tenth graders taking Algebra I although that is not listed as a tenth grade course.

Grade 9	Grade 10	Grade 11	Grade 12
Geometry Honors Modern Geometry	Algebra II Honors Modern Algebra II *Computer Science I	Intro Analysis Honors Intro Analysis  *Computer Science I ** Prob and Statistics	Calculus AP AB Calculus AP BC *Computer Science II AP  *Computer Science I ** Prob and Statistics
Modern Algebra I Algebra I	Geometry Honors Modern Geometry Geometry *Computer Science I	Algebra II Honors Modern Algebra II Algebra II *Computer Science I	Intro Analysis Honors Intro Analysis Trigonometry Selected Topics in Alg II  *Computer Science I ** Prob and Statistics
Fund Math/Prob Solving Basic Math	Algebra I Fund Math/Prob Solving	Geometry Fund Math/Prob Solving	Algebra II Geometry Fund Math/Prob Solving

\*Computer Science I, Computer Science II AP are elective courses taken in addition to another math course depending upon the student's particular sequence.

\*\*Probability and Statistics is a semester elective in mathematics.

### **BASIC MATHEMATICS**

**(302) 1 credit**

#### **Grade 9**

Basic Mathematics teaches students basic mathematical concepts and gives them opportunity for review in order to maintain skills. Topics will include basic skills with whole numbers, fractions, decimals, percents, graphs and statistics, ratio and proportion, measurements, and map reading. Emphasis in this course will be placed on problem solving using practical applications. Calculators are used throughout the course.

### **MODERN ALGEBRA I**

**(311) 1 credit**

#### **Grade 9**

Modern Algebra I is designed for the student who has consistently achieved above-average grades in previous mathematics courses, and whose goals include advanced work in mathematics in future courses. Throughout the course students increase their problem-solving abilities by learning problem-solving strategies, logical reasoning skills, and modeling methods. Instruction and practice in learning vocabulary, comprehending mathematical text, writing responses, and developing note taking skills are integrated throughout the course. The equations, graphs and applications used in this course help students understand how mathematics relates to the world and meaningful use of technology enhances lessons and builds understanding. A TI-83 Plus calculator is recommended for students enrolled in this course.

**ALGEBRA I****(312) 1 credit****Grades 9 through 12**

Algebra I is designed for the student who has knowledge of basic mathematical concepts and who needs practice and review in order to apply these skills to a higher level of mathematics. In this course the students learn to solve a variety of equations, and inequalities, factor polynomial expressions, graph linear equations in two variables, and manipulate rational expressions. Problem-solving skills in real-world situations are also included.

**FUNDAMENTALS OF MATHEMATICS AND PROBLEM SOLVING****(313) 1 credit****Grades 9 through 12**

Fundamentals of Mathematics and Problem Solving is designed for students who have acquired basic arithmetic skills and provides a foundation which prepares students to learn more abstract mathematical concepts. Along with effective teaching practices, the course utilizes software that prescribes custom learning paths for each student, based upon what s/he knows and is ready to learn next. In addition to mastering basic arithmetic skills, students will practice at the appropriate level that provides the right amount of challenge for a gradual, progressive development of algebraic concepts, skills, and sound problem-solving techniques.

**ALGEBRA II HONORS****(314) 1 credit****Grades 10 and 11**

Algebra II Honors is offered to students who have successfully completed Honors or Modern Geometry and who have been recommended by the geometry teacher. The Algebra II Honors course fully integrates graphing technology. A TI-83 or TI-83 Plus graphing calculator is needed by students who are enrolled in this course. Graphers are used throughout the year for concept development, for discovery learning and for problem solving. At the same time, all of the essential problem-solving concepts and skills of the traditional Algebra II course have been preserved. This course is designed for superior students of mathematics who perform at a high level of accuracy and are able to grasp abstract mathematical concepts easily. Future goals of math students in the honors programs frequently include advanced work in mathematics at the college level. The Algebra II Honors course reinforces the concepts covered in the Algebra I Honors course through a more rigorous treatment of the topics.

**MODERN ALGEBRA II****(315) 1 credit****Grades 10 and 11**

Modern Algebra II is a traditional second-year algebra course covering the following topics: the solution of equations and systems of equations, linear inequalities and systems of linear inequalities, polynomial equations, rational equations, equations containing radicals and complex numbers and the myriad of problems associated with these topics. Other topics include: quadratic functions, matrices, exponential functions, and conic sections. All of these topics will be explored using a graphing calculator to allow students to focus on the concepts of algebra and the many types of problem-solving techniques. Students should purchase a TI-83 Plus or TI-84 graphing calculator for this course.

**ALGEBRA II****(316) 1 credit****Grades 11 and 12**

Algebra II is offered to students who have successfully completed Algebra I and Geometry. This course is designed for students who plan to further their education after high school but who do not plan a career in the sciences. In addition to reinforcing the skills covered in Algebra I, the following topics will be covered: functions and graphs, systems of linear equations, equations, polynomials, rational expressions, imaginary and complex numbers, quadratic equations, right triangles, and solving a variety of equations. Upon successful completion of this course, the students should be well prepared to take the Trigonometry course or the Selected Topics in Algebra II course. "Calculator Investigation," a section in the textbook, allows students the opportunity to explore various concepts using a calculator. All of these topics will be explored using a graphing calculator (TI-83 Plus) to allow students to focus on the concepts of algebra and the many types of problem-solving techniques. Students should purchase a TI-83 Plus or TI-84 graphing calculator for this course.

**TRIGONOMETRY****(317) 1 credit****Grades 11 and 12**

This course is offered to any student who has successfully completed Algebra II and who has been recommended by his/her Algebra II teacher. Students who are not yet ready to advance to a pre-calculus course of study in their junior year should consider taking this course of study. Students who do not need to take pre-calculus topics for a full year but who need credit in Trigonometry should elect to take this course in their senior year. Students will spend approximately three quarters of the year concentrating on Trigonometry topics and the last quarter of the year concentrating on topics including sequences and series, binomial expansion and logarithmic operations and equations. Students should purchase a minimum of a “scientific calculator” for this course.

**SELECTED TOPICS IN ALGEBRA II****(318) 1 credit****Grade 12**

Selected Topics in Algebra II is offered to students in their senior year. To be eligible to study Selected Topics, a student must have successfully passed Algebra I, Geometry and Algebra II. This course is designed for students who plan to further their education after high school but who do not plan a career in the sciences. The purpose of this course is to give the students a strong review of algebraic processes, and to further develop an understanding of mathematics through a simplified approach to advanced topics. Selected Topics in Algebra II includes a thorough review of algebraic skills and extends into new topics which include the following: quadratic functions and equations, logarithms, sequences, the binomial theorem, determinants, topics in trigonometry and statistics. When appropriate, graphing calculator application is provided. While it is not required that students purchase a graphing calculator, this course will implement the graphing calculator, specifically the TI-83 and TI-83 Plus. Students should have a “scientific calculator” for this course.

**PROBABILITY AND STATISTICS****(319) .5 credit****Grades 11 and 12**

Probability and Statistics is a one-semester course designed for students who have experienced above-average success in Algebra I, Geometry and Algebra II. An Introduction to Statistics is necessary for students who plan to enter such fields as economics, business, psychology, sociology, biology, medicine or mathematics. This course will help prepare a student for future advanced courses in probability and statistics. Implementation of the graphing calculator is a necessary component of this course. Students enrolled in this course need to have strong skills in mathematics.

**GEOMETRY HONORS****(320) 1 credit****Grades 9 and 10**

Geometry Honors is offered to students in both ninth and tenth grades. It is designed for superior mathematics students who are able to grasp abstract mathematical concepts easily, and who have performed at a high level of accuracy in Algebra I Honors or Modern Algebra I. The topics included are: geometry as a mathematical system being an integration of plane and solid concepts, the construction of proofs regarding the properties of geometric figures, the practical uses of the properties of geometric figures, right triangle trigonometry, and elementary analytic geometry. Advanced algebra skills are used frequently which enable the student to see how algebra and geometry complement each other.

**MODERN GEOMETRY****(321) 1 credit****Grades 9 and 10**

Modern Geometry is offered to students in ninth and tenth grades. This course is designed for the above-average student in mathematics who has earned 84 or above consistently in Algebra I Honors or Modern Algebra I. The topics included in this course are: geometry as a mathematical system being an integration of plane and solid concepts, the interrelationship between geometry and algebra, the construction of proofs regarding the properties of the geometric figures, the practical uses of the properties of the geometric figures, right triangle trigonometry and elementary analytic geometry.

**GEOMETRY****(322) 1 credit****Grades 10 through 12**

Geometry is offered to students in their sophomore year, but it may be taken by a junior or senior student. To be eligible to study Geometry, a student should have successfully completed an Algebra I course. This course will provide an understanding of the basic concepts of Geometry, while reinforcing algebraic and arithmetic skills and developing the students' ability to think in a logical and deductive manner. The structure of Geometry is presented in a manner meaningful to the student. The ability to visualize and prove fundamental relationships is important, and emphasis is placed on the characteristics of figures in a plane and in space; the relationships between these figures and their parts; and the descriptions of these figures from an algebraic viewpoint.

**INTRODUCTORY ANALYSIS HONORS****(330) 1 credit****Grades 11 and 12**

Introductory Analysis Honors is offered to students upon completion of Algebra II Honors or Modern Algebra II who have the recommendation of the algebra teacher. Each student is required to use a graphing calculator. The calculator will be used in class, for homework and on assessments. The curriculum consists of a graphical, numerical, and analytical study of functions: polynomial, rational, radical, exponential, logarithmic and trigonometric. Open sentences associated with these functions are solved. Students solve problems from science, navigation and economics. During the year, students increase their knowledge of their calculators' capabilities and limitations. Introductory Analysis Honors is preparation for college-level calculus.

**INTRODUCTORY ANALYSIS****(331) 1 credit****Grades 11 and 12**

This course is offered to any student who has successfully completed Algebra II and who has been recommended by his or her Algebra II teacher. Students who need pre-calculus should take this course. Students will spend approximately one semester of the year concentrating on a rather extensive study of trigonometry, and the remainder of the year studying the concepts of pre-calculus. Using a graphic calculator, the trigonometry part of the course begins with the study of trigonometric and circular functions of angles and arc lengths. Geometric concepts are reviewed throughout the course. Right and oblique triangles are studied rigorously. Applications of trigonometry in real-world situations are stressed throughout the course. Part II of the course deals with key pre-calculus topics. Topics that will be emphasized are vectors, sequences, series, limits, convergence, divergence, proof by math induction, complex numbers expressed in rectangular, polar, and exponential form, DeMoivre's Theorem, polar coordinates, and the normal form for the equations of straight line. A final examination will be given at the end of the year. Adhering to "The National Council of Teachers of Mathematics (NCTM) Statement on Calculators in the Mathematics Classroom," daily instruction and assessment of students in this course will take place using a graphing calculator. (Presently, TI-83, TI-83 Plus, **TI-84 and TI-84 Plus** calculators are being used extensively and students should purchase such a calculator.)

**INTRODUCTORY CALCULUS****(340) 1 credit****Grade 12**

Introductory Calculus may be taken in the senior year at the same time as Introductory Analysis by students who have an aptitude for mathematics. The student who takes this course will study the rudiments of differential and integral calculus using analytical, numerical, verbal and graphical techniques. This course should permit a student to take a rigorous course in college calculus. Graphing calculators (TI-83 Plus or TI-84) will be used throughout the course, and students should purchase such a calculator.

**CALCULUS ADVANCED PLACEMENT AB****(341) 1 credit****Grade 12**

Calculus Advanced Placement AB is offered to students upon completion of Introductory Analysis or Introductory Analysis Honors who have the recommendation of the Analysis teacher. Each student is required to purchase and use a graphing calculator (TI-83 Plus or TI-84) The calculator will be used daily in class, for homework and on nearly all assessments. The curriculum consists of analytical, graphical, verbal and numerical study of functions and properties of their graphs, limits and continuity, the derivative and applications, and integrals and applications. Students solve problems from science, economics and psychology. Students will be prepared to take the AP Calculus (AB Level) examination in May.

**CALCULUS ADVANCED PLACEMENT BC****(342) 1 credit****Grade 12**

Calculus Advanced Placement BC is offered to students upon highly successful completion of Honors Introductory Analysis who have the recommendation of the Analysis teacher. Each student is required to purchase and use a graphing calculator (TI-83 Plus or TI-84) The calculator will be used daily in class, for homework and on nearly all assessments. This is a fast-paced, intensive course of Calculus equivalent to college level Calculus I and II courses. The topic outline for Calculus BC includes all of the Calculus AB topics. Additional topics include: Derivatives of parametric, polar and vector functions; Application of the integral using parametrics; Additional antidifferentiation rules including integration by parts, substitution, partial fractions and improper integrals; Polynomial approximations and series; and Series of constants, geometric, harmonic, converging and diverging series.

**COMPUTER SCIENCE I****(350) 1 credit****Grades 10 through 12**

Computer Science I is a course recommended for students in grades 10 through 12. To be eligible to study Computer Science I, a student must have successfully completed an Algebra I course. The Computer Science I course is designed to assist students in learning to program computers using an event-driven program called Visual Basic. The student will learn to design a graphical user interface that holds the standard Window elements such as command buttons, check boxes, option boxes, picture boxes and other controls. Visual Basic is an excellent, beginning course in computer science teaching students to understand elementary programming concepts. The course incorporates the basic concepts of programming, problem solving, programming logic, as well as design techniques of an event-driven language. The course is presented in a sequence that allows the programmer to learn how to deal with a visual interface while acquiring important programming skills, such as creating projects with decisions, loops, arrays, graphics and other data management techniques.

**COMPUTER SCIENCE II ADVANCED PLACEMENT****(351) 1 credit****Grades 11 and 12**

AP Computer Science II is a course recommended for students in 11<sup>th</sup> and 12<sup>th</sup> grade who have previously taken Computer Science I or a student who has a strong math background and receives pre-approval of the instructor. The student learns to program using the object-oriented programming language of Java. The course will cover the topics outlined in the AP Computer Science Course description and the Java subset. At the start of the course, the student will learn the basic breakdown of the computer system and the basis of program development. Once the programming assignment is given, the student will analyze, design and implement using various tasks to reach a solution. In the computer lab, the student will learn to use primitive data types and objects in various applications. Conditionals, repetition and iterators will be employed in various programming assignments, as well as the use of classes and methods. Arrays for searching, sorting and processing data will be experimented with in some real life applications. The ArrayList class and generics will also be introduced. The idea of reusability will be demonstrated during the study of inheritance. Students will learn to save programming steps by incorporating recursion. Other linear and non-linear data structures will be explored. The students will analyze various case studies throughout the year and will spend time working through the AP GridWorld Case Study. The student will be given the opportunity to take the AP Computer Science A exam for college credit or receive dual enrollment credit.





*Music*

The image features a central graphic design within a white rectangular frame. The word "Music" is written in a black, cursive script font with a subtle drop shadow. The text is overlaid on a composition of geometric shapes: a blue rectangle is positioned behind the "M"; an orange rectangle is behind the "u"; a yellow rectangle is behind the "s"; and a large grey rectangle is behind the "i" and "c". A thin black vertical line runs through the center of the composition, and a thin black horizontal line runs through the middle of the word "Music".

# **MUSIC**

## **AHHS Music Department *Mission Statement***

The purpose of the music program at AHHS is to support the Abington Heights District Mission Statement and Belief System by providing a creative outlet for students to become inquisitive, independent, literate, culturally aware, lifelong learners who are able to think critically and creatively. The music department will also provide a challenging comprehensive program, in a safe and nurturing environment, empowering students to achieve their full potential. In order to achieve our mission the Abington Heights Music Department strives to attain the highest level of excellence in teaching and performance. Performing in a musical ensemble has the ability to transform lives: the lives of those who listen to music as well as those who participate in its performance. Striving for excellence, then, inspires everything we do.

### **Objectives of the AHHS Music Department**

1. To inspire students in the enjoyment and enthusiasm of music and performing
2. To set obtainable goals and accomplish these goals
3. To perform at the highest level possible at all times and obtain the absolute best out of each individual
4. To project a positive image for the school and the music department
5. To support and represent the community and district of Abington Heights through PMEA, MENC, ACDA and musical performances as requested
6. Advocate for quality music education
7. Recognize music education as a life time activity
8. Foster an appreciation of music

### **MARCHING BAND/CONCERT BAND**

**Grades 9 through 12**

**(715) 1 credit**

**Fee - \$25 Instrument Usage fee for rented instruments per semester**

Band classes are scheduled during the school day throughout the school year and are open to all students who show sufficient proficiency on a band instrument. The first 10 weeks of school are spent preparing for marching band performances and the other 30 weeks are spent preparing for concert band performances. To prepare for the fall season, a Band Camp is held at the High School one week prior to the commencement of the school year. Once school begins, the Marching Band and Concert Band rehearse before school (7:15 a.m.) as necessary. Augmented by the majorettes, color guard and honor guard, the Marching Band performs at all school football games and at parades and various community events throughout the school year. All members of the Marching Band and Marching Units are eligible for the spring Marching Band Tour. Students with disabilities or personal conflicts that would prohibit them from participating in marching band have the option of being exempt from the marching band activities. After obtaining approval from the band director for the exemption, these students complete an extra project during the first quarter assigned by the director. This project fulfills the marching band requirements of the class. After the fall season, the band performs as a Concert Band at various evening concerts, assemblies, and school and community functions.

### **ORCHESTRA**

**Grades 9 through 12**

**(721) 1 credit**

**Fee - \$25 Instrument Usage fee for rented instruments per semester**

The high school orchestra is scheduled during the school day and is open to all students in grades 9-12 who show sufficient proficiency on an orchestra instrument. To prepare for a fall and spring concert the full Symphony Orchestra also rehearses before and after school as necessary. The Symphony Orchestra consists of the entire string orchestra as well as woodwinds, brass and percussion instruments. The orchestra performs throughout the school year at various concerts and assemblies. Students receive one credit for this course. Each student renting a school-owned instrument will be required to pay an instrumental usage fee twice a year.

## **ORCHESTRA HONORS**

**Grades 9 – through 12**

**(731) 1 credit**

**Fee - \$25 Instrument Usage fee for rented instruments per semester**

Orchestra Honors is by audition only and is scheduled during the school day and after school on Friday afternoons 3:30 – 4:30 PM as necessary. Students who are unable to attend the after school rehearsals will be required to complete additional assignments. A limited number of students are eligible for this course based on instrumentation and student performance levels. Students will be required to perform sight-reading, be able to play several major scales 2 to 3 octaves, and will be expected to perform a portion of a sonata of the Director's choice for the audition. Auditions will be recorded and will be held in May of each school year. A final grade in this ensemble will include another portion of a sonata, sight-reading and major scales. Ninth grade students will be able to audition upon recommendation of the Middle School orchestra teacher in May of their eighth grade year. Additional assignments beyond the regular high school orchestra will be required. Students in Orchestra Honors will be required to audition for District Orchestra (auditions are typically held on second to last Sunday in November). Students who are unable to attend these auditions are required to complete additional assignments. A higher level of difficulty than the typical class music, the literature performed in this ensemble is meant to provide students with a taste of professionally performed material. This ensemble will perform at various school and community functions.

## **CONCERT CHOIR**

**Grades 9 through 12**

**(730) 1 credit**

The Concert Choir is scheduled during the school day and is open to all students in grades 9-12. The Concert Choir performs a fall program, a holiday program, a midwinter program, a spring program, and performs for various community functions. There also are extra rehearsals (3 - 4 for each concert) scheduled before and/or after the school day which are a requirement of the course. Students receive one credit for this course.

## **MUSIC THEORY**

**Grades 11 and 12**

**(723) 1 credit**

Music Theory is an elective for eleventh and twelfth grade students. This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. This course is designed to meet the needs of those students intending to pursue music in college with either a major or minor.

Music Theory is designed for students who need it for career study as well as those who desire it for enrichment. Which the main emphasis is placed on music of the Common Practice Period (1600 – 1750), music of other stylistic periods is also studied.

It is recommended that students have prior training in music either through lessons (voice or instrumental) or participation in an ensemble.

## **MUSIC THEORY ADVANCED PLACEMENT**

**Grades 11 and 12**

**(720) 1 credit**

Music Theory AP is an elective for eleventh and twelfth grade students. This challenging course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP Music Theory Exam when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

Music Theory AP is an intense study of music theory designed for students who need it for career study as well as those who desire it for enrichment. While the main emphasis is placed on music of the Common Practice Period (1600 – 1750), music of other stylistic periods is also studied.

It is strongly recommended that students have prior training in music either through lessons (voice or instrumental), participation in an ensemble, or an introductory rudiments/theory course.

The Music Department offers several extra musical activities. They receive no academic credit, but are an important part of the high school program. Involvement is by interest and teacher selection. These activities include:

**JAZZ ROCK ENSEMBLE:** This is an extracurricular activity of the Concert Band course. Invitation to participate with the Jazz Rock Ensemble is based on student interest and audition in the Concert Band. This ensemble, which rehearses before school, offers the student the opportunity to perform jazz literature. The ensemble performs at various concerts and assemblies throughout the year.

**MIXED ENSEMBLE:** This is an extracurricular activity of the Concert Choir. Membership is by audition. This group rehearses before and/or after school. The Mixed Ensemble performs extensively at various school and community functions each year. This ensemble is offered at the discretion of the director.

**CHAMBER ENSEMBLE:** This is an extracurricular activity of the orchestra. Membership is by audition. This group rehearses after school on Friday afternoons (3:30 – 4:30 pm) as necessary. A higher level of difficulty than the typical curriculum, the literature performed in this ensemble is meant to provide students with a taste of intermediate level material.

**SYMPHONY ORCHESTRA:** This is an extra musical activity for band and orchestra students that expands the orchestra activity to include symphony orchestra literature. A limited number of band students are invited to perform with the orchestra based on student interest, instrumentation and an audition. Orchestra rehearsals parallel Concert Band rehearsals and band students are excused from band rehearsal when full Symphony Orchestra meets. To prepare for a fall and spring concert the full Symphony Orchestra also rehearses before school (7:00 AM) as necessary.

**MUSICAL PRODUCTIONS:** A musical production is presented every two years. This is an extracurricular activity, and all students are encouraged to participate. Auditions will be held for all actors, singers, dancers and pit orchestra members prior to the production.

**MEN'S ENSEMBLE:** This is an extracurricular activity of the Concert Choir. Membership is by audition. This group rehearses before and/or after school. The focus of the Men's Ensemble is to provide an opportunity for the men of the Concert Choir to further develop their skills as choral singers and to explore the wealth of Men's Chorus repertoire by performing in an advanced ensemble. This ensemble is offered at the discretion of the director.

**WOMEN'S ENSEMBLE:** This is an extracurricular activity of the Concert Choir. Membership is by audition. This group rehearses before and/or after school. The focus of the Women's Ensemble is to provide an opportunity for the women of the Concert Choir to further develop their skills as choral singers and to explore the wealth of Women's Chorus repertoire by performing in an advanced ensemble. This ensemble is offered at the discretion of the director.





*Science*

The image features a central graphic design within a black rectangular border. The design consists of a grid of colored rectangles. A vertical line is positioned to the right of the center, and a horizontal line is positioned below the center. The word "Science" is written in a black, cursive, italicized font with a white drop shadow, centered horizontally and partially overlapping the horizontal line. The background is composed of several colored rectangles: a blue rectangle in the upper-left quadrant, an orange rectangle in the upper-right quadrant, a yellow rectangle in the lower-left quadrant, and a large grey rectangle in the lower-right quadrant. The word "Science" is positioned such that its letters overlap the blue, orange, and yellow rectangles, and its baseline is aligned with the horizontal line.

## **SCIENCE**

The secondary science curriculum in the Abington Heights School District is designed to provide a sound foundation of scientific fundamentals upon which the student will be able to build future experiences. The science curriculum consists of a wide variety of course offerings to enable each student to develop critical and analytical thinking skills. Students are exposed, in all levels of instruction, to problem solving techniques which follow proper scientific procedures. When dissections are a part of the course, students will be given the option of selecting the department designed Alternative to Dissection.

Each year, teachers recommend to the Science Department Head and Guidance Counselor the next science course(s) their students should pursue. These recommendations are based upon their present and past level of achievement in science and mathematics as well as information shared on future plans in life. It is important that the recommendations of the present science teacher be strongly considered when making level and course enrollment selections. The present science teacher knows the student's scientific aptitude and what is expected of the student in the course and level for which the student is recommended. Also, it is important that attention be given to the recommended prerequisites for each course so that the student will have been exposed to the basic fundamentals needed for the course for which he/she may be recommended in the future.

Achievement in all science courses is assessed through teacher-devised examinations (tests and quizzes) administered at appropriate intervals throughout each grading period, laboratory evaluations, and class projects. Departmental mid-terms and final examinations are administered in each course. Homework assignments, special reports, projects, and in-class work are also considered in determining grades for each marking period.

The Science Department encourages students to select a comprehensive science program which permits them to obtain a broad background in scientific knowledge and process. It is recommended that students plan carefully when selecting courses so that they can obtain maximum benefit from the program. This is best accomplished by selecting courses from the four disciplines: Earth and Space Science, Biology, Chemistry, and Physics. There are many electives from which to choose; please read the course descriptions very carefully and be sure to look at any prerequisites for courses you may want to select.

Students who enroll in laboratory science courses (Biology H, Biology AP, Chemistry H, Chemistry AP, Physics L2, Physics H, Physics AP and Environmental Science AP) will be scheduled for a lab 2 out of the 6 day cycle. (Typically scheduled in conjunction with a study hall or lunch.) If lunch is missed due to a lab, students may either bring a bag lunch or use the provided lunch pass, which will allow them to bring lunch from the cafeteria to the classroom on that day, thus allowing the students to eat during their laboratory period.

### **AP**

AP stands for Advanced Placement. These courses are designed to mirror what is often offered in a traditional first year college course in the discipline. Currently, the Science Department offers Advanced Placement courses in Biology, Chemistry, Physics, and Environmental Science. At the end of the year, students who have completed the AP course will be expected to take the Advanced Placement examination offered by ETS which will be offered at Abington Heights. A score of three (3) or higher often results in advanced standing at many colleges and universities. Since all colleges and universities are different, it is important that you check with your guidance counselor regarding the AP policies of the schools in which you are interested. These courses are rigorous and students who choose to take them will be expected to perform to the level of the course.

### **HONORS**

Honors level courses are offered in the science program during each of the student's four years of study in the science curriculum. Students who have exhibited superior performance in science and mathematics, and are planning to pursue a scientifically oriented career, are encouraged to select Honors level courses. Students enrolled in Honors level courses will be strongly encouraged to complete research projects and to apply for the various Pennsylvania Governor's Schools. Research projects are required in some Honors level courses.

### **LEVEL TWO**

Level 2 courses are offered to those students who intend to further their education beyond the secondary level, but are not necessarily planning to pursue a career demanding an extensive and rigorous scientific background. Level 2 courses also are very appropriate for students who are also planning to enter the highly technologically oriented work force/military after graduation.

### **LEVEL THREE**

Students are considered for enrollment in Level 3 courses only if it has been determined that they could not benefit from a Level 2 course. Students are enrolled in Level 3 courses by recommendation of their regular education teacher, special education teacher and guidance counselor only.

Students and parents are encouraged to carefully read the course descriptions and study the recommended prerequisites for each course. Attention should be given to recommended minimum grade averages in a prior course when selecting courses and course levels. Also, students who are not enrolled in an Honors Level course one year may be recommended for Honors Level courses the following year. It is strongly recommended that students do not take any AP course offered by the science department without having first completed the suggested prerequisite(s). If any questions arise in the course/level selections, it is recommended that you consult with your child's current science teacher, guidance counselor, and the Science Department Head to clarify the issues pertaining to the course/level selection process and the particular restrictions.

## **EARTH AND SPACE SCIENCE HONORS**

**(400) 1 credit**

### **Grade 9**

The Earth and Space Honors Science program is designed to offer the student an in-depth approach to the various fields of science. The major areas of study shall include Earth Science, Environmental Science, and Astronomy. Research in each of the major areas of emphasis is mandatory. This program will provide the student with a solid foundation upon which more advanced concepts may be developed. Material will be presented through the use of various techniques (i.e., lecture/discussion, critical thinking, writing experiences, student-oriented laboratory exercises, audio/visual aids, etc.).

## **EARTH AND SPACE SCIENCE LEVEL 2**

**(401) 1 credit**

### **Grade 9**

The Earth and Space Level 2 Science course is designed to offer the student a varied scientific background involving Geology, Meteorology, Environmental Science, and Astronomy. The student will develop an understanding of the scientific method, Earth's features and processes, astronomical relationships of the solar system, energy related concepts and weather systems. This program will provide the student with a solid foundation upon which more advanced concepts may be developed. Materials will be presented through the use of various techniques (i.e., lecture/discussion, critical thinking, writing experiences, student oriented laboratory exercises, audio/visual aids, etc.).

## **EARTH AND SPACE SCIENCE LEVEL 3**

**(402) 1 credit**

### **Grade 9**

The Earth and Space Level 3 Science course is designed to offer basic science instruction to those students who have experienced difficulty with science. This course will place emphasis on the basic fundamental concepts involving Geology, Meteorology, Environmental Science, and Astronomy. Students are scheduled for this course only according to student needs and by teacher recommendation. **Admission to this class is only by teacher recommendation, Guidance approval and, if applicable, Learning Support approval.**

## **BIOLOGY I HONORS**

**(410) 1 credit**

### **Grade 10**

The Biology I Honors course provides enriched content designed for the above-average, scientifically oriented student who plans to pursue a science-related career. The course content is built around the following themes of biological science: Cellular Biochemistry, Zoology, Botany, Microbiology, Genetics, History of Biological Concepts, and Science and Society. The laboratory component of the course provides opportunities to collect and analyze data, formulate hypotheses, and sharpen inquiry skills. The emphasis in Biology I Honors is on the understanding and application of biological concepts rather than the memorization of facts. Consequently, tests and other assessment tools will require the student to utilize higher-level thinking skills. Projects of both a written and non-written nature will also be required. The Biology I Honors curriculum reflects the first half of the Advanced Placement (AP) sequence and is thus a prerequisite (with a minimum 85% average) for Biology AP.

**BIOLOGY I LEVEL 2****(411) 1 credit****Grade 10**

The Biology I Level 2 course will consist of ecological, physiological and anatomical approaches to the study of Zoology, Botany, Microbiology and Genetics. This course is intended, along with Earth and Space Science, to provide the necessary background needed for students to select further science programs of study in the eleventh and twelfth grades.

**BIOLOGY I LEVEL 3****(412) 1 credit****Grade 10**

The Biology I Level 3 course will place emphasis on the development of basic skills and the achievement of biological fundamentals. Students will be provided with a broad background of the six Kingdoms, as well as a foundation of the principles of heredity and ecology. Students will be scheduled for this course only according to student needs and by teacher recommendation. **Admission to this class is only by teacher recommendation, Guidance approval and, if applicable, Learning Support approval.**

**BIOLOGY ADVANCED PLACEMENT****(415) 1 credit****Grades 11 and 12**

Biology AP is designed with the advanced science student in mind. Biology AP is a rigorous second year biology course that will prepare the student for the AP exam by studying the following topics: Biochemistry, The Cell, Heredity and Evolution, and Organisms and Populations. An intense schedule of lecture and laboratory will be combined to provide students with a solid background designed to mirror what is traditionally covered in the first year of college or university biology. Students who enroll in Biology AP must have successfully completed Biology I Honors with a minimum average of 85%. Also, students who enroll in Biology AP are expected to take the AP exam. There is a summer reading assignment for this course.

**FORENSIC SCIENCE LEVEL2****(416) .5 credit****Grades 11 and 12****Not to be taken in lieu of Chemistry or General Practical Science**

This one semester course is an introduction to forensic science with a heavy emphasis on laboratory work. Students will explore physical science, life science, earth science, archaeology, anthropology and use their critical thinking skills through labs to establish relationships between evidence and crimes.

**MICROBIOLOGY LEVEL 2****(417) .5 credit****Grades 11 and 12**

This one semester course is designed to give students an introduction to the world of microbiology. This course is highly recommended as an elective for students considering a career in science. It will cover the Kingdoms Monera, Protista and Fungi as well as viruses. It will primarily be a laboratory-based course in which students will perform inquiry based lab exercises with modest amounts of lecture. The labs may include, but are not limited to, performing tests to identify bacteria based on their unique metabolic abilities, identifying antibiotic resistant bacteria and understanding the mechanism by which this happens, and use of bacteria in environmental bioremediation. Using these skills, students will be required to identify unknown specimens. This course will require students to utilize higher order critical thinking skills and will help enhance analytical thinking skills as well. Students will be required to complete a research project about a topic related to microbes and how they are affecting society.

Topics will include:

1. Classification of microbes –including the Kingdoms Monera, Protista and Fungi
2. Viruses
3. Sterile technique
4. Microbial growth and metabolism
5. The use of antibiotics and the emergence of antibiotic resistance
6. Microbiology and agriculture
7. Biotechnology and Recombinant DNA
8. Microbial diseases of the human body
9. Environmental bioremediation

**HUMAN ANATOMY AND PHYSIOLOGY LEVEL 2**  
**Grades 11 and 12**

**(419) .5 credit**

This one semester course is designed to give students a better understanding of how structure fits function in the human body. It will primarily be a laboratory based course with modest amounts of lecture to support the laboratory work. Labs may include, but are not limited to, dissection of the cat, physiology of the sense systems, understanding muscle physiology, anatomy and physiology of the organ systems, bones and nervous system. This is highly recommended as an elective for students considering a career in science or a health related career.

**CHEMISTRY I HONORS**  
**Grade 11**

**(420) 1 credit**

The Chemistry I Honors course is designed to give the student an excellent background for college chemistry. This program of study will include a study of the following suggested topics:

1. Foundations of Chemistry
2. Chemical Formulas and Composition Stoichiometry
3. Chemical Equations and Reaction Stoichiometry
4. Types of Chemical Reactions
5. Atomic Structure
6. Chemical Periodicity
7. Chemical Bonding
8. Molecular Structure and Covalent Bonding Theories
9. Molecular Orbitals in Chemical Bonding
10. Acids and Bases
11. Calculations with Acids and Bases
12. Gases and Kinetic Molecular Theory
13. Liquids and Solids
14. Solutions

Emphasis will be given to safety procedures in the science laboratory in all concepts studied. Instructional strategies utilized will include: lecture/discussion, laboratory procedures and experiment, problem solving techniques, and journal responses. Because this course places extra emphasis on rigorous applications (mathematical and chemical) of critical and analytical thinking skills, it is suggested that as a prerequisite, the student has maintained a minimum 90% average in the Algebra II Honors or Modern Algebra II mathematics courses. It is strongly recommended that the student be enrolled in Analysis concurrently with this course. It is also recommended that the student has and is able to operate a good scientific calculator for use in all areas of this course. Finally, students are required to complete laboratory experiments and writing assignments that apply the concepts studied in class. This course represents the first half of the AP Chemistry sequence and is a prerequisite for Chemistry AP.

**CHEMISTRY I LEVEL 2**  
**Grades 11 and 12**

**(421) 1 credit**

Chemistry I Level 2 is designed to give the student a general background in chemical theory and laboratory experimentation. The major areas of study will include atomic structure, the mole, bonding, behavior of gases, reactions, periodic table, liquids, solids, nomenclature, solutions, and thermodynamics, if time permits. Emphasis in this course will include safety procedures in all areas of study in the science laboratory, problem solving, and laboratory techniques to assist the student in developing analytical and critical thinking skills. This course is math-based, and expects the student to demonstrate the ability to handle mathematical concepts presented. Most chapters require the skillful manipulation of numeric values in order to predict an outcome. It is recommended as a prerequisite that the student enrolled in this course be also concurrently enrolled in Algebra II or Introductory Analysis or have already taken these courses. It is recommended that the student has and is able to operate a scientific calculator for use in all areas of this course.

**APPLIED CHEMISTRY****(422) 1 credit****Grades 11 and 12**

This program will enable the student to understand and appreciate the role of science in the development of our everyday civilization. Applied Chemistry is for those students who intend to improve learning skills in organization and analytical thinking which are prerequisite for higher-level sciences. Students learn to apply basic scientific reasoning to decisions that must be made utilizing the best information available in everyday living experiences. Sufficient fundamental theory and interest-arousing descriptive material is provided to make this course a complete and thorough program. Instructional strategies to be utilized place the emphasis on the laboratory approach which provides an increased understanding of the work of a chemist and other scientists. It is recommended that the student has and knows how to operate a calculator for use in various areas of this course.

**CHEMISTRY ADVANCED PLACEMENT****(425) 1 credit****Grade 12**

Chemistry AP is an advanced science course designed for the student planning to enter one of the sciences as a career. The major areas of study will include, but not be limited to, the following:

1. Chemical Thermodynamics
2. Chemical Kinetics
3. Photometry and Chemical Equilibrium
4. Electrochemistry
5. Coordination Chemistry
6. Nuclear Chemistry
7. Selected Topics in Organic Chemistry

Chemistry AP is valuable to the student who will enter science or engineering programs in college. Suggested pre-requisites are completion of Honors Chemistry with a minimum average of 90% and completion of Honors Analysis with a minimum average of 90% or Analysis with a minimum average of 93%. It is recommended that this course be taken concurrently with, and not in lieu of, Physics. It is also strongly recommended that the student be enrolled in Calculus concurrently with this course.

The student must possess and be able to operate a good scientific calculator for use in all areas of this course. Students will perform college level laboratory experiments and record and analyze data in a lab notebook. An intense schedule of lecture and laboratory will combine to provide students with a solid background designed to mirror what is traditionally covered in the first year of a college chemistry course. Students who enroll in Chemistry AP are expected to take the AP exam. There is a summer reading assignment for this course.

**PHYSICS ADVANCED PLACEMENT****(435) 1 credit****Grade 12**

Physics AP is an advanced science course designed for the student planning to enter one of the science or engineering programs in college. This course has the same overall expectations as those written for Honors Physics, but will cover additional chapters of material. Physics AP is written to provide students with exposure to concepts traditionally covered in the first two semesters of university physics. Understanding of basic physical principles and the ability to apply these principles in the solution of problems are the major goals of the course. Students who enroll in Physics AP are expected to take the AP exam. Suggested pre-requisites are completion of Honors Chemistry with a minimum average of 93% and completion of Honors Analysis with a minimum average of 93%. A suggested co-requisite is AP Calculus.

At the instructor's discretion, each student may be required to complete one major project from among the following:

- (1) Participate in a competition-style project (e.g., the Kane Competition as sponsored annually by the University of Scranton).
- (2) Construct a basswood bridge following specifications provided each year by the Illinois Institute of Technology's International Bridge Building Committee.
- (3) Construct a mouse trap-powered vehicle (i.e., Widener University, Department of Engineering) which must negotiate an obstacle course designed by the teacher.

The major areas of study may include, but are not limited to the following selection of topics:

1. Newtonian Mechanics
2. Fluid Mechanics and Thermal Physics
3. Electricity and Magnetism
4. Waves and Optics
5. Atomic and Nuclear Physics

There is a summer reading assignment for this course.

**PHYSICS HONORS****(430) 1 credit****Grade 12**

The Honors Physics student will learn how to apply the concepts of various physical phenomena and demonstrate an understanding of the derivation of the equations involved. The student will investigate the physical world, its forces, motion, interaction of bodies and energy, and their effect on our environment. Students will also be directed through open-ended laboratory investigations where they will apply scientific reasoning, reconstruct qualitative and quantitative physical laws and theories discussed in class. Students are required to develop proper critical and analytical thinking skills. Concepts are learned through the process of application, not rote memorization. All students will be required to utilize the computer (home computer or classroom computer) to collect and process data associated with assigned problems and laboratory experiments. Students are required to compile their data into a detailed laboratory report that explains their understanding of the concepts applied during the laboratory experimentation. Suggested prerequisites for this course include successful completion of Algebra I, Algebra II, and Geometry with an 85% average. It is also suggested that the student enroll in Analysis and Calculus concurrently with Physics Honors. At the instructor's discretion, each student may be required to complete one major project from among the following: (1) build a basswood bridge using specifications provided each year by the Illinois Institute of Technology's International Bridge Building Committee; (2) Participate in a competition-style project (e.g., the Kane Competition as sponsored annually by the University of Scranton). It is recommended that the student is able to operate a good scientific calculator for use in all areas of this course.

**PHYSICS LEVEL 2****(431) 1 credit****Grade 12**

The Physics Level 2 course is designed for the student interested in making a contribution to our technology-oriented society, as well as those interested in a scientifically oriented career. The student will learn to analyze and describe the action and interrelationship between the various phenomena that affect daily life. This will be accomplished through the study of the physical world, its forces, motion, action and interaction of bodies and their energies. Students will be directed through open-ended laboratory experiments where they will apply scientific reasoning requiring that they develop proper critical and analytical thinking techniques. Concepts are learned through the application process, not rote memorization. Students will be required to utilize the computer as a data analysis tool to complete their laboratory experiments. Students will then be required to compile these data into a detailed laboratory report that explains their understanding of the concepts applied. A suggested prerequisite is that the student enrolled in this course has maintained at least an 80% average in mathematics courses and be able to demonstrate basic mathematical operations as learned in Algebra II/Trigonometry or Analysis. It is also recommended that the student has and is able to operate a good scientific calculator for use in all areas of this course.

**ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT****(445) 1 credit****Grades 11 and 12**

Environmental Science AP is designed to enhance the student's interest and understanding of the interdependence between man and his environment. Its main purposes are to: (1) develop an understanding of the chemistry of natural cycles in our environment; (2) examine ways in which man has exploited and disrupted the environment and to examine ways to prevent future degradation of our biosphere; (3) examine all forms of energy by evaluating fossil fuel supplies; (4) generate interest in possibly pursuing a career in an energy or ecology field. The major areas of study will include, but not be limited to, the following:

- I. Earth Systems
- II. The Living World
- III. Population
- IV. Land and Water Use
- V. Energy Resources and Consumption
- VI. Pollution
- VII. Global Change

Environmental Science AP will include a strong laboratory and field component which will compliment the classroom portion of the course.

## ENVIRONMENTAL SCIENCE LEVEL 2

(441) 1 credit

Grades 11 and 12

**Not to be taken in lieu of Chemistry L2, Applied Chemistry or General Practical Science**

This course is designed to enhance the student's interest and understanding of the interdependence between man and his environment. Its main purposes are to help students understand their environment, natural resources and the human impact on them. Topics such as watershed and wetlands, resources (i.e., minerals, energy, etc.), agriculture, pest management, environmental laws, as well as others will be presented. This course may be taken in conjunction with Chemistry or Physics and it is highly recommended for students planning to major in science in college.

## GENERAL PRACTICAL SCIENCE LEVEL 3

(442) 1 credit

Grades 11 and 12

This course will place emphasis on the practical application of basic physical science concepts related to the disciplines of chemistry and physics. The concepts studied will include: measurement, scientific method, chemical reactions, thermodynamics, mass, acceleration, velocity, work, and simple machines. **Admission to this class is only by teacher recommendation, guidance approval and, if applicable, learning support approval.**



*Social*

*Studies*

## SOCIAL STUDIES

The objectives of the high school social studies program are: 1) to capitalize on those concepts and skills which have been introduced in previous social studies courses by expanding their application to new and/or more sophisticated areas of study; 2) to require exposure of all students to certain basic courses; 3) to allow students to select additional courses which will meet their interests, needs and/or vocational or college preparatory requirements; and 4) to make available accelerated courses for those who desire such offerings.

To graduate from Abington Heights High School, every student must earn three social studies credits. All students are encouraged to take additional credits.

The secondary social studies curriculum consists of a variety of courses and is designed to meet the needs and abilities of all students.

- A. LEVEL 3 COURSES** are offered in all required courses in the high school for selected students who need to improve their social studies skills. **Admission to this class is only by teacher recommendation, guidance approval and, if applicable, learning support approval.**
- B. LEVEL 2 COURSES** are offered in all secondary grades. These courses are designed for students who are above average, average, or slightly below average in ability.
- C. HONORS COURSES** are also available in all four years of high school. These courses are for students who have demonstrated superior ability and performance in social studies and have a keen interest in the social studies area. In most courses, college level textbooks are used and extensive research projects are required. Students wishing to take any honors course should confer with their current social studies teacher, parents and guidance counselor.
- D. ADVANCED PLACEMENT COURSES** are generally available to upper classmen only. These courses are designed to prepare students for Advanced Placement exams that may earn students college credit. Course work is rigorous and demanding, with a significant written component. As with all college level courses, students are expected to commit to extensive study time outside of class. English Honors is required as a prerequisite for AP courses due to the writing demands of the AP courses.

**The sequence of social studies courses (9 through 11) is as follows:**

### REQUIRED COURSES:

<b>GRADE 9</b>	THE AMERICAN PERSPECTIVE I - HONORS, LEVEL 2 or LEVEL 3
<b>GRADE 10</b>	COMPARATIVE WORLD STUDIES – HONORS, LEVEL 2 or LEVEL 3
<b>GRADE 11</b>	UNITED STATES HISTORY AND PENNSYLVANIA HISTORY AP THE AMERICAN PERSPECTIVE II HONORS THE AMERICAN PERSPECTIVE II LEVEL 2 or LEVEL 3

### ELECTIVE COURSES:

#### **SEMESTER ELECTIVES FOR GRADES 10 - 12**

CIVICS (Honors and Level 2)	PRACTICAL LAW, LEVEL 2
ECONOMICS (Honors and Level 2)	SOCIOLOGY, LEVEL 2
PSYCHOLOGY, LEVEL 2	

#### **FULL YEAR ELECTIVE FOR GRADES 10 - 12**

EUROPEAN HISTORY, LEVEL 2

#### **FULL YEAR ELECTIVES FOR GRADES 11 - 12**

AP EUROPEAN HISTORY	AP PSYCHOLOGY
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## **GRADE 9 THE AMERICAN PERSPECTIVE I - REQUIRED**

### **THE AMERICAN PERSPECTIVE I HONORS**

**(200) 1 credit**

The American Perspective I is designed to address major cultural issues that have a historical root, but which are likely to remain significant concerns for the foreseeable future. This course prepares the student to refine citizenship skills and think critically about issues as he/she confronts policy decisions made in America that have effected events around the world. Students will investigate contemporary issues in thematic units from an American point of view. The four major units of study are: Society and Culture, Immigration, Slavery and Civil Rights, and Domestic Politics. This course prepares students to study issues and events that have an influence on current and future trends by looking at the evolution of the topic through the major historical eras between 1865 and the present. Students who select this course will be required to write research paper(s) using MLA format, perform oral presentations, participate in debate and in-depth discussions, write position papers, read various novels, etc. Furthermore, the pace of this class is rapid and students are required to do a great deal of work on their own time.

### **THE AMERICAN PERSPECTIVE I LEVEL 2**

**(201) 1 credit**

The American Perspective I Level 2 is designed to address major cultural issues that have a historical root, but which are likely to remain significant concerns for the foreseeable future. Students will investigate contemporary issues in thematic units from an American point of view. The four major units of study are: Society and Culture, Immigration, Slavery and Civil Rights, and Domestic Politics. This course prepares students to study issues and events that have an influence on current and future trends by looking at the evolution of the topic through the major historical eras between 1865 and the present. A wide range of assessments including a research paper and projects will be used to provide each student with an opportunity to succeed.

### **THE AMERICAN PERSPECTIVE I LEVEL 3**

**(202) 1 credit**

This American Perspective Level 3 class is designed with a focus on student's social studies skills. The selection and use of materials and activities are flexible so as to accommodate the needs of the students. The four major units of study are: Culture and Immigration, Society and Religion, Slavery and Civil Rights, and Politics. Students will refine citizenship skills, develop decision-making skills, and participate as a speaker and listener. Reading materials will address issues relative to student interest and expansion. **Admission to this class is only by teacher recommendation, Guidance approval and, if applicable, Learning Support approval.**

## **GRADE 10 COMPARATIVE WORLD STUDIES - REQUIRED**

### **COMPARATIVE WORLD STUDIES HONORS**

**(205) 1 credit**

Comparative World Studies is designed to address major world issues that have an historical root, but which are likely to remain significant concerns for the foreseeable future. This course prepares the student to refine citizenship skills and think critically about issues as he/she confronts policy decisions made around the world. This course has been broken into four major areas of focus: Our Globalized World, The Middle East and Global Security, The Influence of China on the World, and The Challenges facing the Developing World. Students who select this course will be required to write research paper(s) using MLA format, perform oral presentations, participate in debate and in-depth discussions, write position papers, read various novels, etc. Furthermore, the pace of this class is rapid and students are required to do a great deal of work on their own time.

### **COMPARATIVE WORLD STUDIES LEVEL 2**

**(206) 1 credit**

Comparative World Studies Level 2 is designed to address major world issues that have an historical root, but which are likely to remain significant concerns for the foreseeable future. Students will investigate contemporary world issues in thematic units. The four major units of study are: Our Globalized World, The Middle East and Global Security, The Influence of China on the World, and The Challenges facing the Developing World. This course prepares students to study issues and events that have an influence on current and future trends. A wide range of assessments including a research paper will be used to provide each student with an opportunity to succeed.

### **COMPARATIVE WORLD STUDIES LEVEL**

**(207) 1 credit**

This Comparative World Studies Level 3 class is designed with a focus on student's social studies skills. The selection and use of materials and activities are flexible so as to accommodate the needs of the students. Major units of study include Globalization, the Middle East, China, Latin America and Africa. Contemporary issues and events will be the catalyst for this course. Students will refine citizenship skills, develop decision-making skills, and participate as a speaker and listener. Reading materials will address issues relative to student interest and expansion. **Admission to this class is only by teacher recommendation, Guidance approval and, if applicable, Learning Support approval.**

## **GRADE 11 – UNITED STATES HISTORY AND PENNSYLVANIA HISTORY – REQUIRED**

### **UNITED STATES HISTORY AND PENNSYLVANIA HISTORY AP**

**(220) 1 credit**

#### **Prerequisite: English Honors**

United States History and Pennsylvania History Advanced Placement is a full year survey course of United States and Pennsylvania History dating from the pre-Colonial period to the present. This course is the equivalent of a freshman college course which helps to prepare students for the AP American History Exam in May. It is a rigorous and demanding course requiring proficiency in reading, writing, and critical thinking skills. Students take the AP American History Exam and write an in-depth research paper in addition to weekly assignments. Also, students are required to complete readings and assignments during the summer prior to the start of the course.

### **THE AMERICAN PERSPECTIVE II HONORS**

**(221) 1 credit**

The American Perspective II is designed to address major cultural issues that have a historical root, but which are likely to remain significant concerns for the foreseeable future. This course prepares the student to refine citizenship skills and think critically about issues as he/she confronts policy decisions made in America that have impacted events around the world. Students will investigate contemporary issues in thematic units from an American point of view. The four major units of study are: Domestic Economics, American Foreign Policy, War and Conflict, and American in the 21<sup>st</sup> Century. This course prepares students to study issues and events that have an influence on current and future trends by looking at the evolution of the topic through the major historical eras between 1865 and the present. Students who select this course will be required to write research paper(s) using MLA format, perform oral presentations, participate in debate and in-depth discussions, write position papers, read various novels, etc. Furthermore, the pace of this class is rapid and students are required to do a great deal of work on their own time.

### **THE AMERICAN PERSPECTIVE II LEVEL 2**

**(222) 1 credit**

The American Perspective II Level 2 is designed to address major cultural issues that have a historical root, but which are likely to remain significant concerns for the foreseeable future. Students will investigate contemporary issues in thematic units from an American point of view. The four major units of study are: Domestic Economics, American Foreign Policy, War and Conflict, and American in the 21<sup>st</sup> Century. This course prepares students to study issues and events that have an influence on current and future trends by looking at the evolution of the topic through the major historical eras between 1865 and the present. A wide range of assessments including a research paper and projects will be used to provide each student with an opportunity to succeed.

### **THE AMERICAN PERSPECTIVE II LEVEL 3**

**(223) 1 credit**

This American Perspective II Level 3 class is designed with a focus on student's social studies skills. The selection and use of materials and activities are flexible so as to accommodate the needs of the students. The four major units of study are: Domestic Economics, American Foreign Policy, War and Conflict, and American in the 21<sup>st</sup> Century. Students will refine citizenship skills, develop decision-making skills, and participate as a speaker and listener. Reading materials will address issues relative to student interest and expansion. **Admission to this class is only by teacher recommendation, Guidance approval and, if applicable, Learning Support approval.**

## **FULL YEAR ELECTIVE FOR GRADES 10 – 12**

### **EUROPEAN HISTORY LEVEL 2**

**(231) 1 credit**

#### **Grades 10 through 12**

In European History Level 2, students will acquire knowledge of the general narrative of European History from the Greco-Roman times to the 21<sup>st</sup> Century. Emphasis will be placed upon such topics as the Italian Renaissance, the Reformation, the Age of Discovery, the French Revolution, and the 20<sup>th</sup> Century. A required map unit will be included in the first semester. A wide range of assessments will be used to provide each student an opportunity to succeed.

## FULL YEAR ELECTIVES FOR GRADES 11 – 12

### **EUROPEAN HISTORY ADVANCED PLACEMENT**

**(234) 1 credit**

**Grades 11 and 12**

**Prerequisite: English Honors**

**Prerequisite: Completion of an Honors or Advanced Placement history course with minimum average of 84%**

The study of European History Advanced Placement will provide the student with a comprehensive cultural, political, economic, and social understanding of how European events have shaped history and the world today. The course will include an in-depth analysis of the time period 1450 through present. Specific areas of focus include Renaissance, Reformation, The Age of Religious Wars, Absolutism, Russia and Peter the Great, Women in the Enlightenment, The French Revolution and Napoleonic Era, The Age of Metternich and The Industrial Revolution, Philosophic Ideas prior to the World Wars, World War I, World War II, The Cold War, and Europe Today. Additional time will be devoted to analyzing primary source documents, art, architecture, literature, and responding to document based questions and essays in preparation for the Advanced Placement Exam.

### **PSYCHOLOGY ADVANCED PLACEMENT**

**(274) 1 credit**

**Grades 11 and 12**

**Prerequisite: English Honors**

**Prerequisite: Completion of an Honors or Advanced Placement history course with minimum average of 84%**

The purpose of the Advanced Placement course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The course is rigorous and demanding, which prepares the students to take the AP Psychology exam. Students will be required to complete readings and assignments outside of class equivalent to a freshman college course, entailing proficiency in reading, writing, and critical thinking skills.

## SEMESTER ELECTIVE COURSES FOR GRADES 10 - 12

### **CIVICS AND GOVERNMENT HONORS**

**(280) .5 credit**

**Grades 10 through 12**

Civics and Government Honors is a course designed to address principles and documents of government, rights and responsibilities of citizenship, how government works and how international relationships function. Students will focus on a variety of government related issues at the national, state and local levels. Students must be able to draw upon factual knowledge in order to exercise analytical skills intelligently. Among the repertoire of assignments, students will be required to analyze primary source documents and write a research paper.

### **CIVICS AND GOVERNMENT L2**

**(281) .5 credit**

**Grades 10 through 12**

Civics and Government is a course designed to address the principles and documents of government, rights and responsibilities of citizenship, how government works and how international relationships function. Students will focus on a variety of government related issues at the national, state and local levels. This course grade will be based upon a variety of assessments.

### **ECONOMICS HONORS**

**(271) .5 credit**

**Grades 10 through 12**

Economics Honors is a course designed to analyze the behavior of individuals and institutions engaged in production, the exchange of goods and services, and the consumption of goods and services. This course moves at a brisk pace yet provides an in-depth study of the many topics associated with economics. This course requires that students employ analytical thinking skills. Students will investigate a variety of topics including the stock market, elasticity, market efficiency and government intervention, supply and demand curves, production and cost, etc. Students who select this course should be prepared to invest time writing papers, conducting investigations, and completing graphs.

**ECONOMICS L2****(272) .5 credit****Grades 10 through 12**

Economics is a course that focuses on the behavior of individuals and institutions engaged in production, exchange of goods and services, and the consumption of goods and services. The units of study will consist of: What is economics? Supply and Demand, Money and Business, and Government and the Economy. In addition, students will complete a high school financial planning program. This course grade will be based upon a variety of assessments.

**SOCIOLOGY L2****(276) .5 credit****Grades 10 through 12**

Sociology provides students with a new understanding of human behavior that will be useful in everyday life. This course illustrates real-life experiences such as dating, marriage, sex roles, and socialization through families, friends and school. Students complete a family tree/family history project which examines the role their family has played in developing their personal values and beliefs. Students will organize group presentations on an American cultural activity. Through these topics and more, students will learn the way humans act together in repeated and predictable ways and the social implications of this behavior. It is the study of behavior which occurs in these groups that is the focus of sociology.

**PRACTICAL LAW L2****(273) .5 credit****Grades 10 through 12**

Practical Law is a one semester social studies course that provides students the skills and knowledge to live in our litigious society. Students will be able to analyze, evaluate and resolve legal situations and disputes using the Bill of Rights contained within the United States Constitution. Student involvement is actualized through case studies, role-plays, discussion and debate, simulations and other activities. Students will become well versed with the complexities of balancing individual rights and responsibilities with societal rights and responsibilities.

**PSYCHOLOGY L2****(275) .5credit****Grades 10 through 12**

The purpose of Psychology is to provide an analysis of the prominent psychological schools, a study of the human brain, as well as studies of perception and learning. Infancy, early childhood, adolescence, adulthood and old age will be discussed during a developmental psychology unit. Abnormal psychology will include an examination of various psychological disorders. Teaching methods will include e lectures, readings, discussions, videos, etc. A wide range of assessments will be used to provide each student an opportunity to succeed.





*Technology*

*Education*

## TECHNOLOGY EDUCATION

Technology Education is part of the school's general education curriculum. It is an elective program that is exploratory in nature. Courses are designed to give the student a broad understanding of a specific industrial area. Through instruction and laboratory experiences a student can integrate, in a practical way, other learning to develop vocational skills and interests. Technology Education is concerned with problem-solving and practical experiences with tools, materials, processes and products of our technological society. Students interested in attending the Career Technology Center must contact their guidance counselor at the time of program planning sessions.

### **INTRODUCTION TO AUTOMOTIVE TECHNOLOGY (801) .5 credit**

**Grades 10 through 12 1 period per day**

This semester course will help students become knowledgeable in basic car care and in the field of auto repair. Students will learn what to look for when purchasing a car, identifying/making repairs, selecting insurance, etc. This half-year course will also include basic car care, maintenance, engine operation, electrical systems, and brake and power train systems.

### **AUTOMOTIVE TECHNOLOGY I (802) 1 credit**

**Grades 11 and 12 1 period per day**

**Prerequisite: Successful completion of Automotives/Teacher Recommendation**

Automotive Technology I is a thorough one-year program for students interested in entering the field of Automotive Repair. Students will progress from a basic understanding of the automobile engine and drive train through the use of sophisticated diagnostic equipment in trouble shooting and repair procedures.

### **AUTOMOTIVE TECHNOLOGY II (803) 2 credits**

**Grade 12 2 periods per day**

**Prerequisite: Successful completion of Automotive Technology I/Teacher Recommendation**

Automotive Technology II is a one-year program reinforcing and adding to engine and electrical system theory studied in Automotive Technology I. Internal engine construction, diagnosis and repair, and transmission diagnosis and adjustment will also be studied. Students will focus on the process of correct diagnosis and documentation of each repair. Live work will be performed to provide students with an authentic experience in Auto Repair.

### **COMPUTER-AIDED DRAFTING 1 (853) .5 credit**

**Grades 9 through 12**

This is an introductory course in CAD. It is recommended for students interested in engineering, architecture, interior design, landscaping, construction or other technical careers. Students solve problems using AutoCAD in sketching, basic drafting techniques, dimensioning, geometry, architectural drawing, multi-view drawing, 3-D drawing and plotting or printing drawings.

### **COMPUTER-AIDED DRAFTING II (854) .5 credit**

**Grades 9 through 12**

**Prerequisite: Successful completion of CAD I**

CAD II is a continuation of CAD I. Students will apply basic drafting principles learned in CAD I to additional drawings typical of industry's working drawings. Students solve more complex problems using AutoCAD in sketching, basic drafting techniques, dimensioning, geometry, architectural drawing, multi-view drawing, 3-D drawing and plotting or printing drawings.

**COMPUTER-AIDED DRAFTING III****(811) 1 credit****Grades 10 through 12****Prerequisite: Successful completion of CAD II**

CAD III is a second-year drafting course for those students who may be interested in a career in engineering, architecture, interior design, landscaping, construction or CAD. The purpose of this course is to further develop skills learned in CAD I and CAD II. Using information from previous technology courses, students will apply their skills to drawings of mechanical and architectural designs. Students solve problems in advanced drafting techniques, section drawings, fasteners and thread drawings, precision dimensioning, architectural detail drawings, intersection and development drawings, pictorial drawings and working drawings. Students will have the opportunity to compile their drawings and designs in a portfolio for college and/or future reference.

**COMPUTER-AIDED DRAFTING IV****(812) 1 credit****Grades 11 and 12****Prerequisite: Successful completion of CAD III**

CAD IV is an advanced third-year drafting course for those students who are interested in a career in engineering, architecture, interior design, landscaping, construction or CAD. Students may choose to study a specific area in the drafting field or a combination of several over the course of the year. The student and teacher will then choose appropriate research and projects to reach the student's goals. Areas of study will include project design, working drawings, prototype modeling and product construction. Students will have the opportunity to compile their drawings and designs in a portfolio for college and/or future reference.

**ARCHITECTURAL DRAWING****(810) 1 credit****Grades 10 through 12****Prerequisite: Successful completion of CAD I**

For students planning to own and/or remodel their own home someday, this course teaches the value of creative imagination, the importance of careful investigation before making a final decision, and the need for knowledge of construction materials and methods. To accomplish these goals, students will prepare a set of working drawings for a residence of their choice. This will be helpful to you as a citizen and especially as a future home owner. Students will have the opportunity to compile their drawings and designs in a portfolio for college and/or future reference.

**ELECTRONICS I****(821) 1 credit****Grades 9 through 12**

Electronics I is offered as a full year course to any student wishing to learn more about the impact of electronics in our current society, a working knowledge of basic electronics and the creation of electronic circuits. Training is provided by traditional classroom teaching, hands-on techniques and guided practice using basic electronic components. Students will gain knowledge of materials needed in electronics, circuit theory, circuit design, and proper construction techniques. By the end of this course, students should be able to produce a circuit from a design schematic all the way to a working prototype. This course is a must for any student who will be entering fields of engineering, electronics or communication technology, science or instrumentation. Two projects will be constructed in this course.

**GRAPHIC ARTS****(830) .5 credit****Grades 9 through 12**

The Graphic Arts course is designed for students who are interested in learning more about the field of Graphic Communications. The concepts are applicable to students interested in engineering, journalism, communications, commercial art, architecture, drafting, printing, etc. Students taking this course will acquire the basic knowledge necessary to understand the industrial processes and procedures used in this career. The areas of basic design and layout, copy preparation, photo conversion, finishing, binding, and image transfer will be covered in this course. Students will be introduced to image setting, as well as darkroom procedures, which will help them in future printing endeavors or a career in the printing industry. Students will be assigned basic projects and may choose to complete individual projects based on their own design.

**PRINTING I** (831) 1 credit  
**Grades 9 through 12** 1 period per day

The printing course is designed for students who have a desire to enrich their knowledge and experience. A full period has been scheduled for this course so that a student may carry a project from an idea through all of the graphic arts design processes, and then to completion as a silk screen project or as an offset project. Students will be encouraged to learn and use all of the skills used in industry to attain a polished, clean project. Some assignments may require that each student works on only a portion of the project (mass production), which is common in this industry. Assignments may be assigned by the instructor or requested by the students.

**PRINTING II** (832) 1 credits  
**Grades 10 through 12** 1 period per day

**Prerequisite: Successful completion of Graphic Arts or Printing I**

This course deals with the advanced techniques of modern printing. The goal of this course is to evolve into a "business" using the techniques used in Printing I or Graphic Arts. Emphasis will be on offset operation; other

**EXPLORING MASONRY** (840) .5 credit  
**Grades 9 through 11** 1 period per day

This course is an introduction to the masonry field. It is offered to students in grades 9 - 11 who are willing to learn the skill and craftsmanship of masonry. This course gives the student an in-depth look at what masons do on a daily basis. Students will have the opportunity to actually construct brick and block projects. This course will benefit any student that may be thinking of getting involved in the masonry construction field or attending a post-secondary trade school.

**MASONRY I** (841) 1 credit  
**Grades 10 through 12** 1 period per day

**Prerequisite: Successful completion of Exploring Masonry**

This course is a continuation of Exploring Masonry and is geared for the student who may be interested in a career in the masonry field. Students will undertake many of their earlier projects and expand on terminology and project layout. The students will have a thorough understanding of laying out brick and block projects. Students will be working on their speed and neatness, as well as being able to fully understand the concepts on any given assignment. This course is designed to create an appreciation for the trade and add a valuable life skill which will be an asset throughout life.

**MASONRY II** (842) 1 credit  
**Grades 11 and 12** 1 period per day

**Prerequisite: Exploring Masonry and Masonry I or by teacher recommendation**

Masonry II is a continuation of Masonry I with more advanced projects. Emphasis will be on layout, design and estimating. This course is designed for the student interested in a career as a mason or mason tender. Students will undertake many tasks during the course of the year. Students will have the opportunity to compile their projects in a portfolio for college and/or future reference.

**RESIDENTIAL MASONRY** (843) 1 credit  
**Grades 11 and 12** 1 period per day

**Prerequisite: Exploring Masonry or by teacher recommendation**

In grade 12, the students will perform the installation of pavers, Versa-Lok retaining walls, masonry steps, stamped concrete and culture stone as well as the continuation of Masonry I. Students will perform in-school and outside masonry projects when called upon. Students will demonstrate theoretical competency in general estimating of masonry materials, concrete footings, paver applications, masonry steps. Technology-related reading, writing, vocabulary, mathematics, blueprint reading and science are integrated throughout the curriculum.

The Masonry Trade Program prepares students for employment in a masonry related field.

**INTRODUCTION TO ENGINEERING DESIGN HONORS** (816) 1 credit  
**Grades 9 through 12**

**Prerequisite: Algebra I; Concurrent Course: Geometry**

Introduction to Engineering Design Honors is an introductory course that develops students' problem-solving and critical-thinking skills. The course emphasizes the development of three-dimensional models and solid renderings of an object. Students apply state-of-the-art computer hardware and software to visualize production processes. IED emphasizes the design-development process in which a product model is produced, analyzed, and evaluated using a Computer-Aided Design System. Various design applications and possible career opportunities are explored and discussed in detail.

**PRINCIPLES OF ENGINEERING HONORS** (817) 1 credit  
**Grades 10 through 12**

**Pre-Requisite: Introduction to Engineering Design, Algebra I, Geometry**  
**Concurrent Course: Algebra II**

Principles of Engineering Honors builds upon the foundation established in Introduction to Engineering Design Honors. The course examines the fields of engineering and engineering technology. Exploring various technology systems and manufacturing processes, students study a multitude of ways in which engineers and technicians use math, science and technology in engineering problem solving processes. Students will explore the benefits that engineering processes create for people within the spectrum of the social and political consequences of technology change.

**DIGITAL ELECTRONICS HONORS** (818) 1 credit  
**Grades 11 and 12**

**Prerequisites: Introduction to Engineering Design, Principles of Engineering, Algebra I and II, Geometry**  
**Concurrent Course: Introductory Analysis Honors, Introductory Analysis or Trigonometry**

Digital Electronics is the study of electronic circuits that are used to process and control digital signals. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**BIOTECHNICAL ENGINEERING (BE) HONORS** (819) 1 credit  
**Grades 11 and 12**

**Pre-requisites: Introduction to Engineering Design, Principles of Engineering, Algebra I and II, Geometry, Biology**  
**Concurrent Course: Intro. Analysis Honors, Introductory Analysis or Trigonometry, Chemistry**

The major focus of the Biotechnical Engineering™ (BE) course is 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 may be taken by 11th or 12th grade students as part of the Project Lead The Way® sequence of courses or as an elective. Students will apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems.

**DIGITAL MEDIA AND DESIGN** (849) .5 credit  
**Grades 9 through 12**

**Laboratory fee: \$10**

In this course, students build a strong foundation in design using everything from simple tools to Adobe Photoshop. There is a strong emphasis on developing creative thinking and building visual communication skills in our digital world. Students use these skills in projects emphasizing not only graphic design but also photography and video. The basics of art are applied to both individual and commercial-oriented projects.

**PHOTO I****(851) .5 credit****Grades 10 through 12****Laboratory fee: \$10**

In Photo I, students learn the basic vocabulary and principles, study light, aesthetics and both manual film and digital camera usage. They participate in a broad survey of photo techniques that are designed to improve their image-making and their appreciation for the medium. There is an emphasis on creative expression, understanding light and attention to craft. The basics of studio lighting, storytelling, and art criticism are also covered. Assignments include sports, portrait, and fine art photography.

**PHOTO II****(852) 1 credit****Grades 11 and 12****Prerequisite: Successful Completion of Photo I with an 85 or Higher or Instructor Approval****Laboratory Fee: \$20**

Photography II is a continuation of Photo I and students are expected to use their foundation of knowledge to push their image-making to a higher level. Part of the year is devoted to the basics of black and white film and print development and how it relates to our digital world. Throughout the course there is an emphasis on creativity and craftsmanship. Portfolio preparation for college or the workplace is part of the course work with an emphasis on individual creativity and craftsmanship. The history of photography as well as contemporary masters of the craft will be studied along with photographic criticism. Students work toward completion of a portfolio and exhibition of their work at the student art/photo show at the end of the year.

**WOODWORKING****(860) .5 credit****Grades 9 through 12**

Introduction to Wood Technology is a one-semester course in basic woodworking designed to give the student an opportunity to plan and construct a wood product. The safe use of hand tools, power hand tools and woodworking machines is stressed throughout the course. The team approach to problem solving and daily work is used whenever possible. The course is intended for all students.



*World*

*Languages*

## WORLD LANGUAGES

World language study is recommended for students who are interested in post-secondary education. In a growing global economy, more career opportunities are available to individuals who have an understanding of other cultures and knowledge of other languages. In addition, languages sharpen analytical skills and improve the understanding of English. Studies have shown that successful world language study bolsters scores on the Scholastic Achievement Test (SAT).

The World Languages Department strongly recommends a minimum of three CONSECUTIVE years of study of the same world language. Because of the need for students to develop proficiency in listening and speaking, as well as reading and writing, the language teachers at Abington Heights suggest a three or four-year sequence.

Colleges and universities differ greatly in language requirements for admission. Therefore, students should make decisions about high school language based on information from specific institutions which they are interested in attending. Many institutions suggest four years of the same language; often, however, three years of one are acceptable.

Most course descriptions present two levels of instruction for each year of language study. In the event that less than sufficient numbers are registered for each, level 2 and honors will be combined, yet requirements for each level will remain as described in the course descriptions.

Credits for world language courses satisfy the arts/humanities requirement for graduation. The World Languages Department invites highly-motivated students to enhance their language skills by studying a second world language in addition to their first.

### **CHINESE I L2 (Mandarin)**

**(550) 1 credit**

#### **Grades 9 through 12**

This course has been developed to introduce students in the Abington Heights School District to the linguistic patterns of the Chinese Language and to explore select highlights of Chinese culture. The goal of this exposure is to promote cultural awareness of China and its people, as well as to develop an appreciation for the Chinese language. This course is designed to provide students with an enjoyable experience which familiarizes them with the basic sounds of the Chinese Language using Pinyin, basic expressions, geography, and culture.

### **CHINESE II L2**

**(551) 1 credit**

#### **Prerequisite: 70% average in Chinese I**

#### **Grades 10 through 12**

This course is designed to build upon the foundation established in Chinese I. Students will continue to develop the linguistic patterns of the Chinese language using Pinyin and basic expressions. Students will be able to recognize and produce common Chinese characters. Further cultural awareness and appreciation of China, its people, customs, and rich history will be explored. More emphasis on oral communication and writing skills will be expected.

### **FRENCH I LEVEL 2 AND HONORS**

**1 credit**

#### **Grades 9 through 12**

**L2 (501)**

#### **Prerequisite: Overall average of a C or higher in 8<sup>th</sup> Gr. English/Recommendation of faculty**

**H (500)**

French I, Level 2 and Honors are fully-integrated, proficiency-based courses designed to provide first-year students with a basic, working knowledge of the language. A systematic study of practical communicative functions, grammar and vocabulary is coupled with discussion of certain aspects of French-speaking culture(s) in order to develop language proficiency within the correct socio-cultural context. At the honors level, course content is covered at a faster pace, additional exercises (both oral and written) are assigned and greater emphasis is placed on the discussion of cultural topics.

### **FRENCH II LEVEL 2 AND HONORS**

**1 credit**

#### **Grades 9 through 12**

**L2 (503)**

#### **Prerequisite: 70 Average in French I for level 2, teacher recommendation for Honors**

**H (502)**

French II is a proficiency-based course designed to augment and extend the basic skills acquired in the first-year course. A systematic study of practical communicative functions, grammar and vocabulary is coupled with discussions on a variety of topics related to the culture of the French-speaking world. At the honors level, course content is mastered at a faster pace. Also, students are required to make oral and written presentations on both cultural and grammatical topics.

**FRENCH III LEVEL 2 AND HONORS****1 credit****Grades 10 through 12****L2 (505)****Prerequisite: 70 Average in French II for level 2, teacher recommendation for Honors****H (504)**

French III is designed to enable students to build upon the foundation established in French II. Students read about and discuss contemporary French culture and develop a functional vocabulary and a command of structural patterns for communication. Honors students investigate and present additional topics. There are oral and written evaluations of class material, conversations and presentations.

**FRENCH IV LEVEL 2 AND HONORS****1 credit****Grades 11 and 12****L2 (507)****Prerequisite: 70 Average in French III for level 2, teacher recommendation for Honors****H (506)**

French IV Level 2 is an integrated proficiency based course for students who have successfully completed three years of French study. French IV Level 2 completes the *Allez-Viens* text series through an integrated use of practical vocabulary, grammar and francophone culture enhanced by videotape, cassette and videodisc activities. French IV Honors focuses on conversation, grammar, history, civilization, literature and culture for students who have successfully completed three years of French study. French IV Honors expands vocabulary and structure of contemporary language and strengthens students' appreciation based upon historical and conversational topics presented in class. Students write essays based upon topics related to literary readings. Videodiscs, cassettes and videotapes that support the text provide opportunities for the development of comprehension skills and acquaintance with idiomatic language. Honors students study representative literature, make oral presentations based upon their reading and research experiences.

**FRENCH LANGUAGE ADVANCED PLACEMENT****(508) 1 credit****Grade 12****Prerequisite: 93 or higher in French III Honors and teacher recommendation**

French Language AP is a college level course intended for highly motivated fourth year students. The goal for the course is to prepare students for success on the French Language AP Exam. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. This course is designed to help students develop the ability to express themselves coherently and with accuracy in both written and spoken French while comprehending spoken and written French in various contexts. Students will complete a thorough review of French grammar, increase vocabulary awareness through exposure to authentic materials, and will gain further appreciation for French culture. Course content can reflect intellectual interests shared by the students and the teacher (the arts, current events, literature, sports, history, etc.). Students are encouraged to move beyond language acquisition to language application in real life scenarios, to make language learning a lifelong endeavor. A teacher recommendation as well as a 93 in French III Honors is required. Student should expect to spend one hour per night preparing for this course.

**GERMAN I LEVEL 2 AND HONORS****1 credit****Grades 9 through 12****L2 (511)****Prerequisite: Overall average of a C or higher in 8<sup>th</sup>Gr. English/Recommendation of faculty****H (510)**

Students taking German I Honors and Level 2 are introduced to basic cases and tenses. Application of these concepts is incorporated into reading and classroom discussion. Students are expected to understand basic questions and to respond in discussions of the readings. Basic vocabulary skills are developed slowly as students work through readings and comprehension tasks. At the honors level, the pace of instruction is more rapid. Grammar and vocabulary achievement is evaluated more frequently and in more challenging formats. Greater knowledge of detail and exceptions is assumed.

**GERMAN II LEVEL 2 AND HONORS****1 credit****Grades 9 through 12****L2 (513)****Prerequisite: 70 Average in German I for level 2, teacher recommendation for Honors****H (512)**

Writing skills are improved as students learn to change tenses, to use adjectives, and to structure clauses. New vocabulary is introduced as students improve the conversational skills acquired in German I. Everyday life in German-speaking countries is highlighted in readings and in videos. A video series, consisting of twenty six episodes, plays a key role in improving listening and speaking skills. Comprehension of the first thirteen episodes is evaluated in the language lab. At the honors level, there is a more intense approach to grammar. Also, the level of conversation is higher and the pace of vocabulary acquisition more rapid.

**GERMAN III LEVEL 2 AND HONORS****Grades 10 through 12****Prerequisite: 70 Average in German II for level 2, teacher recommendation for Honors****1 credit****L2 (515)****H (514)**

Culture, history and stories that take the students through various parts of Germany are discussed to improve conversational skills. Maps, slides and videos are used to familiarize students with the geography of German-speaking countries. The final thirteen episodes of the video series introduced in German II are used to further improve students' listening comprehension skills. Again, progress is evaluated in the language lab. Passive voice and subjunctive mood are taught to further enhance the students' translation and writing skills. The methods of assessment at the honors level are different from those used to evaluate level 2 performance; higher levels of proficiency are expected at the honors level.

**GERMAN IV LEVEL 2 AND HONORS****Grades 11 and 12****Prerequisite: 70 Average in German III for level 2, teacher recommendation for Honors****1 credit****L2 (517)****H (516)**

Improving listening and speaking skills is the primary goal of this course. Students view contemporary films and videos, which are then discussed, re-told and taped using a scene-by-scene approach. Vocabulary building plays a key role in increasing students' fluency and comprehension levels. Most of the students' work is evaluated in the language laboratory; both written and taped responses. These evaluations are also used to identify any remaining weaknesses in grammar. Grammar "review" sessions are conducted in the classroom as needed. Assessment of student performance on the honors level assumes a higher quality of vocabulary, pronunciation and structure.

**RUSSIAN I LEVEL 2 AND HONORS****Grades 9 through 12****Prerequisite: Overall average of a C or higher in 8<sup>th</sup> Gr. English/Recommendation of faculty****1 credit****L2 (531)****H (530)**

While using a communicative text that captures contemporary Russia, the development of basic vocabulary and grammar is the core of this course. Language proficiency is achieved through a progression of thematic chapters that introduce vocabulary and grammar, role plays and dialogs. Coverage of the cases and verb tenses is learned as well as topics of culture. Acquisition of the Cyrillic alphabet in print and cursive and an introduction of Russian history is covered in the first few weeks. The language lab is used for a video supplement that enforces the covered material in the chapter and improves listening skills. For students in the honors section, additional exercises and a quarterly project are required. Higher expectations of oral proficiency are expected for the honors students.

**RUSSIAN II LEVEL 2 AND HONORS****Grades 10 through 12****Prerequisite: 70 Average in Russian I for level 2, teacher recommendation for Honors****1 credit****L2 (533)****H (532)**

Through the context of an exchange program, students use a communicative approach to continue the study of Russian. Role plays and dialogs play a larger role during the lessons and acquisition of vocabulary centers around home life, introductions, travel, holidays and food. An in depth exposure to the cases and agreement with adjectives and use of verb aspect is also explored. The language lab is used to enforce chapter vocabulary and grammar while perfecting listening skills. Honors students complete a quarterly project, additional exercises are assigned and a greater emphasis on oral skills is expected. Higher expectations for homework and grading procedures will also be required for honors students.

**RUSSIAN III LEVEL 2 AND HONORS****Grades 11 or 12****Prerequisite: 70 Average in Russian II for L2, teacher recommendation for Honors****1 credit****L2 (535)****H (538)**

This course is centered around Russian journalist Natasha Zlobina. She takes interviews from different professionals such as a model, collective farmer, doctor, ballerina and Russian Orthodox priest. Each chapter introduces thematic vocabulary and grammar and the means of expression that can help you gain a broader understanding of Russian. Vocabulary partners, language lab partners, contemporary and folk music and an accompanying video series as well as numerous video clips from various sources make this an integrative approach to learning Russian.

**RUSSIAN IV L2 AND HONORS** **1 credit**  
**Grades 11 or 12** **L2 (537)**  
**Prerequisite: 70 Average in Russian III for L2, teacher recommendation for Honors** **H (536)**

The course will cover high level vocabulary and grammar in thematic chapters. Topics to be covered include the current state of Russian society in the Post-Soviet era. Marriage, housing, the environment and the Arts are a few of the topics that are discussed in depth. A major emphasis will be on reading and speaking skills. Case endings, verbal aspect and additional grammar will be emphasized. Quarterly projects are assigned for honors students as well as different assessments.

**SPANISH I LEVEL 2 AND HONORS** **1 credit**  
**Grades 9 through 12** **L2 (541)**  
**Prerequisite: Overall average of a C or higher in 8<sup>th</sup> Gr. English/Recommendation of faculty** **H (540)**

Through a proficiency-oriented, integrative approach, students become comfortable communicating in Spanish. Grammar, vocabulary, and communicative functions are presented in manageable segments with a systematic progression from mechanical practice to communicative, open-ended activities. At the honors level, a greater quantity of vocabulary and grammatical concepts are presented. There is more emphasis on oral expression in order to develop conversational competency. Students are also expected to write with precision using vocabulary and grammar skills presented in class.

**SPANISH II LEVEL 2 AND HONORS** **1 credit**  
**Grades 9 through 12** **L2 (543)**  
**Prerequisite: 70 Average in Spanish I for level 2, teacher recommendation for Honors** **H (542)**

The Spanish II Level 2 course involves learning important linguistic skills such as grammar, syntax and spelling, but also included emphasis on oral and written communication skills in the target language. Students develop skills in understanding most Spanish spoken at a pace appropriate for non-natives, speaking and writing on a variety of practical topics, performing daily routines, and reading material written with basic vocabulary and structures. Through cultural study students gain knowledge and awareness about several areas of the Spanish-speaking world. At the Honors level, students progress more quickly using the *Avancemos* series. The students are introduced to more complex patterns and structures of contemporary Spanish. Effort is made to use language in situational context; students practice communication skills in simulated situations.

**SPANISH III LEVEL 2 AND HONORS** **1 credit**  
**Grades 10 through 12** **L2 (545)**  
**Prerequisite: 70 Average in Spanish II for level 2, teacher recommendation for Honors** **H (544)**

The Hispanic soap-opera, *Destinos* continues to be used in a comprehension-based multimedia approach to Spanish language proficiency. Students develop skills in understanding most Spanish spoken at a pace appropriate for non-natives, speaking and writing on a variety of practical topics, performing daily routines, and reading material written with basic vocabulary and structures. Through the travel adventures of the characters in the story, students gain knowledge and awareness about several areas of the Spanish-speaking world. Students will be encouraged to communicate in the target language during class. At the honors level, the third book of the *Avancemos* series is used. Vocabulary structures, functions and culture from the first two years are recycled. New materials are presented in a communicative/interactive approach. Also, in the third year, all skills are practiced through new concepts presented in readings dealing with cultural information from Spain and Latin America and in representative Hispanic literature.

**SPANISH IV LEVEL 2 AND HONORS** **1 credit**  
**Grades 11 and 12** **L2 (547)**  
**Prerequisite: 70 Average in Spanish III for level 2, teacher recommendation for Honors** **H (546)**

In Spanish IV, students complete *Destinos*, the integrated multimedia program of the previous year. Videos, a computer software package, text and a workbook are used to help students develop skills in listening, speaking, reading, and writing. Honors students complete the *Avancemos* series as they continue the study of grammar, focusing on complex structures. Videos, computer projects and lab units are used to practice listening, speaking, reading and writing. In addition, students make an oral presentation to the class on famous artists in Spanish. Both paper and presentation are in Spanish.

**SPANISH LANGUAGE ADVANCED PLACEMENT**

**(549) 1 credit**

**Grade 12**

**Prerequisite: 93 or Above in Honors Spanish III and teacher recommendation**

Spanish Language AP is a course designed for highly motivated fourth year students. The goal of the Spanish Language AP course is to prepare students for success on the Spanish Language AP Exam. Students will complete a thorough review of grammar, conjugations, and will build their proficiency in the areas of speaking, listening, reading, writing, vocabulary and culture. Course content might best reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.). Students are also encouraged to move beyond language acquisition to language application in real life scenarios, to make language learning a lifelong endeavor. A teacher recommendation and a grade of 93 or above in Spanish III Honors is required. Students should expect to spend one hour per night preparing for this course.





*Work Experience*

The diagram consists of a 2x2 grid. The top-left quadrant is blue, the top-right is orange, the bottom-left is yellow, and the bottom-right is gray. A vertical line separates the left and right columns, and a horizontal line separates the top and bottom rows. The text 'Work Experience' is centered in the top row, and 'SAT Prep' is centered in the bottom row.

*SAT Prep*

## **THE WORK EXPERIENCE PROGRAM**

In order to offer a meaningful program for students in the secondary schools who will benefit from an extension of vocational experience with a more limited academic schedule, the Work Experience Program was developed to enhance educational preparation for employment upon graduation.

This alternate program of education supports the school's effort to aid these students in application of knowledge learned in the academic setting to employment relevant to their high school education. Request for placement in this program must be made by both the student and the parent. Additionally, it is understood that students requesting work experience must meet all graduation requirements and participate in courses at the recommended level of instruction. Credits for work experience do not substitute for required courses.

It is also understood that the employment situation normally relates to and contributes to the student's future plans. The program is not intended to provide an opportunity for additional work hours in lieu of school. The Work Experience Coordinator and the administrator, following an interview with the potential employer, will determine if the employment setting is appropriate.

### **WORK EXPERIENCE PROGRAM**

**(WRKEXP) 2 credits**

#### **Grades 11 and 12**

The Work Experience Program allows students to follow a limited academic schedule, arranged so that they are able to complete subject matter necessary for graduation during morning sessions and then spend afternoons participating in employment situations. Every effort is made to secure employment for these students in correlation with their vocational choices.

## **SAT PREPARATION PROGRAM**

SAT resource information is available through the guidance office.





