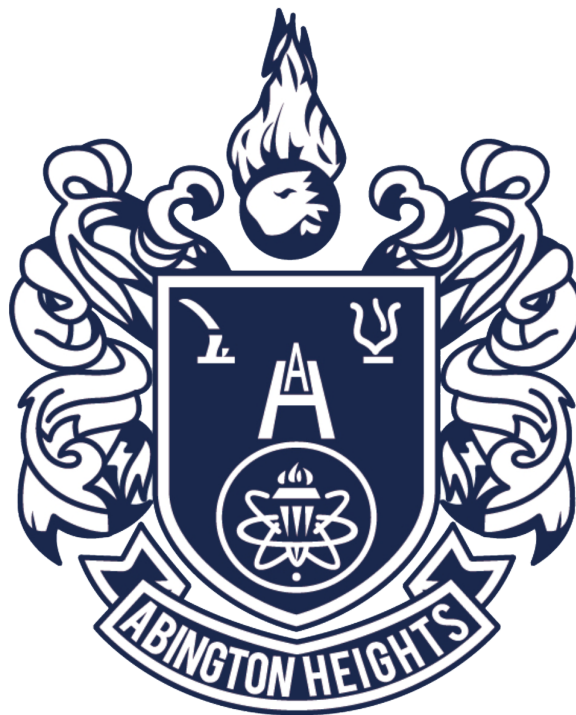


Abington Heights High School

CURRICULUM PLANNING GUIDE

*A course selection guide
for student and parent involvement
in planning and learning*



2022-2023

2022-2023 HIGH SCHOOL CURRICULUM GUIDE

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ABINGTON HEIGHTS HIGH SCHOOL

Clarks Summit, PA 18411

Telephone: (570) 585-5300

The planning process allows students to explore meaningful opportunities connected to student interest. Abington Heights High School is committed to preparing students for success in the post-secondary endeavor of their choice. As you consider and explore your post-secondary options, we encourage you to examine your schedule in conjunction with your future plans. We also encourage you to strive to create opportunities to get involved and be connected with school and/or community activities. Please remember that it is beneficial to have extra-curricular experiences on your resume. We want to make sure you enter college or the workforce with the knowledge and skills needed to be successful.

The curriculum guide describes the full roster of board-approved courses for the 2022-2023 school year. Final decisions as to which courses and course sections are taught next year will be made in light of such factors 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 that 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. These should be selected carefully from course offerings for each grade.

Recommendations for student placement in courses depend on the following considerations:

- A. Quality of scholastic work in high school as evidenced by school grades and instructor's evidence.
- B. Intellectual, emotional and social maturity of the student.

LEVEL SYSTEM

Abington Heights offers a broad program of subjects that allows a student to select 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. Placement in level courses comes from teacher recommendations and counseling assistance. Advanced Placement courses are also available for students who meet the established criteria.

The standard numerical grade prerequisite for all honors and AP courses is 95% or higher in the corresponding subject in the previous year. Students who plan to ask for a recommendation review into an honors or AP course must meet the 95% or higher overall grade point average for that particular course. Please realize that the mid-term exam and final exam each account for 10% of the overall grade.

MARKING SYSTEM

The high school marking system is based on numerical grades. All subjects are graded numerically except Career Readiness 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
AU	No grade (enrichment only)		

MID-TERM EXAMS

Mid-term exams are given in full credit AP, Honors, Level 2, and Level 3 classes in English, mathematics, science and social studies as well as full-year business courses.

FINAL EXAMS

Final exams are given in AP, Honors, Level 2, and Level 3 classes in English, mathematics, science, social studies, business, engineering, 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.

ADVANCED PLACEMENT (AP) COURSES

Abington Heights High School offers AP courses in 21 different subject areas. AP courses offer a competitive advantage in college admissions, greater course depth, and preparation for college-level work. AP courses are offered based upon instructor availability and student interest; some AP courses may not be offered every year.

Biology AP	Human Geography AP
Calculus AP AB	Music Theory AP
Calculus AP BC	Physics I AP
Chemistry AP	Physics II AP
Computer Science Principles AP	Psychology AP
Computer Science II AP	Research AP
English AP Language and Composition	Russian Language NEWL
English AP Literature and Composition	Seminar AP
Environmental Science AP	Statistics AP
European History AP	Spanish Language AP
French Language AP	United States History AP

FINAL AVERAGES

Final averages for full credit 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

A 5% premium will be added to all quarter grades, and to mid-year and final exam grades in all honors and AP courses.

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 a numerical average of 65 or better. All students are required to take the final exam.

PROMOTION POLICY

A student must satisfactorily complete 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 satisfactorily complete 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 satisfactorily complete 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

Abington Heights High School does not report class rank on the high school transcript. However, we do 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. 12th-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 a 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. The cumulative grade point average is then calculated 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 Keystone Exam 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 Keystone Exam scores on student transcripts. The Abington Heights School District has determined that Keystone Exam scores will appear only on the FINAL TRANSCRIPT.

Students' attendance records from grades 9-12 will be recorded on students' transcripts. The attendance record will include excused and unexcused absences. Students have three school days to bring in a note after they return from an absence. Parents can monitor their student's attendance records via the community portal. Attendance is also printed on each marking period report card. As per our attendance procedures, parents or students may appeal the student's attendance record. The appeal hearing will only address attendance from the immediate prior marking period.

The student's transcript is a record of his/her academic and attendance history throughout high school. The transcript includes the final grade for each course. Colleges, universities, and employers often request a copy of the student's transcript.

SUMMER SCHOOL

Students who have failed major courses during the school year will be allowed to make up as many as two (2) credits in a program approved by Abington Heights Administration. 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 numerical grades awarded to 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 it is a board-approved Dual Enrollment Course. All programs must be pre-approved by the Abington Heights Administration.



KEYSTONE EXAM INFORMATION

This section outlines basic information pertaining to the Keystone Exams, including grade level of Keystone Exam administration, retest scenarios, and next assigned course for students scoring in the basic or below basic scoring category. Keystone Exams in Literature, Algebra I, and Biology serve a dual purpose as both graduation requirements and for state accountability as required under federal law.

Keystone Exams

Keystone Exam	Current Course	Grade Tested	Testing Window	Remediation for Basic & Below Basic	Next Course Assigned
Literature	English I	9	Spring	Classroom teacher provided with CDT data and prior Keystone data	English II L2 or L3
Algebra	Algebra I at the Middle School	8	Spring	Classroom teacher provided with CDT data and prior Keystone data	Algebra I , or Geometry
Algebra	Algebra I at the High School	9, 10 or 11 depending upon the students grade level	Spring	Classroom teacher provided with CDT data and prior Keystone data	Geometry or Technical Mathematics
Biology	Biology	10	Spring	Classroom teacher provided with CDT data and prior Keystone data	Chemistry L2, Applied Chemistry, or general practical science

Retest Scenarios:

Keystone Exam	Current Course	Remediation for Basic & Below Basic	Testing Window
Literature	English 10	Classroom teacher provided with CDT data and prior Keystone data	Winter and/or Spring
Algebra	Algebra I, Algebra II, Geometry, Analysis, Technical Mathematics	Classroom teacher provided with CDT data and prior Keystone data	Winter and/or Spring
Biology	General Practical Science, Chemistry, or Applied Chemistry	Classroom teacher provided with CDT data and prior Keystone data	Winter and/or Spring

Pathway 1

Keystone Proficiency

- Must pass all three Keystone Assessments (Algebra, Biology, and Literature)

Pathway 2

Keystone Composite

- Must take all three Keystone Assessments (Algebra, Biology, and Literature)
- Composite Score of 4452 or better
- Must have at least 1 proficiency or advanced score
- Cannot have a score of below basic

Pathway 3

Alternative Assessment

- Must pass Algebra I, Biology, and English I
- Must meet one of the following criteria:
 - ACT: 21
 - ACT WorksKeys NCRC: Gold
 - ASVAB: 31
 - PSAT: 970
 - SAT 1010
 - AP Exam score of 3 or higher on approved AP Exam for Keystone-assessed area
 - Concurrent enrollment course: must pass concurrent enrollment course for Keystone-assessed area
 - Pre-apprenticeship program
 - Acceptance into an other-than-4yr Institution of Higher Education for college-level coursework

Pathway 4

Evidence-Based (three pieces of evidence needed)

- Section 1: *At least one piece of evidence*
 - ACT WorksKeys NCRC: Silver
 - SAT Subject test: 630
 - AP Exam score of 3 or higher on any AP Exam
 - Concurrent enrollment course: must pass concurrent enrollment or post-secondary course
 - Industry-recognized credentialization
 - Acceptance into accredited non-profit four-year institution of higher education and evidence of the ability to enroll in college-level work
- Section 2: *Allowed up to two pieces of evidence*
 - Satisfactory completion of an approved service learning project
 - Certificate of successful completion of an internship, externship, or cooperative education program
 - Satisfactory compliance with the NCAA core courses for college-bound student athletes (Division II)
 - Guarantee of full-time employment
 - Military enlistment

Pathway 5

CTE Concentrator

- Must pass Algebra I, Biology, and English I
- Meet one of the following criteria:
 - Attainment of an industry-based competency certification
 - Demonstration of the likelihood of success on an approved industry-based competency assessment (with approval from Superintendent / CTC Director)
 - Readiness for continued, meaningful engagement in a CTE-Concentrator Program of Study (with approved from Superintendent / CTC Director)

PLANNING YOUR SCHOOL PROGRAM

(Steps in Planning)

The program of studies that 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 11th 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.

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 12.
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 workload for each course.
5. Course selection will be completed online using the Infinite Campus Course selection tab..

It is imperative that students and parents understand that the submitted course selection is the basis for the student's schedule as well as the Master 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 there may be a preference for specific teachers 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, 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.

Required Elective Courses For Graduation

9th Grade

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 reproductive 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.

10th Grade

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, child and brain development, child safety, quality child care, and child literacy. In addition, students will complete a financial literacy tutorial that will enhance their preparedness for life beyond high school.

11th Grade

POST GRADUATION PREPARATION

(180) .5 credit

Grade 11 Required

Post Graduation Preparation is a unique opportunity for students to dedicate time and effort to exploring options and making key decisions about their lives after high school. In this semester-long, half-credit course, students will develop and revise useful documents based upon research and reflection. Junior year poses some of the most challenging assessments and tasks a high school student will face: taking SAT's and/or ACT's, writing college application essays, creating resumes, filling out job applications, going on job interviews, job shadowing, volunteering, budgeting, and developing critical workplace skills. In this course, students will have an opportunity to focus on all of these essential assessments and tasks throughout the semester. They will read and analyze extensive amounts of information regarding colleges, careers, and volunteer opportunities in which they are interested. Two major experiences, job shadowing and community service will enable students to utilize and enhance the skills they learn in this course. Through these requirements, students will have the opportunity to begin networking with community members and professionals as a way to enhance their possible paths after high school graduation. Students will be evaluated on daily effort in the classroom and completed projects are developed each quarter. All of their work will culminate in an electronic portfolio where they can access all of the essential documents they create in this course and utilize them for their future needs.

For qualifying students with IEPs, this requirement may be waived by the decision of the IEP team. For those students who receive a waiver, PGP will be focused on completion of the state portfolio requirement in subjects deemed appropriate by the IEP team.

GRADUATION REQUIREMENTS CHART

Freshman Year

English	1.0
The American Perspective I	1.0
Math	1.0
Earth and Space Science	1.0
Health and Wellness	.5
Electives	2.5
<i>Total Credits</i>	<i>7.0</i>

Sophomore Year

English II	1.0
Comparative World Studies	1.0
Math	1.0
Biology I	1.0
Introduction to Family Consumer Sciences	.5
Electives	2.5
<i>Total Credits</i>	<i>7.0</i>

Junior Year

English III	1.0
Full Year Social Studies Course	1.0
Math	1.0
Science	1.0
Post Graduation Preparation	.5
Electives	2.5
<i>Total Credits</i>	<i>7.0</i>

Senior Year

English IV	1.0
Electives	6.0
<i>Total Credits</i>	<i>7.0</i>

Graduation Requirements

9 th Grade	Health and Wellness
10 th Grade	Intro to Family & Consumer Sciences
11 th Grade	Post Graduation Preparation
Any Grade(s)	2 Classes of Physical Education

***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	1.50 credits
**Arts and/or Humanities	2.00 credits
***Post Graduation Preparation	.50 credit
****Intro to FCS	.50 credit
Electives	6.00 credits
TOTAL	23.50 credits

* Students must participate in and successfully pass Health and Wellness in 9th grade and two additional physical education classes.

** In the area of Arts, there are electives in: Art, Music, and Technology.
In the area of Humanities, there are electives in: World Language, English, and Social Studies.

*** All students must successfully complete Post Graduation Preparation

**** All students must successfully complete Introduction to Family and Consumer Sciences.

All students must satisfactorily complete a graduation portfolio through Post Graduation Preparation in order to receive an Abington Heights diploma. For qualifying students with IEPs, this requirement may be waived by the decision of the IEP team. For those students who receive a waiver, PGP will be focused on completion of the state portfolio requirement in subjects deemed appropriate by the IEP team.

Dual Enrollment & Associate Degree Pathway

DUAL ENROLLMENT/ASSOCIATE DEGREE PATHWAY

Students may choose to enroll in classes that have been designated by Lackawanna College to allow students to earn college credit while taking classes at AHHS. Students must earn at least a 78 without honors or AP weight added to earn credit. The cost paid directly to Lackawanna College is \$100 per credit. Students who earn 62 credits through Lackawanna College in one of four approved majors may earn an Associate Degree while still enrolled at AHHS.

General Dual Enrollment Requirements

- Dual enrollment courses should all be taken in Grade 10 or above
- Lab components are required for Science courses to meet dual enrollment requirements.
- Each faculty must possess a minimum of a bachelor's degree and a minimum of 18 credits in the discipline of the course being taught.
- AH courses meet the learning objectives as stated in the LC catalog using identical or comparable course materials and assessments.

LC Course	AH Course
College Writing	English II Honors
Intro to Literature	English IV AP, Honors
Survey of American Literature	English III Honors
Intro to Sociology	Sociology
Intro to Psychology	Psychology AP and Level 2
Intro to Computer Applications	Business Technologies
Java Basic Programming	AP Comp Sci
Visual Basic Programming	Intro to Coding Honors
US History I	American Perspective II Honors
Effective Speaking	Oral Communication (Grade 10 or above)
Biology I/lab	Biology I Level 2 and Honors
Chemistry I/lab	Chemistry
Physics I/lab	Physics
Anatomy/lab	Anatomy
Environmental Science	Environmental Science AP
College Algebra	Algebra II (all levels)
Precalculus	Analysis (all levels)
Calculus	Calculus
Statistics	Probability and Statistics
Intro to Marketing	Marketing and Entrepreneurship
Macroeconomics	Economics Honors

AH courses that would transfer into a degree program as a categorical elective:

Humanities Elective

- Language IV
- Creative Writing (if taken at Grade 10 or above)

Diversity Elective

- Comparative World Studies Honors

Free Elective

- Mobile App Development
- Comp Sci II

Abington Heights Associate Degree Pathways

Professional Studies and Business Administration

1) Professional Studies

LC Requirement	AH Course and Level
College Writing	English II, Honors,
College Algebra	Algebra II
History Elective	American Perspective
Social Science Elective	Psychology, Sociology
Intro to Computer Applications	Intro to Coding H
Effective Speaking	Public Speaking
Intro to Literature	English IV
Science Elective	Chem, Physics, Microbiology, Environmental Science AP
Diversity Elective	Comparative World Studies H
Free Electives (2 required)	Creative Writing, Analysis, Prob Stat, Calculus
Free Electives 200 level or higher (2 required)	Language IV, Mobile App Development, AP Comp Sci II, Calculus

LC Requirements for which there is no AH class offered: (22 credits)

- Fine Arts Survey
- Literature Elective 200 level or higher
- Intro to Philosophy
- Philosophy Elective
- Humanities Elective 200 level or higher
- Business Elective
- Social Science Elective 200 level or higher
- Capstone (1 credit)

All classes are offered online during the traditional semester and summer terms.

2) Business Administration

LC Requirement	AH Course and Level
College Writing	English II Honors
College Algebra	Algebra II
Accounting I	Accounting II
Social Science Elective	Psychology, Sociology
Intro to Computer Applications	Intro to Coding H
Effective Speaking	Public Speaking
Intro to Literature	English IV
Science Elective	Chem, Physics, Microbiology, Environmental Science AP, Biology AP, Anatomy
Principles of Marketing	Marketing/Entrepreneurship
Statistics	Prob Stat
Macroeconomics	Economics

LC Requirements for which there is no AH class offered: (31 credits)

- Intro to Business
- Business Communication
- Human Resource Management
- Intro to Philosophy
- International Business
- Business Law
- Principles of Management
- Managerial Accounting
- Computerized Spreadsheets
- Salesmanship and Sales Management
- Capstone (1 credit)

All classes are offered online during the traditional semester and summer terms.

3) Criminal Justice

LC Requirement	AH Course and Level
College Writing	English II Honors
College Algebra	Algebra II
Intro to Psych	Psychology
Intro to Computer Applications	Intro to Coding H
Effective Speaking	Public Speaking
Intro to Literature	English IV
Diversity Elective	Comparative World Studies H
Statistics	Prob Stat
Intro to Sociology	Sociology

LC Requirements for which there is no AH class offered: (37 credits)

- Intro to Criminal Justice
- Forensics
- PA Criminal Law
- Intro to Search and Seizure
- The Correctional Community
- Juvenile Delinquency
- Police Operations
- Preliminary Law Enforcement
- Drugs and Behavior
- Criminology
- Social Problems
- Intro to Philosophy
- Capstone (1 credit)

All classes are offered online during the traditional semester and summer terms.

4) Human Services

LC Requirement	AH Course and Level
College Writing	English II Honors
College Algebra	Algebra II
Intro to Psych	Psychology
Intro to Computer Applications	Intro to Coding H
Effective Speaking	Public Speaking
Intro to Literature	English IV
Diversity Elective	Comparative World Studies H
Intro to Sociology	Sociology
Free Elective	Creative Writing, Analysis, Calculus, Language IV, Mobile App Development, Comp Sci II, Calculus

LC Requirements for which there is no AH class offered: (40 credits)

- Intro to Human Services
- Social Psychology
- The Psychology of Adjustment
- Race and Ethnic Relations
- Sociology of the Family
- Drugs and Behavior
- Adulthood and Aging
- Stats for the Behavioral Sciences
- Social Problems
- Intro to Philosophy
- Developmental Psychology
- Abnormal Psychology
- Forensics
- Capstone (1 credit)

All classes are offered online or in the evening during the traditional semester and summer terms.

Academic Academies

ACADEMIC ACADEMIES

Abington Heights High School is organizing courses into academies to better help students choose their courses of study. Students are not required to choose an academy nor to complete all courses in a particular academy. If you have an interest in an area of study not listed, please see your counselor.

Automotive Academy

- Introduction to Technology (9-12)
- Automotives I (10-12)*
- Algebra II (10-12)*
- NOCTI Automotives - 2 year program, 3 periods per day (11-12)*

Computer Science Academy

- Intro to Coding Honors (9-12)
- Keyboarding (9-12)
- Computer Science 2 AP (10-12)*
- Principles of Engineering Honors (10-12)*
- Digital Electronics Honors (11-12)*
- Mobile App Development Honors (11-12)*

Engineering Academy

- Introduction to Engineering Design Honors (9-12)
- Principles of Engineering Honors (10-12)*
- Digital Electronics Honors (11-12)*
- Engineering Design and Development Honors (11-12)*
- Chemistry Honors (11)*
- Introduction to Analysis Honors (11)*
- Probability and Statistics (11-12) or Statistics AP (11-12)
- Computer Integrated Manufacturing Honors (12)*
- Physics AP (12)*
- Chemistry AP (12)*
- Calculus AP AB or BC (12)*

Health Sciences Academy

- Biological Science - Sports Medicine (10-12)
- Biology AP (11-12)*
- Human Anatomy and Physiology I Level 2 or Human Anatomy and Physiology I Honors (11-12)
- Human Anatomy and Physiology II Honors (11-12)
- Microbiology Level 2 (11-12)
- Probability and Statistics (11-12) or Statistics AP
- Chemistry AP (12)*
- Calculus AP AB or BC (12)*

International Business Academy

- World Language - 4 years of language of choice
- Accounting I (9-12)
- Accounting II Honors (10-12)*
- Business Technologies (9-12)
- Marketing/Entrepreneurship (9-12)
- Personal/Business Finance (9-12)
- Principles of Investing (9-12)
- Economics Honors/Level 2 (10-12)
- Human Geography AP (11-12)*
- European History AP/Level 2 (11-12)*
- Probability and Statistics (11-12)*

Legal Professional Academy

Oral Communication (9-12)
Public Speaking (9-12)
Practical Law Level 2 (10-12)
Civics and Government Honors/Level 2 (10-12)
Sociology Level 2 (10-12)
Psychology Level 2 (10-12)/Psychology AP (11-12)*
US History AP (11-12)*

Masonry Academy

Introduction to Technology (9-12)
CAD I (9-12)
CAD II (9-12)*
Masonry I (10-12)*
Algebra II (10-12)*
NOCTI Masonry - 2 year program, 3 periods per day (11-12)*

Printing Academy

Introduction to Technology (9-12)
Graphic Arts (9-12)
Digital Media and Design (9-12)
Computer Applications (9-12)
Intro to 3-D Design (9-12)
Art I (9-12)
Digital Printing - 2 year program, 2 periods per day (10-12)*

Research Academy

Probability and Statistics (11-12)* or Statistics AP (11-12)
Biology AP (11-12)*
Microbiology Level 2 (11-12)
Forensic Science Level 2 (11-12)
Environmental Science AP/Level 2 (11-12)
Chemistry AP (12)*
Physics AP (12)*
Seminar AP
Research AP

Teaching Academy

Band, Concert Choir, and/or Orchestra (9-12)
Oral Communication (9-12)
Public Speaking (9-12)
Art I (9-12)
Creative Expression (9-12)
Sports Management and Coaching Principles (9-12)
Psychology Level 2 (10-12)/Psychology AP (11-12)*

* Courses require prerequisite courses

Art

ART

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. They will be encouraged to acquire and use, subject-related vocabulary in written reflections and class discussions. It is the goal of the AHHS Art Department to raise students' awareness of art in history, and in our daily lives. Students will be encouraged to think outside the box as they express themselves as individuals and 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 - \$10

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. Historical references to past and present ceramic artists will be made whenever possible. Students will experience proper use and application of glazes, colored slips, and under-glazes.

ART I

(701) 5 credit

Grades 9 through 12

Art I will develop students' perceptual and creative skills in drawing from observation along with basic color theory. Students will explore drawing and painting techniques. A variety of subject matter will be chosen by the teacher and students. Students will learn of the art elements and principles, and implement these concepts into their artwork. All students will keep a portfolio of a collection of their work throughout the course. Students will be required to have a sketchbook, which will be used for homework drawing assignments and as a daily visual journal used for notes, practices, planning, reflection, etc.

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. Assignments for the course may include still life, portrait, perspective, metamorphosis drawings, printmaking, and photo collage. Students will be able to choose from a variety of drawing tools and materials for their work. The printmaking unit will include the planning and execution of original linocut prints. Art history will be referenced and incorporated throughout the course. All students will be required to have a sketchbook, which will be used for homework drawing assignments and as a daily visual journal used for notes, practices, planning, reflection, etc. There will be a strong emphasis on design elements and principles throughout the course.

ADVANCED STUDIO ART

(713) 1 credit

Grades 11 and 12

Prerequisite: Successful completion of Art 1 and Art 2 with a min. grade of 85 or better, or by teacher recommendation.

Materials Fee- \$10 (Students who choose a concentration in Jewelry or Photography may incur additional fees.)

Students may repeat this course for credit in their Senior year.

Advanced Studio Art is a course designed to provide our more experienced art students with a chance to immerse themselves in an art concentration of their choice. They will be guided by the teacher as they practice, explore and refine their art skills. During the first quarter, all students will review and demonstrate their mastery of basic art fundamentals, which will include observational drawing, value/shading, color, composition, and perspective. As the second quarter arrives, students will choose a major and minor concentration from the following areas of interest: Drawing, Painting, *Ceramics, *Sculpture, *Mixed Media, *Jewelry, and *Photography. Students will be expected to produce at least 3 major projects per quarter within their areas of concentration. With each project, they will be expected to plan, research, prepare a project proposal, document the process in their visual journal, and create the project. Emphasis will be placed upon effective design, creativity, and craftsmanship. Advanced Studio Art students will expand upon their art vocabulary, as they participate in class critiques and project presentations. Those who intend to pursue a career in the arts will be able to work towards building their college portfolio with this more self-directed studio art experience.

***(Please Note: Students can not choose a concentration in Ceramics, Sculpture, Mixed Media, or Jewelry unless they have already completed the introductory course related to that subject. If choosing Photography as a concentration, students must have already completed Photo I and Photo II)**

CREATIVE EXPRESSION**(711) 1 credit****Grades 9 through 12**

Get in touch with your creative side and empower yourself with art! Creative Expression is a full-year course intended to offer students a variety of ways to use art for pleasure and personal expression. The creative process can be an enjoyable way to explore self-image, reduce stress, express views, raise awareness, and promote social justice. There's no need to have prior art experience! Activities will include exploration with a variety of art materials: paint, marker, pencil, collage, clay, and craft supplies. Topics may include self-awareness, family, relationships, school, personal goal setting, reducing stress, diversity, creative thinking, making positive choices, and working together to help others. Awaken your inner artist and take your creative expression to a whole new level!

INTRO TO 3-D DESIGN**(705) .5 credit****Grades 9 through 12**

Students will learn the fundamentals of creating functional and sculptural three-dimensional art. The first nine weeks of this course will involve an introduction to hand-built, ceramic (clay) pottery. Students will design and create a pinch pot, a coil pot, and a slab-built container. In addition, the students will glaze their pots, and learn about the firing process using an electric kiln. The next nine weeks will be spent exploring other sculptural techniques. Projects may include found object/recycled object assemblage, soap carving, and wire sculpture. Creativity, craftsmanship, and 3D design skills will be emphasized.

MIXED MEDIA**(706) 1 credit****Grades 10 through 12**

Prerequisite: Successful completion of Art I or Intro to 3-D Design **Materials fee - \$10**

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 fibers. Projects may include: bookmaking, paper mâché sculpture, 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 - \$25**

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 using sheet metal and wire. 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 Intro to 3-D Design

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 process. Problem-solving in the design and construction of the sculptures will be emphasized.

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

Design is everywhere in the world. Well-planned design is behind all good visual communication, whether it is a graphically designed poster, a photograph, or a video. In this course, students build a strong foundation for success in multiple disciplines by relating the basics of art, creative thinking, and principles of design to every project they work on, all while honing their craft as effective visual communicators. They will have access to digital SLR with video and studio lighting. Students will primarily use Adobe Photoshop on desktop computers for photo and design projects.

PHOTO I**(851) 5 credit****Grades 10 through 12**

Photo I is both an introduction to the world of digital photography and a survey of many different types of photography. Students learn the basics of the medium, including natural and artificial lighting, good composition, and manual dslr camera usage. They then use this knowledge to make quality photographs in many areas including portraits, commercial, fine art, sports, and photojournalism. We explore art's relationship to the medium and share feedback on each student's work in the pursuit of photo excellence. Self-expression, attention to learning the technical craft of making images and editing them in Adobe Photoshop are fundamental parts of the course.

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 full year of photographic instruction and exploration. This course 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 coursework 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 the completion of a portfolio and exhibition of their work at the student art/photo show at the end of the year.

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 and will 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 HONORS

(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 provides instruction in basic keyboarding skills mastery, using the touch system. The ability to operate a keyboard efficiently has never been more important than it is now. The development of good techniques and accuracy are emphasized through the use of an online based program.

MARKETING/ENTREPRENEURSHIP

(615) 1 credit

Grades 10 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 will utilize the internet for several marketing projects.

PERSONAL/BUSINESS FINANCE

(616) 1 credit

Grades 10 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.

BUSINESS TECHNOLOGIES

(606) .5 credit

Grades 9 through 12

This course will explore emerging technologies and evaluate how they can be best applied in today's workplace. Students will utilize the most recent MS Office and Google applications, as well as integrating Web Design and Development. Students will gain a better understanding of how software works, and will make use of these technologies to develop logical thinking and problem solving skills as they progress through interactive projects.

PRINCIPLES OF INVESTING**(605) .5 credit****Grades 9 through 12**

This course introduces students to the world of investing, its benefits and risks, investing strategies for individuals in our changing economy. Students will learn portfolio management, including the management of investments in stocks, bonds, and other financial instruments. Students will utilize online based tools for stock management.

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

English

English Sequence

**Placement in “Honors” level courses or “AP” courses will be determined through student performance and teacher recommendation. Successful completion of AP Seminar and AP Research can allow students to earn an AP Capstone Diploma.

9th Grade	10th Grade	11th Grade	12th Grade
English I Honors**	English II Honors** World Literature	English Language and Composition AP**	English Literature and Composition AP**
		AP Seminar**	AP Research**
		English III Honors** American Literature	English IV Honors** British Literature
English I Level 2	English II Level 2 World Literature	English III Level 2 American Literature	English IV Level 2 British Literature
English I Level 3	English II Level 3	English III Level 3	English IV Level 3

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, close reading, strategies, analysis, 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 analyze challenging works of literature independently, participate in regular text-based discussion, and generate analytical essays and presentations. Students will work to refine their writing skills and develop a writing style. Major works studied include *The Odyssey*, *Wuthering Heights*, an American novel, 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 future Honors and AP coursework.

ENGLISH I LEVEL 2

(111) 1 credit

Grade 9

In this literature-based language arts course, close reading strategies, analysis, and composition are integrated into the study of literary genres. Units include poetry, short stories, nonfiction, a novel, and a play (*Romeo and Juliet*). Students will work to develop their current writing skills with an eye toward future success in upper grades, on the Keystone and SAT, and in college-level courses. Students will be required to complete a summer reading list as prescribed by the instructor.

ENGLISH I LEVEL 3

(114) 1 credit

Grade 9

This course explores a variety of genres of literature and teaches close reading strategies to help students of all reading levels comprehend and think critically. It will stress English instruction in basic writing, grammar usage, literature, and communication skills. 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. Students will be required to complete a summer reading list as prescribed by the instructor.

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 *Julius Caesar*. 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.

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 Keystone and SAT, and in college-level courses. Major works studied include *King Arthur and his Knights of the Round Table*, *Julius Caesar*, *Iliad*, and *(Dante's) Inferno*.

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

This course is designed to address student needs in reading, writing, speaking, and listening. The literature selections are chosen on the basis of students' reading levels, and include works of fiction, nonfiction, poetry, and prose. Writing and speaking will address the importance of purpose, content, and audience when organizing thoughts. Listening and other soft skills that are proven assets in academic and employment situations will be studied and practiced. **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**

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**

English III Honors is a survey of American literature that focuses on 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*, *Maggie: a Girl of the Streets*, *The Great Gatsby*, and *The Grapes of Wrath*. 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.

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

This course is a survey of American literature that focuses on 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* and *F. Scott Fitzgerald's* *The Great Gatsby* are two 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 SAT, and in college-level courses.

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

This course is designed to address student needs in reading, writing, speaking, and listening. The literature selections are chosen on the basis of students' reading levels, and include works of fiction, nonfiction, poetry, and prose. Writing and speaking will address the importance of purpose, content, and audience when organizing thoughts. Listening and other soft skills that are proven assets in academic and employment situations will be studied and practiced. **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 IV ADVANCED PLACEMENT LITERATURE & COMPOSITION**(141) 1 credit****Grade 12**

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. 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**

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.

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. Students will respond to the literature with analytical writing and related research. 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, writing, speaking, and listening. The literature selections are chosen on the basis of students' reading levels, and include works of fiction, nonfiction, poetry, and prose. Writing and speaking will address the importance of purpose, content, and audience when organizing thoughts. Listening and other soft skills that are proven assets in academic and employment situations will be studied and practiced. **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.**

AP Seminar**(134) 1 credit****Grades 10, 11, or 12**

Students will develop and practice the skills in multidisciplinary research, collaboration, and communication they will need in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Students will analyze topics through multiple lenses to construct meaning or gain understanding, investigate, and propose solutions to real-world problems. This course qualifies students to earn The Advanced Placement Capstone diploma based on two year-long AP Courses: AP Seminar and AP Research.

AP Research**(144) 1 credit****Grades 11 or 12****Prerequisite: AP Seminar**

Building on what was learned in AP Seminar (a prerequisite course to AP Research) year 1, the AP Research course operates as year two of the AP Capstone program. After teaching students how to *engage with the* academic conversation in AP Seminar, the AP Research year is designed to expand that academic conversation into their preferred discipline of study and to explore a topic of personal interest. Students are empowered to design, plan, and conduct a year-long research based investigation to address a research question. This research inquiry will include the integration and synthesization of cross-curricular connections with accuracy and precision in order to craft, communicate, and eventually defend their argument or their position.

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)**READING SKILLS FOR INDEPENDENT LIVING****(175) 1 credit****Grades 9 through 12**

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 everyday literacy needs including: transportation literacy, medical literacy, home literacy, financial literacy and occupational literacy. The focus is on the types of literacy most critical for safety and success in real world experiences. This is a year long course, which can be repeated based on the student’s needs.

READING 9**(Read9) 1 credit**

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

This course provides a foundation that prepares students to build upon their current skills in the area of reading comprehension. Students will be introduced to specific reading strategies, which help the student engage with text on a deeper and more meaningful level. Along with effective instructional practices, the course utilizes software that prescribes custom learning paths for each student, based upon what he/she knows and is ready to learn next.

BEGINNING TO LOW INTERMEDIATE English Language Development**(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 Assistant Superintendent**

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 English Language Development**(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 Assistant Superintendent.****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 an 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, daycare, or social work. Students will have the opportunity to learn about children by working with them as participants 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, child and brain development, child safety, quality child care, and child literacy.

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 reproductive 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.

BIOLOGICAL SCIENCE-SPORTS MEDICINE

(906) .5 credit

Grades 10 through 12

The course of Biological Science-Sports Medicine is offered to tenth, eleventh, and twelfth grade students who have an interest in human biology and sport. The course will be offered on a semester basis. In this course, the students will learn about the anatomy and physiology of the human body as it applies to sports medicine. The course not only includes specific instruction about injuries and special conditions that occur in sports, but also the evaluation, care, prevention, and basic reconditioning of these injuries. As practice experience, each student will be required to obtain 2 observation hours (1 hr. per quarter) after school in the Sports Medicine Center and/or at an athletic event as scheduled by the instructor. With the instructor's approval, an alternative assignment can take the place of an observation hour per quarter.

Students may take this course in order to fulfill one-half credit (.5) of their one credit (1.0) Physical Education requirement.

PERSONAL PHYSICAL FITNESS

(914) .5 credit

Grades 9 through 12

This semester-long, graded elective course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, weight and resistance training, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal physical fitness program based on individual needs, abilities, and interests. Students' grades will be determined by a rubric-based assessment of their class participation, practical assessments, and written exams. Students may take this course in order to fulfill one-half credit (.5) of their one credit (1.0) Physical Education requirement.

LIFETIME SPORTS AND ACTIVITIES

(913) .5 credit

Grades 9 through 12

This semester-long, numerically graded course will encompass offerings of Physical Education that allow one to be able to enjoy throughout their lives. This course is designed to teach students that through these Lifetime Sports and Activities, a person is able to develop mastery and skill as you get older; with wisdom and experience helping to make up for reduced reflexes and physical abilities. Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual and dual sport and activities. Safety and sportsmanship will be emphasized. Areas of focus will include but are not limited to: Archery, Badminton, Bocce Ball, Cornhole, Frisbee Golf, Golf, Handball, Horseshoes, Pickleball, Shuffleboard, and Table Tennis. This course will also include a unit of cooperative and team-building activities. These are designed to enhance skills such as teamwork, problem-solving, communication, and others. Students' grades will be determined by a rubric based assessment of their class participation, practical assessments, and written exams. Students may take this course in order to fulfill one half credit (.5) of their one credit (1.0) Physical Education requirement.

SPORTS MANAGEMENT AND COACHING PRINCIPLES**(911) .5 credit****Grades 9 through 12**

This semester-long, graded elective course will comprise various athletic organization areas. Main focus topics will include, but are not limited to: An overview of the basic fundamental knowledge and skill sets required of a coach, leadership principles for directing programs at different levels, ethical and moral development in all athletic matters, investigate the importance of immediate assistance administered in the case of injury or sudden illness before the arrival of emergency medical personnel - including CPR/AED training, basic sport-related first-aid, and concussion and cardiac management certificate programs. This course will encourage students to see sport principles as they apply to philosophy, objectives, leadership styles, communication, legal duties, and motivation in the ever-changing, dynamic profession of a coach.

TEAM SPORTS**(909) .5 credit****Grades 10 through 12**

This course is a semester-long, numerically graded course available to students in grades 10 through 12. Students will learn rules, skills, fundamentals, and strategies in various team sports. Areas of focus will include but are not limited to: Flag Football, Soccer, Basketball, Volleyball, Badminton, Baseball/Softball, and Track & Field. Students' grades will be determined by a rubric-based assessment of their class participation, practical assessments, and written exams.

Mathematics

Math Sequence

**Placement in “Honors” level courses, “Modern” level courses, or “AP” level courses will be determined through student performance and teacher recommendation.

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Algebra I	Honors Geometry**	Honors Algebra II**	Honors Analysis**	Calculus AP AB **
				Calculus AP BC **
	Modern Geometry**	Modern Algebra II**	Introductory Analysis**	Introductory Calculus**
Pre-Algebra	Algebra I	Modern Geometry**	Modern Algebra II**	Introductory Analysis**
		Geometry	Algebra II	Trigonometry
	Fundamentals of Mathematics and Problem Solving	Algebra I	Geometry	Selected Topics in Algebra II
				Algebra II
			Technical 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 21 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 midterm and final examination. In order to meet the varied needs of all students, the sequential courses are designed as follows:

LEVEL 2 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.

MODERN 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 an 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 Fundamentals of Mathematics and Problem Solving which is designed to meet the needs of those students who may need a more basic and drill approach to learning mathematics. This course will help students prepare to take Algebra I in the future.

Also, the secondary mathematics curriculum offers a number of elective courses beyond the sequential courses needed by most students to graduate. Such courses include Intro to Coding, Computer Science II AP, Mobile App Development, Probability and Statistics, and Statistics AP.

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.

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. Students who are enrolled in Algebra I are required to take the Algebra I Keystone Exam.

TECHNICAL MATHEMATICS**(311) 1 credit****Grades 9 through 12**

Technical Math is designed to develop students' math abilities, by focusing on math skills that apply in today's work environment. Practical math skills are emphasized, as well as the connection to real-world application. Technical Mathematics is an excellent course for students to increase math skills and provides students an opportunity to prepare for college-level math courses. The students will learn through lectures, discussions, homework problem sets, simulated/physical labs, and assessments. Completion of real-world application labs is vital for success in this course.

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. The course 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 problem-solving at the level that provides the optimal 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 Plus, TI-84, or TI-84 Plus graphing calculator is needed by students who are enrolled in this course. Graphing calculators 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 may include: domain and range, functions, quadratic functions, 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 10 through 12**

Algebra II is offered to students who have successfully completed Algebra I. This course is designed for students who plan to further their mathematics educations 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, and solving a variety of equations.

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 should consider taking this course. Students will study topics including trigonometric functions, right and oblique triangle trigonometry, radian measure and the unit circle, and trigonometric identities. Students must have a minimum of a “scientific calculator” for this course.

SELECTED TOPICS IN ALGEBRA II**(318) 1 credit****Grades 11 and 12**

Selected Topics in Algebra II is offered to students in their junior or 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 mathematics 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: trigonometry, logarithms, sequences and series, the binomial theorem, determinants, and statistics. Students must have a “scientific calculator” for this course.

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

Probability and Statistics is offered to students as a one-semester elective course following successful completion of Algebra II. This course is highly recommended for students who plan to enter such fields as economics, business, psychology, sociology, biology, medicine, or mathematics. Following the successful completion of this course, students will be prepared to take an elementary statistics course in college. Each student is required to purchase and use a graphing calculator (TI-84 or TI-Nspire series). The calculator will be used daily in class, for homework, and on all assessments. Topics studied in detail include descriptive and inferential statistics, basic concepts of probability, probability distributions, application of the Normal distribution, and confidence intervals.

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

Geometry Honors 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. 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 geometric transformations. Advanced algebra skills are used frequently which enables the student to see how algebra and geometry complement each other. Scientific calculators will be used throughout the course, and students should purchase such a calculator.

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

Modern Geometry is offered to any student who has successfully completed Algebra I and who has been recommended by his or her Algebra I teacher. Students in this course will explore the properties of geometric figures such as triangles and quadrilaterals and practice using mathematical language to express ideas and justify reasoning. Topics studied in this course include congruence, similarity, elementary analytic geometry, the interrelationship between geometry and algebra, and right triangle trigonometry.

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

Geometry is offered to students who 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' abilities 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. Students will spend approximately one-semester studying precalculus and the remainder of the year studying the concepts of trigonometry. The curriculum consists of a graphical, numerical, and analytical study of functions: polynomial, rational, radical, exponential, logarithmic, and trigonometric. Students solve problems from science, navigation, and economics. Graphing calculators (TI-83 Plus, TI-84, or TI 84 Plus) will be used throughout the course, and students should purchase such a calculator. 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 Modern Algebra II or Algebra II and who has been recommended by his or her Algebra II teacher. Students will spend approximately two-thirds of the year concentrating on an extensive study of trigonometry and the remainder of the year studying the concepts of precalculus. The trigonometry section of the course includes the study of trigonometric functions and their graphs, trigonometric identities, radian measure and the unit circle, and right and oblique triangle trigonometry. The pre-calculus section of the course covers topics such as vectors and analyzing functions and their graphs. Graphing calculators (such as the TI-84 Plus) will be used throughout the course, and students should purchase such a calculator.

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

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 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 an 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.

INTRO TO CODING HONORS

(350) 1 credit

Grades 9 through 12

Prerequisite: Algebra I

Computer Science I is a course recommended for students in grades 9 through 12 who have a strong math aptitude and have completed or are concurrently enrolled in a Geometry course. The Intro to Coding course is designed to be an introductory programming course, teaching students the basics of programming using the language of Java. The course begins with a basic breakdown of the computer system, the structure of a program, and the basics of programming logic. It goes on to cover variables, data types, input/Scanner class, Strings, the basics of Object-Oriented Programming, conditionals, loops, methods, and objects. Students will complete programming assignments where they will be required to analyze, design, and implement a solution using knowledge gained from class lectures. By the end of this course, students will be able to write basic-to-intermediate computer programs and be comfortable with the fundamental concepts of programming. This course is intended to be a lead-in to the Computer Science II AP course.

COMPUTER SCIENCE II ADVANCED PLACEMENT

(351) 1 credit

Grades 10 and 12

AP Computer Science II is a course recommended for students who have previously taken Intro to Coding and received pre-approval of the instructor for this course. The student will be learning object-oriented programming principles building on their knowledge of Java from Intro to Coding. The course will cover the topics outlined in the AP Computer Science course description and the Java subset. Students will complete programming assignments where they will be required to analyze, design, and implement a solution using knowledge gained from class lectures. This course will cover topics such as arrays, sorting and searching, array lists, advanced Object-Oriented Programming, interfaces, inheritance, abstract classes, matrices, and recursion. The course will conclude with AP Computer Science A test review. The student will be given the opportunity to take the AP Computer Science A exam for college credit or receive dual enrollment credit.

MOBILE APP DEVELOPMENT HONORS

(352) 1 credit

Grades 11 and 12

Mobile App Development Honors will teach students how to develop apps for Android mobile devices. Students will learn how to build, debug and run their own apps in Android Studio, Android's integrated development environment. This course will cover the principles behind Android design and development, while giving students the practical skills that will allow them to create a wide variety of working mobile apps. Topics include, but are not limited to: graphical user interface design, the event-driven software model, the model-view-controller paradigm, layouts and XML, widgets, activities, debugging techniques, fragments, lists, and RecyclerView, intents, and networking. Computer Science II Advanced Placement and Teacher recommendation are prerequisites.

COMPUTER SCIENCE PRINCIPLES AP

(353) 1 credit

Grades 9-12

AP Computer Science Principles is intended to replicate an introductory college computer science course. Students will hone their computational skills by analyzing, visualizing, and drawing conclusions from trends in large data sets. Students are asked to think creatively to solve problems and analyze patterns using computer software, programming, and other technology. AP Computer Science Principles provide students with an opportunity to learn about many ideas central to computer science. Students will develop computational thinking skills necessary for success in many disciplines. The course strives to teach students to be creative and use the creative process to solve computational problems. Students will construct and implement solutions to complex problems similar to what computer scientists and engineers face. This course demonstrates the relevance of computer science by highlighting the importance of computing in society. Students will study computing machines and systems, but also investigate how computers have affected a wide variety of fields and examine the ethical implications of new technologies.

STATISTICS AP

(343) 1 credit

Grades 11 and 12

AP Statistics is offered to students as a full-year elective course following the successful completion of Honors Algebra II. Each student is required to purchase and use a graphing calculator (TI-84 or TI-Nspire series). The calculator will be used daily in class, for homework, and on nearly all assessments. This is a fast-paced, intensive course equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Topics studied in detail include descriptive and inferential statistics, basic concepts of probability, probability distributions, applications of the Normal distribution, confidence intervals, hypothesis testing, and correlation and regression. Students will be prepared to take the AP Statistics examination in May.

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

- To inspire students in the enjoyment of and enthusiasm for music and performing
- To set obtainable goals and accomplish these goals
- To perform at the highest level possible at all times and obtain the absolute best from each individual
- To project a positive image for the school and the music department
- To support and represent the community and district of Abington Heights
- Advocate for quality music education
- Recognize music education as a lifetime activity
- 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

Concert Band classes are scheduled during the school day throughout the school year and are open to all students who have an interest in playing a band instrument. To prepare for the fall season, a Marching Band Camp is held at the High School prior to the commencement of the school year. Once school begins, the Marching Band and Concert Band rehearse before school or after school as necessary. Augmented by the band front, the Marching Band performs at all school football games, parades, and various community events throughout the school year. Excusal for participation in marching band will be made on occasions at the discretion of the music department and administration. In the event of such an excusal, additional assignments will be made by the teacher to replace the time spent in marching band rehearsals/performances. 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 have an interest in playing a string 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 before or after school-as necessary. 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 in 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, and/or community events and performances beyond the regular high school orchestra will be required. . Students who are unable to participate in additional performances, and/or community events will be required to complete additional assignments. Music used in this class is written at a more advanced level than the music used in a typical class. The literature performed in this ensemble is meant to provide students with a taste of professionally performed material.

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 generally performs a holiday program, a spring program, and performs for various community functions. Instruction in vocal technique and music-reading skills are included as a part of this course. 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.

CONCERT CHOIR HONORS

Grades 9 through 12

(729) 1 credit

Choir Honors is by audition only and is scheduled during the school day as an academic course. A limited number of students are eligible for this course based on voice part and student performance levels. Selections for this ensemble will be based upon sight-reading ability, vocal ability, and dependability. Students in Choir Honors will rehearse and perform as the core of the Concert Choir. This ensemble will also perform at various school and community functions. Ninth-grade students will be able to audition upon recommendation of the Middle School choir teacher in May of their eighth-grade year. Additional assignments, and/or community events and performances beyond the regular high school concert choir will be required.

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 piano, music history, 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 for 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 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 as college freshmen 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 a prerequisite 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 BAND: This is an extracurricular activity of the Concert Band course. Membership is by audition. This ensemble, which rehearses before school or after school at the discretion of the director, offers the student the opportunity to perform jazz literature. The ensemble performs at various concerts and assemblies throughout the year.

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. The literature performed in this ensemble is meant to provide students with a taste of intermediate-level material. It is, therefore, written at a more advanced level than is the music that is featured in a typical musical curriculum.

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. This ensemble is offered at the discretion of the director.

MUSICAL PRODUCTIONS: A musical production is presented every year. 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.

AH-Capella: This is an extracurricular activity of the Concert Choir. Membership for both male and female students is by audition. This group rehearses before and/or after school. The focus of the AH-Capella group will be to further develop their skills as choral singers and explore the wealth of choral music without instrumental accompaniment. Students will learn how to recreate music that is popular and undiscovered repertoire by performing in an advanced ensemble. This ensemble is offered at the discretion of the director.

Science

Science Sequence

*AP Biology and AP Environmental Science may be taken in 11th or 12th Grade based upon recommendation and scheduling availability

**Placement in “Honors” level courses or “AP” courses will be determined through student performance and teacher recommendation.

9th Grade	10th Grade	11th Grade	12th Grade
Earth and Space Science Honors**	Biology I Honors**	Honors Chemistry**	Physics I AP**
			Chemistry AP **
		Physics I AP**	Physics II AP **
		Environmental Science AP *	Environmental Science AP*
		Biology AP*	Biology AP*
Earth and Space Science Level 2	Biology I Level 2	Chemistry Level 2	Physics Level 2
		Applied Chemistry	Environmental Science Level 2
Earth and Space Science Level 3	Biology I Level 3	General Practical Science	

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 midterms 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 that 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 I AP, Physics II AP, and Environmental Science AP) will be scheduled for a lab on 2 of the 6 days in the scheduling cycle. (Typically scheduled in conjunction with lunch.) **If lunch should conflict with a lab, students may either bring a bag lunch to lab 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. Research projects are required in some Honors level courses.

LEVEL TWO

Level 2 courses are offered to those students who intend to further their science 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, Meteorology, 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 three Domains of Life, 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 LEVEL 2**(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:

- Classification of microbes –including the Kingdoms Monera, Protista and Fungi
- Viruses
- Sterile technique
- Microbial growth and metabolism
- The use of antibiotics and the emergence of antibiotic resistance
- Microbiology and agriculture
- Biotechnology and Recombinant DNA
- Microbial diseases of the human body
- Environmental bioremediation

HUMAN ANATOMY AND PHYSIOLOGY LEVEL 2**(419) .5 credit****Grades 11 and 12**

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. Prerequisite: Successful completion of Biology 1- either Honors or L2

HUMAN ANATOMY AND PHYSIOLOGY I HONORS**() .5 credit****Grades 11 and 12**

This one-semester course is designed to give students a better understanding of how structure fits function in the human body and is intended for those students preparing for the allied health fields.

This course will require a thorough review of basic biological principles that will be integrated throughout the course. It provides an in-depth study of the structure and function of the organ systems of the human body as well as what happens in the disease state for each system. It will primarily be a laboratory-based course with modest amounts of lecture to support the laboratory work. Cat muscle dissection will be required.

Most work will be student-centered activities and students will be required to present to the class research on selected topics.

Topics and labs may include, but are not limited to:

- Histology
- Identification of bones and associated structures
- Skin structure mapping
- Comparative dissection of cat anatomy to human anatomy
- Understanding muscle physiology
- Comparative anatomy of cardiovascular systems of animals

Prerequisite: Honors Biology with a minimum average of 85%

HUMAN ANATOMY AND PHYSIOLOGY II HONORS**(424) .5 credit****Grades 11 and 12**

This one-semester course is a continuation of Anatomy and Physiology I H designed to give students a better understanding of how structure fits function in the human body and is intended for those students preparing for the allied health fields.

This course will require a thorough review of basic biological principles that will be integrated throughout the course. It provides an in-depth study of the structure and function of the organ systems of the human body as well as what happens in the disease state for each system. It will primarily be a laboratory-based course with modest amounts of lecture to support the laboratory work. Cat blood vessels, nerves, and organ dissection will be required.

Most work will be student-centered activities and students will be required to present to the class research on selected topics.

Topics and labs may include, but are not limited to:

- Animal comparison heart dissections with cardiovascular physiology
- Comparative anatomy and physiology of the respiratory system
- Comparative anatomy and physiology of the renal system
- Nervous system
- Physiology of the sense systems
- Endocrinology

Students who enroll in Anatomy and Physiology II H must have successfully completed Anatomy and Physiology I H with a minimum average of 85% or Anatomy and Physiology I L2 with a 90%.

TOPICS IN BIOLOGY-ZOOLOGY AND BOTANY**(414) .5 credit****Grades 11 and 12**

This semester-long course will cover the taxonomy and diversity of both plants and animals. Comparative anatomy and physiology of the nine major phyla of animals will be examined and will also include dissections of examples from each phylum. Plant anatomy, morphology, reproduction, life cycles and taxonomy will be studied. This course will include dissections, laboratory write-ups, laboratory practicals, projects, quizzes and tests. It is designed for students with an interest in the life sciences and who will potentially be entering biological fields such as biological research, biotechnology, pharmaceuticals, veterinary medicine, ecology/environmental fields, conservation, forestry, and many others.

CHEMISTRY I HONORS**(420) 1 credit****Grade 11**

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 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. Gases and Kinetic Molecular Theory

Emphasis will be given to safety procedures in the science laboratory in all concepts studied. Instructional strategies utilized will include: lecture/discussion/class activities for learning the content, and laboratory experiments and problem-solving that apply the concepts learned in the course. 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. This course represents the first half of the AP Chemistry sequence and is a prerequisite, with a minimum 85% average, for Chemistry AP.

CHEMISTRY I LEVEL 2**(421) 1 credit****Grades 11 and 12**

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, the periodic table, liquids, solids, nomenclature, solutions, and thermodynamics. Emphasis in this course will include safety procedures in all areas of study in the science laboratory, problem-solving, and laboratory techniques to assist students 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 prerequisites for higher-level sciences. 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. Solutions
2. Chemical Thermodynamics
3. Chemical Kinetics
4. Chemical Equilibrium
5. Electrochemistry
6. Selected Topics in Organic Chemistry

Chemistry AP is valuable to the student who will enter science or engineering programs in college. 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 must have successfully completed Chemistry I Honors with a minimum average of 85%.** Students who enroll in Chemistry AP are expected to take the AP exam. There is a summer reading assignment for this course.

PHYSICS I ADVANCED PLACEMENT

(435) 1 credit

Grades 11 and 12

AP Physics 1 is an advanced science course designed for the student planning to enter one of the science or engineering programs in college. Physics AP is written to provide students with exposure to concepts traditionally covered in the first semester of university physics. Understanding 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 prerequisites are completion of Chemistry I Honors with a minimum average of 93% and completion of Introductory Analysis Honors with a minimum average of 93%, and completion of Biology I Honors with a minimum average of 93%. A recommendation from a student's current science teacher is also expected. A suggested co-requisite is AP Calculus. At the instructor's discretion, each student may be required to construct a basswood bridge following specifications provided each year by the Illinois Institute of Technology's International Bridge Building Committee.

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

1. Newtonian Mechanics
2. Work, Power, Energy, and Momentum
3. Mechanical Waves and sound
4. Basic Electric Circuits

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.

PHYSICS II ADVANCED PLACEMENT**(431) 1 credit****Grade 12**

AP Physics II is an advanced science course designed for the student planning to enter one of the science or engineering programs in college. Physics AP is written to provide students with exposure to concepts traditionally covered in the first semester of university physics. Understanding 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 II AP are expected to take the AP exam. Currently, only students who satisfactorily (as determined by the instructor) complete Physics I AP will be considered eligible. Suggested prerequisites are completion of Physics I AP, completion of Chemistry I Honors with a minimum average of 93%, completion of Introductory Analysis Honors with a minimum average of 93%, and completion of Biology I Honors with a minimum average of 93%. A recommendation from a student's current science teacher is also expected. A suggested co-requisite is AP Calculus. At the instructor's discretion, each student may be required to construct a basswood bridge following specifications provided each year by the Illinois Institute of Technology's International Bridge Building Committee.

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

1. Fluids
2. Thermodynamics
3. Electrical force, field, and potential
4. Electric Circuits
5. Magnetism and electromagnetic induction
6. Geometric and physical optics
7. Quantum, atomic, and nuclear physics

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 complement 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 formulas, chemical reactions, the periodic table, 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 Sequence

**Placement in “Honors” level courses or “AP” courses will be determined through student performance and teacher recommendation.

9th Grade	10th Grade	11th Grade	12th Grade
The American Perspective I Honors **	Comparative World Studies Honors ** Human Geography AP**	Human Geography AP**	United States History AP**
		United States History AP**	European History AP**
		The American Perspective II Honors**	Human Geography AP**
The American Perspective I 2	Comparative World Studies Level 2	The American Perspective II Level 2	European History Level 2
The American Perspective I 3	Comparative World Studies Level 3	The American Perspective II Level 3	

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 upperclassmen only. These courses are designed to prepare students for Advanced Placement exams that may earn students college credit. Coursework 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. Honors classes are 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:

GRADE 9	THE AMERICAN PERSPECTIVE I - HONORS, LEVEL 2 or LEVEL 3
GRADE 10	COMPARATIVE WORLD STUDIES – HONORS, LEVEL 2 or LEVEL 3 or HUMAN GEOGRAPHY AP
GRADE 11	UNITED STATES HISTORY AND PENNSYLVANIA HISTORY AP or THE AMERICAN PERSPECTIVE II HONORS, L2, L3 or HUMAN GEOGRAPHY AP

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

EUROPEAN HISTORY AP	PSYCHOLOGY AP
HUMAN GEOGRAPHY AP	

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 students to refine citizenship skills and think critically about issues as he/she confronts policy decisions made in America that have affected 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 the 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 a 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: Civil Rights, Immigration, Sociocultural Movements and Civic Engagement, and American Globalization. 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 1850 and 2000. 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 students' 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 Civil Rights, Immigration, Sociocultural Movements and Civic Engagement, and American Globalization. Students will refine citizenship skills, develop decision-making skills, and participate as a speaker and listeners. 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 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 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 a 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 3

(207) 1 credit

This Comparative World Studies Level 3 class is designed with a focus on students' 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 10 or 11 - REQUIRED**HUMAN GEOGRAPHY ADVANCED PLACEMENT****(277) 1 credit****Prerequisite: The American Perspective I Honors and English Honors**

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon successful completion of the course, the student should be able to: Use and think about maps and spatial data; Understand and interpret implications of associations among phenomena in places; Recognize and interpret at different scales relationships among patterns and processes; Define regions and evaluate the regionalization process; Characterize and analyze changing interconnections among places.

GRADE 11 – 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 the 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**

American Perspectives 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: American Economic History, American Foreign Policy, War and Conflict, and America in the 21st Century. This course prepares students to study issues and events that have an influence on the 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 a research paper(s) using APA format, create oral presentations, participate in debate and in-depth discussions, write position papers, 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**

American Perspectives 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 American Economic History, American Foreign Policy, War and Conflict, and America in the 21st Century. This course prepares students to study issues and events that have an influence on the 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**

American Perspectives II Level 3 class is designed with a focus on students' 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 American Economic History, American Foreign Policy, War and Conflict, and American in the 21st Century. Students will refine citizenship skills, develop decision-making skills, and participate as a speaker and listeners. Reading materials will address issues relative to student interests and the expansion of knowledge. 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 21st Century. Emphasis will be placed upon such topics as the Italian Renaissance, the Reformation, the Age of Discovery, the French Revolution, and the 20th 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

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 the 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

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.

HUMAN GEOGRAPHY ADVANCED PLACEMENT

(277) 1 credit

Grades 11 and 12

Prerequisite: English Honors

See course description on page 41.

UNITED STATES HISTORY AND PENNSYLVANIA HISTORY AP

(220) 1 credit

Grades 11 and 12

Prerequisite: English Honors

See course description on page 41.

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 the production, exchange, and 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 market efficiency and government intervention, production and cost, the stock market, elasticity, supply and demand curves, etc. Students who select this course should be prepared to invest time writing papers, conducting investigations, and analyzing graphs. This course is designed to be helpful in a number of academic majors including: engineering, business, finance, accounting, political science, and law.

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

Economics is a course that focuses on the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services. The units of study will consist of: Introduction to Economics, How Markets Work, Business and Labor, Money and Banking, and Measuring Economic Performance. The course grade will be based upon a variety of assignments and assessments. The course is designed to give students an idea about what economics is and how it relates to them on a daily basis.

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 that occurs in these groups that is the focus of sociology.

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

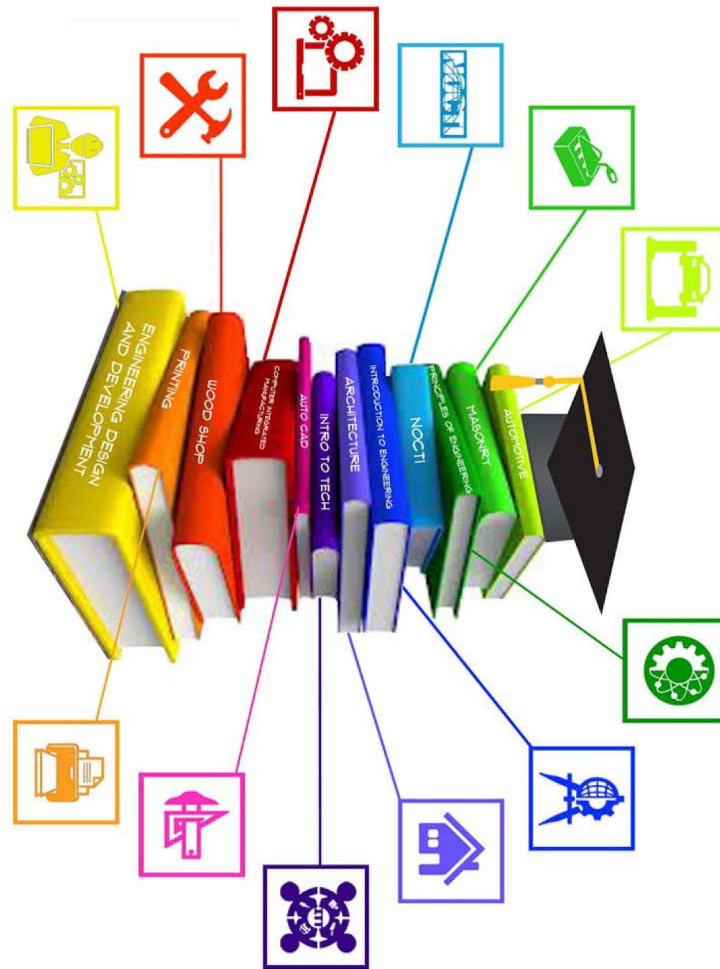
Practical Law is a one-semester social studies course that provides students the skills and knowledge to live in our litigious society. Students will be able to analyze, evaluate and resolve legal situations and disputes using the Bill of Rights contained within the United States Constitution. Student 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) 5 credit****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

what does TECH ED have to offer you?!



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, with problem-solving and practical experiences with tools, materials, and products of our technological society.

INTRODUCTION TO TECHNOLOGY

(800) 1 credit

Grades 9 through 12

Introduction to Technology consists of a sequence of courses over one year which is designed to give students an overview and basic understanding of 4 specific Industrial Technology courses: Automotive Technology, CAD, Masonry, and Printing. Students will spend one quarter in each of these courses. The purpose of this program is to expose students to each of these technical areas so that they may determine in which area to pursue further study. Class topics will include: careers, safety, tools/equipment, and several introductory level shop specific projects.

AUTOMOTIVE TECHNOLOGY I

1 period per day

(802) 1 credit

Grades 10 through 12

Prerequisite: Successful completion of Intro to Tech /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 drivetrain through the use of sophisticated diagnostic equipment in troubleshooting and repair procedures.

NOCTI AUTOMOTIVES

3 periods per day

(803) 3 credits

Grade 10 with teacher recommendation, Grades 11 and 12 with Intro to Tech and Auto Tech I

The goal of this program is to have students gain knowledge of the automotive theories as well as acquire the aptitude skills required to be an automotive technician. In the automotive program, we do not just train the students to have technical skills; we train them to be productive by also teaching them personal employability skills. Students will work in teams and independently to diagnose and repair the different systems of a vehicle, using the proper tools and equipment in a safe manner. Assignments will require students to draw upon academic skills in mathematics, science, reading, and communications. Student assessment will be based on safety, group participation, and individual completion of projects and tests of students' knowledge. **NOCTI Assessment:** All eligible students completing the program are required by the state of Pennsylvania to take a National Occupational Competency Testing Institute (NOCTI) exam related to their program of study. NOCTI provides occupational competency assessments required by the PA Department of Education (PDE) to measure and evaluate a student's competency in their technical program. Students must take both the written and performance sections. This test will be used as a cumulative final exam for students.

MASONRY I

1 period per day

(841) 1 credit

Grades 10 through 12

Prerequisite: Successful completion of Introduction to Tech

This course is a continuation of Introduction to Technology and is geared for the student who may be interested in a career in the masonry field. Students will delve more deeply into 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 to develop valuable life skills.

NOCTI MASONRY

3 periods per day

(842) 3 credits

Grades 11 and 12 with successful completion of Intro to Tech and Masonry I

This course requires students to do an extensive amount of hands-on activities, and it also requires research and theory to develop an educational foundation in Masonry construction. Students will learn Masonry construction by integrating aspects of design and mathematical concepts. Students will be required to work independently and in groups to achieve goals and complete projects. Students will also be assessed on their ability to participate, work safely, the efficiency of work, the accuracy of work, and overall project success. **NOCTI Assessment:** All eligible students completing the program are required by the state of Pennsylvania to take a National Occupational Competency Testing Institute (NOCTI) exam related to their program of study. NOCTI provides occupational competency assessments required by the PA Department of Education (PDE) to measure and evaluate a student's competency in their technical program. Students must take both the written and performance sections. This test will be used as a cumulative final exam grade for students.

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****Prerequisite: 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 technological 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.

COMPUTER INTEGRATED MANUFACTURING HONORS (CIM)**(822) 1 credit****Grade 11 and 12****Prerequisite: Principles Of Engineering**

This course illuminates the opportunities related to high-tech, innovative nature of modern manufacturing. Students will explore manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system

ENGINEERING DESIGN AND DEVELOPMENT HONORS (EDD)**(820) 1 credit****Grades 12****Prerequisites: Introduction to Engineering Design, Principles of Engineering****Completed or Concurrent Courses: Digital Electronics**

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build and test their solutions. Finally, student teams present and defend their original solution to an outside panel.

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.

COMPUTER-AIDED DRAFTING I**(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.

Advanced Architectural Design and Documentation**(XXX) 1 credit****Grades 11 through 12****Prerequisite: Successful completion of CAD III**

This course is designed for students interested in both Architecture and Engineering. Students will have the opportunity to design and document a building utilizing all phases of a project just as an Architect and/or Engineer would in a professional setting. Throughout the course, students will be introduced to concepts and topics that include spatial analysis, code research, schematic and design development, construction documentation, and both 3D and physical modeling. In addition, there will also be a portfolio component to this course in which students will be able to compile work that they have completed in the course into a portfolio that can be used at their discretion.

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 industrial processes and procedures. Principles 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 designs.

DIGITAL PRINTING**2 periods per day****(832) 2 credits****Grades 10 through 12**

XEROX School to Career: This course is intended to teach the fundamentals of digital printing by exploring its "hows" and "whys". The individuals interested will learn and apply the skills required to utilize digital production printing technology within the graphic communication industry. The content of this course and its curriculum have been structured within the context of PrintEd's printing competencies and highlights the use of Xerox digital production printing. Students who complete all competencies to PrintEd standards will become PrintEd certified. The course is broken into three sections: The digital printing process, exploration of printing concepts, and business impacts of digital printing.

World Languages

World Languages Sequence

**Placement in “Honors” level courses or “AP” courses will be determined through student performance and teacher recommendation.

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Spanish I Honors**	Spanish II Honors**	Spanish III Honors**	Spanish IV Honors**	Spanish Language AP**
Exploratory Spanish	Spanish I Honors**	Spanish II Honors**	Spanish III Honors**	Spanish IV Honors**
	Spanish I Level 2	Spanish II Level 2	Spanish III Level 2	Spanish IV Level 2
Exploratory German	German I Honors**	German II Honors**	German III Honors**	German IV Honors**
	German I Level 2	German II Level 2	German III Level 2	German IV Level 2
Exploratory Russian	Russian I Honors**	Russian II Honors**	Russian III Honors**	Russian Language NEWL**
	Russian I Level 2	Russian II Level 2	Russian III Level 2	Russian IV Level 2
Exploratory French	French I Honors *	French II Honors *	French III Honors*	French Language AP**
				French IV Honors**
	French I Level 2	French II Level 2	French III Level 2	French IV Level 2

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.

FRENCH I LEVEL 2 AND HONORS

Grades 9 through 12

1 credit

L2 (501)

Prerequisite: Overall average of a C or higher in 8th 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

Grades 9 through 12

1 credit

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

Grades 10 through 12

1 credit

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**Grades 11 and 12****1 credit****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 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, with a focus on improving oral skills. Students write essays based upon topics related to literary readings. Digital media provides 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 the six main themes of AP: Beauty & Aesthetics, World Issues, Personal & Public Identity, Family & Community, Science & Technology, and Contemporary Life. Topics 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. Students should expect to spend one hour per night preparing for this course.

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

Students taking German I Honors and Level 2 will develop the four skills of reading, listening, writing, and speaking as well as learn about the cultures of the German-speaking countries. These skills will be developed using a proficiency forward approach wherein communication is key. More emphasis is placed on vocabulary acquisition, development of solid listening skills, and development of solid writing skills over rote memorization of grammar points. Basic vocabulary-building skills are developed as students work through readings and comprehension tasks. Supplemental readings and videos will add to readings and student-created texts at the honors level, the pace of instruction is more rapid with exposure to more detailed grammar and vocabulary study and in more challenging formats.

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

Students taking German II Honors and Level 2 will further develop the four skills of reading, listening, writing and speaking as well as learn more complex aspects of the cultures of the German-speaking countries. Writing skills will continue to develop as students learn to incorporate more tenses, use adjectives, and structure clauses. New vocabulary is introduced as students improve reading, listening, and conversational skills acquired in German I. Everyday life in German-speaking countries is highlighted in readings and in videos. Comparisons and connections to the German-speaking countries will be emphasized. 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 is more rapid.

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

Culture, history, and stories that take the students through various parts of Germany are discussed to improve conversational skills. Again, progress is evaluated in all four skills of writing, reading, listening, and speaking. 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. Complex grammar topics, as they arise in more challenging readings, will be discussed and applied at the honors level. These topics will be presented to level 2 students for awareness. Larger topics in history and literature will be studied according to student interests.

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

Improving listening and speaking skills is the primary goal of this course. Vocabulary building continues to play a key role in increasing students' fluency and comprehension levels. 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. Instruction will occur almost exclusively in German. Projects will supplement vocabulary-building activities, grammar reviews, and comprehension-building assignments; reading authentic texts will be emphasized.

RUSSIAN I LEVEL 2 AND HONORS**1 credit****Grades 9 through 12****L2 (531)****Prerequisite: Overall average of a C or higher in 8th Gr. English/Recommendation of faculty****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 dialogues. 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**1 credit****Grades 10 through 12****L2 (533)****Prerequisite: 70 Average in Russian I for level 2, teacher recommendation for Honors****H (532)**

Through the context of an exchange program, students use a communicative approach to continue the study of Russian. Role-plays and dialogues 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**1 credit****Grades 11 or 12****L2 (535)****Prerequisite: 70 Average in Russian II for L2, teacher recommendation for Honors****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 help students to gain a broader understanding of the Russian language. 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.

NEWL RUSSIAN**(539) 1 credit****Grade 12**

This course is designed to prepare students for the NEWL Russian Language Prototype Advanced Placement test to assess pre-college Russian language abilities. Focus in the course will be on cultural competency and language proficiency. Reading and listening comprehension will be emphasized, along with greater importance on spoken Russian in order to prepare for the AP exam. A practice exam is offered mid-year. It is not required to take the AP test, though it may be used as a placement tool and for college credit.

SPANISH I LEVEL 2 AND HONORS**1 credit****Grades 9 through 12****L2 (541)****Prerequisite: Overall average of a C or higher in 8th 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 language skills such as grammar, syntax, and spelling, but also includes 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. An effort is made to use language in a 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)**

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 *Avancemos* program, 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. 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.

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 are required. Students should expect to spend one hour per night preparing for this course.

Work Experience

THE WORK EXPERIENCE PROGRAM

The Work Experience Program was developed in order to offer a meaningful program for students who will benefit from an extension of vocational experience with a reduced academic schedule. The goal of the program is to enhance a student's educational preparation for employment upon graduation.

This alternate program of education supports the school's effort to aid students in the application of knowledge learned in the academic setting to real-world employment responsibilities. Requests 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 a building 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 participating students that directly relates to their vocational interests and abilities.