

**GOVERNOR MIFFLIN HIGH SCHOOL**

# **PROGRAM OF STUDIES**

**GRADES 9, 10, 11, 12**



# **2010 - 2011**

**Distributed by the Guidance Department**

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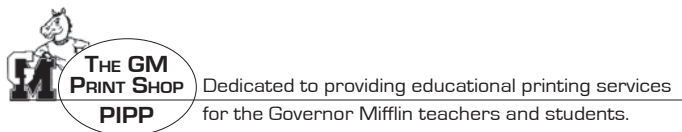
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# **PROGRAM SELECTION**

Planning a schedule for the following year is very important! It is the responsibility of the student and parent to build a schedule that will satisfy the requirements for graduation and future goals. Refer to information regarding graduation requirements. Your selection will depend on your own interests and plans. If you are planning to further your education beyond high school it is important to select an academically demanding course of study. You will be in a much better position than a student who has taken less demanding courses even though those courses might result in a higher grade point average and class rank. You will find it best to choose the most rigorous program of studies which you can handle, regardless of your post-high school plans.

## **COLLEGE PREPARATION**

The traditional college preparation program should include four years of English and four years of social studies. It is recommended that four years of higher mathematics be taken along with three to four years of a lab science. While not required in all cases - at least two years of the same foreign language are strongly recommended.

In general, the more challenging the course selection, the better the students are preparing themselves for college.

## **THE TECH PREP PROGRAM**

This program is designed for students not taking part in the traditional college preparatory program, but who desire advanced training in a technical field. It is designed to improve students' academic and technical preparation to help them better cope with a rapidly changing workplace. Tech Prep will provide students with the skills relevant to today's business and technology and necessary to make a smooth transition into the workplace, community college, university or branch campus.

## **GIFTED EDUCATION PROGRAM FOR STUDENTS IN GRADES 9-12**

The program of services for gifted students provides additional opportunities beyond the regular education program. Opportunities for students include both collaborative and competitive academic competitions, small group exploration and independent studies. The program also includes additional career exploration and off-site experiences. The high school gifted program is individualized and changes according to students' needs and interests.

## **ENGLISH AS A SECOND LANGUAGE PROGRAM**

English as a Second Language is offered to students with a native language other than English and less than fluent English skills. Language proficiency is measured with the WIDA ACCESS Placement Test (W-APT). The Woodcock-Munoz Language Survey may be used for additional reference. Language skills of listening, speaking, reading and writing are emphasized in each class. The number of periods of ESL varies for each student, depending on his/her level of language proficiency. The goal of the ESL program is to move students closer to their peers in reading comprehension and written expression. Vocabulary, grammar and cultures are core concepts in addition to reading, writing and speaking activities.

# CAREER PATHWAYS

Career Pathways is a program of career exploration and instruction, helping students explore career choices and preparing them for a chosen field. Upon graduation from high school, students will be focused on a career and ready for either further instruction at a college, university or trade school or to begin their chosen career.

Governor Mifflin's approach to Career Pathways is a developmental one. Building on the awareness and exploration activities at the elementary and middle school levels, students are encouraged to identify areas of career interest. Through the use of interest inventories, classroom presentations, small group discussion and individual conferences, students are encouraged to choose a career path and to move in the direction of fulfilling the academic preparation for their chosen career. Career shadowing, graduation project and opportunities to obtain in-depth information on [www.careercruising.com](http://www.careercruising.com) are avenues used to explore, develop awareness and focus on individual goals.

Many career related projects take place in the school setting. Some of these projects include: career reports, job shadowing and the writing of resumes and personal statements useful for employment and higher education. Students also have the opportunity to attend college fairs and to speak with college, trade and technical school and military representatives when they visit the school.

Co-op experiences are available to seniors. Students who attend the Berks Career and Technology Center, once they have completed requirements, are eligible for a half day co-op work experience.

## 9TH GRADE

From November through January each year the counselors meet with students in small groups to discuss career resources available in the high school. Students are given handouts regarding career planning, considerations when choosing a career and web sites (such as [www.careercruising.com](http://www.careercruising.com)) that are available for career information. Ways to explore various career possibilities will be mentioned. These include: trying different electives, volunteering in an area of interest, taking a part-time job in an area of interest and shadowing someone in their field.

## 10TH GRADE

From March through May each year the counselors meet individually with their tenth grade students. The counselors review and explain the student's permanent record file (their transcript) and discuss career options and plans. This process is done in the context of the course selection process discussing which courses, course levels and electives may be useful or required for certain career interests. College-bound students are encouraged to plan when they will take the SAT exam in the upcoming year. The test prep program provided by the district, Peterson's Student Edge, is introduced to the students ([www.mystudentedge.com](http://www.mystudentedge.com)).

## 11TH GRADE

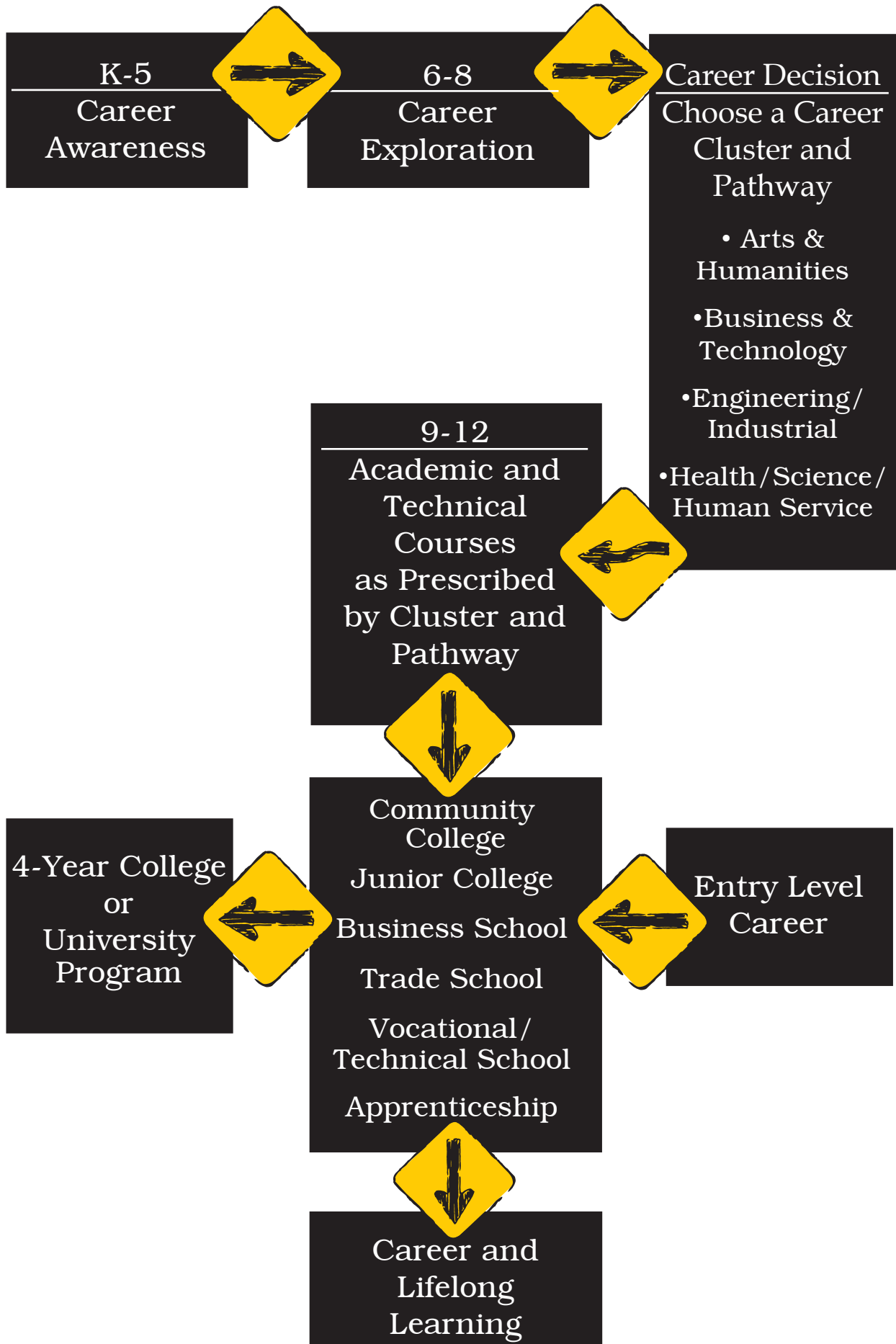
From January through March each year the counselors meet individually with their eleventh grade students. The individual conferences come after the counselors go into eleventh grade English classes to discuss the spring SAT dates at Governor Mifflin. At the same time, students fill out a career/occupation survey which will be used in the conferences. Resources on the computer such as [www.careercruising.com](http://www.careercruising.com) and [www.collegeboard.com](http://www.collegeboard.com) are used to do a college search, technical school search and obtain career information. A packet with useful handouts and each student's specific search information is provided. It is hoped that each student shares information with parents and that it helps in the decision making process. Students and their parents are encouraged to visit colleges and technical schools in the summer before the senior year and throughout the early months of twelfth grade. Students are encouraged to access [www.mystudentedge.com](http://www.mystudentedge.com) for PSAT, SAT, ACT and AP preparation. This valuable resource is provided to students free of charge by our district.

## 12TH GRADE

From September through November each year the counselors meet individually with all of their seniors to review their future plans and to provide information and assistance. Each counselor has a group meeting in mid-September for all of their college-bound students. Key handouts are given that summarize information necessary for the application process. Students are encouraged to share this information with their parents as they continue to work through the process of deciding on their post high school plans.

Information and assistance is provided by the counselors, but students and their parents have the responsibility of making the decision of where to apply and where to attend. Academic requirements and financial consideration are key aspects of this decision. When asked, counselors will write recommendations and assist with questions in the application process. For students who choose not to attend college, the counselors will provide information on technical schools, the military and other employment options.

# CAREER PATHWAYS MODEL



# CAREER PATHWAYS

## GOVERNOR MIFFLIN HIGH SCHOOL

Choosing a career has never been easy. In an increasingly technical society, these choices are even more difficult. Today's students must not only be prepared to enter a career field, they must also be prepared for a lifetime of learning and re-education as job requirements change to take advantage of new technologies and markets. Career Pathways help students prepare for these challenges.

Career Pathways is a program of career exploration and instruction, helping students explore career choices and preparing them for a chosen field. Upon graduation from high school, students will be focused on a career and prepared either to receive further instruction at a college, university or trade school, or to begin their chosen career.

Students should choose one of four career areas to follow from either the college preparation or technical preparation pathway. Students are encouraged to select elective courses from the following page which correspond to a chosen career and pathway.

### ENGINEERING/INDUSTRIAL

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#### College Prep

#### 4 Year. College Majors

Architecture and Envir.  
Design  
Computer Science  
Information Science  
Engineering Technology  
Industrial Technology  
Mathematics  
Teaching of  
\*Industrial Technology  
\*Science  
\*Mathematics

#### Technical Prep

#### Post HS Training Areas

Automotive Technology  
Aviation Technology  
Aircraft Technology  
Construction Technology  
Drafting Technology  
Energy/Power Technology  
Engineering/Mechanical  
Technology  
Industrial Technology  
Manufacturing Tech.

#### Career Areas

Agribusiness  
Natural Resources  
Construction Occupation  
Environmental Occupation  
Manufacturing Occupation  
Public Service Occupation  
Transportation Occupation

#### Career Areas

Transportation  
Construction  
Manufacturing  
Communications  
Graphics Technology  
Electronics Technology  
Photography

### BUSINESS TECHNOLOGY

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#### College Prep

#### 4 Year College Majors

Business Management  
Business Accounting  
Business Finance  
Business Marketing  
Human Resources  
Real Estate  
Computer Sciences  
Economics  
Communications  
Business Administration  
Public Relations

#### Technical Prep

#### Post HS Training Areas

Business Technology  
Office Technology  
Computer Technology  
Marketing  
Commerce  
Recreation/Travel  
Real Estate

#### Career Areas

Accounting  
Office Management  
Finance  
Marketing  
Financial Sales  
Stocks and Bonds  
Hospitality and Recreation  
Marketing and Distribution  
Public Service

#### Career Areas

Business Management  
Marketing  
Office Management  
Office Occupations  
Hospitality  
Recreation  
Distribution  
Public Services  
Recreation/Travel  
Distribution/Transportation

### HEALTH/SCIENCE/HUMAN SERVICE

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#### College Prep

#### 4 Year College Majors

Agriculture  
Natural Resources  
Biological Sciences  
Health Sciences  
Home Economics  
Physical Sciences  
Pre-Med  
Recreation

#### Technical Prep

#### Post HS Training Areas

Agriculture Study  
Environmental Study  
Education  
Child Care  
Health Care Services  
Medical & Laboratory Technology  
Nursing  
Therapies  
Home Economics  
Personal Services  
Hospitality Services  
Protective Services

#### Career Areas

Agribusiness  
Natural Resources  
Consumer Education  
Homemaking Education  
Environmental Occupations  
Health Occupations  
Hospitality  
Recreation  
Personal Services  
Public Services  
Marine Sciences

#### Career Areas

Agribusiness  
Natural Resources  
Consumer Education  
Homemaking Education  
Environmental Occupations  
Health Occupations  
Hospitality  
Recreation  
Marine Sciences  
Personal Services  
Public Services

### ARTS AND HUMANITIES

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#### College Prep

#### 4 Year College Majors

Communication  
Education  
Area Studies  
Foreign Language  
Pre-Law  
Library Sciences  
Psychology  
Public Services  
Social Sciences  
Theology  
Fine Arts  
Applied Arts

#### Technical Prep

#### Post HS Training Areas

Communications  
Education  
Fine Art  
Applied Arts  
Video Technology  
Public Services

#### Career Areas

Communications: Journalism,  
Advertising, Marketing, etc.  
Fine Arts: Education, Performing  
Arts, Marketing, etc.  
Humanities: Politics/Elections,  
Anthropologist, Psychology  
Public Service: Mental Health  
Worker, Hospital Employees,  
Peace Corps.

#### Career Areas

Communications  
Fine Arts  
Applied Arts  
Crafts  
Graphics  
Video

# CAREER PATHWAYS

## ENGINEERING AND INDUSTRIAL

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### College Prep

French 1-4  
Spanish 1-4  
Computer Science  
AP Physics  
AP Chemistry  
Materials and Processes  
Drafting 1-4  
Visual Arts 1  
Graphic Communications  
Contemporary Publishing/  
Production  
Web Design and Publishing

### Technical Prep

Career Center  
Engineering/Design Systems 1-2  
Principals of Technology 1-2  
Materials and Processes  
Advanced Materials and Processes  
Manufacturing and Construction  
Drafting 1-4  
Power Technology  
Visual Arts 1  
Graphic Communications  
Contemporary Publishing/  
Production  
Web Design and Publishing

## HEALTH/SCIENCE/HUMAN SERVICE

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### College Prep

Relationships and Parenting  
Everyday Living  
Sports Nutrition  
Child Development  
Health, Safety and Nutrition  
of Young Children  
Foreign Foods  
Food Preparation 1  
Food Preparation 2  
Professional Food Service  
French 1-4  
Spanish 1-4  
Environmental Biology/Ecology  
Genetics  
Human Anatomy & Physiology  
AP Biology  
AP Chemistry

### Technical Prep

Career Center  
Relationships and Parenting  
Everyday Living  
Child Development  
Health, Safety and Nutrition  
of Young Children  
Foreign Foods  
Food Preparation 1  
Food Preparation 2  
Professional Food Service  
Environmental Biology/Ecology  
Human Biology

## BUSINESS TECHNOLOGY

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### College Prep

Microsoft Office  
Advanced Computer Applications  
Accounting 1  
Accounting 2  
Accounting 3  
Money and Banking  
Business Management  
Business Communications  
Personal Economics  
Business Systems  
French 1-4  
Spanish 1-4  
Digital Studio Arts 1-2

### Technical Prep

Career Center  
Microsoft Office  
Advanced Computer Applications  
Accounting 1  
Accounting 2  
Personal Economics  
Business Management  
Business Communications  
Accounting 3  
Business Systems  
Money and Banking

## ARTS AND HUMANITIES

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### College Prep

Creative Writing  
Speech  
Journalism  
Creative Sewing  
Personal Fashions 1  
Personal Fashions 2  
Housing & Interior Design  
French 1-4  
Spanish 1-4  
Humanities  
Music Appreciation  
AP Music Theory  
Visual Arts 1-4  
Digital Studio Arts 1-2  
AP Studio Art  
Multicultural Applied Arts  
Band/Orchestra  
Vocal Music

### Technical Prep

Career Center  
Creative Sewing  
Personal Fashions 1  
Personal Fashions 2  
Housing & Interior Design  
Engineering/Design Systems 1-2  
Graphic Communications  
Contemporary Publishing/  
Production  
Web Design and Publishing  
Video & TV Applications  
Visual Arts 1-4  
Digital Studio Arts 1-2  
AP Studio Art  
Multicultural Applied Arts

## **COURSE SELECTION**

In Grades 9, 10, 11 and 12, a student shall carry a minimum of five full-time courses and at least six credits. A full-time course (major) is one which meets every day and runs the length of the school year.

It is the responsibility of every student to build a program of studies consistent with personal post-high school career plans and one which will meet the admission requirements of schools he/she plans to attend. Counselors are available to assist students in their planning, but the ultimate responsibility for course selection is in the hands of the students and their parents.

Students planning to attend college after high school should have academic course work in English, math, science and social studies every year and a minimum of two years of a foreign language. This combination of courses will meet the minimum entry requirements of most any college. Any departure from this program may restrict the colleges open to a student.

## **COURSE CHANGES AND ADDITIONS**

The Governor Mifflin High School program of study offers a wide variety of core subjects and elective courses. Each year the curriculum comes under review and revision. Recommendations for changes or additions are welcomed from teachers, parents and students. Parents and students are encouraged to contact the high school principal concerning curriculum initiatives.

## **DROPPING A COURSE**

Students are expected to complete the school year with the courses as scheduled. Students with six majors and at least seven credits may request permission to drop a major without penalty at the end of the first quarter, but no later than three days after the first quarter report card is issued. The student's parents and teachers will be consulted. A later drop will result in an "F" for the year in the dropped course. Minor courses (less than one credit) will not be dropped after the beginning of the school year.

If a student is doubled up in two courses of the same subject, the student will drop the elective course and maintain the grade-specific course (ex. Physics and Human Anatomy).

## **PROMOTION REQUIREMENTS**

1. For promotion from ninth to tenth grade, a student must have earned at least five credits in ninth grade.
2. For promotion from tenth to eleventh grade, a student must have earned a combined total of at least ten credits in ninth and tenth grade.
3. For promotion from eleventh to twelfth grade, a student must have earned a combined total of at least 17 credits in ninth, tenth and eleventh grades.
4. Special Considerations
  - a. A student must pass at least two traditional academic majors each year for promotion.
  - b. Regardless of the number of promotion credits, students must pass all required subjects to graduate.
  - c. A graduation project must be successfully completed.
5. The Class of 2014-2015 will take the applicable Keystone Exams and be proficient in the areas of Algebra I, Biology and English Composition.

# GRADUATION REQUIREMENTS

	Years	Credits
English	4	4
Social Studies	4	4
Art/Humanities	1	1
Math	3*	3*
Science	3*	3*
Physical Education	4	1.3
Health	1	0.5
Electives	4	7.2
	Total of 24 credits	

\* A math or science credit must be taken and passed in the senior year.

## GRADUATION PROJECT

All students who graduate from Governor Mifflin will be required to complete a graduation project during their high school career.

The purpose of the required project is to give students an opportunity to demonstrate their ability to apply various skills and demonstrate what they have learned. Students will explore a career interest and will work with an assigned faculty member. The faculty member will assist the student and guide the development of the project.

## ADVANCED PLACEMENT TESTING

AP tests are available to students who have taken AP courses. Students in honors or accelerated courses may consider taking AP tests. These tests are announced in the appropriate classes.

Depending upon the AP test score and upon college policy, a student may either accelerate their program, receive college credit or exempt a course.

**As per board policy #214 (revised 2009), students must take the AP exam and score at least a “3” to receive the 0.1 weight value.**

## AP/HONORS COURSES

The high school offers a number of advanced placement and honors courses. These courses include:

- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement English 12
- Advanced Placement European History
- Advanced Placement Government and Politics
- Advanced Placement Mathematics (includes Trigonometry & Calculus 1)
- Advanced Placement Music Theory
- Advanced Placement Physics B (Algebra)
- Advanced Placement Psychology
- Advanced Placement Statistics
- Advanced Placement United States History
- Advanced Placement Studio Art
- Advanced Placement Calculus 2
- Honors English 9, 10 and 11

# ARTICULATION

Articulation agreements are agreements arrived at between two educational institutions; in this case, between the Berks Career & Technology Center and Governor Mifflin High School, the sending schools, and Penn State (Berks-Lehigh Valley College) and Reading Area Community College, the receiving colleges.

Generally, this means that, based on the type of program and the quality of work completed, a student may be granted credit or acceleration at Penn State/Berks-Lehigh Valley College or at Reading Area Community College in the following areas:

- Electrical Engineering Technology (BCTC and Penn State/Berks-Lehigh Valley College)
- Electrical Technology (BCTC and RACC)
- Early Childhood (BCTC and RACC)
- Computer Information (BCTC and RACC)
- Culinary Arts (BCTC and RACC)
- HVAC/Refrigeration (BCTC and RACC)
- Industrial Maintenance Technician (BCTC and RACC)
- Machine Tool Technology (BCTC and RACC)
- Dual Enrollment Program

## DUAL ENROLLMENT PROGRAM

This program is a special agreement between the Governor Mifflin School District and Reading Area Community College in which students may receive college credit for specific high school courses. These high school courses have been articulated with the college curriculum and are recognized as advanced or accelerated courses which meet college standards. Students would enroll simultaneously at Governor Mifflin High School and Reading Area Community College. The courses will continue to be taught by our high school teachers. A tuition would be paid to RACC in order to receive college credit. These courses would appear on a RACC transcript along with a letter grade. Such courses may transfer to a four-year college or university but would need to be approved on an individual basis.

**This program is predicated on the availability of federal funding.**

The following courses are included in the Dual Enrollment Program with corresponding RACC course and credit in parenthesis: Honors English 11 (COM 121-3 credits), AP English 12 (COM 131-3), English 12 (academic) (COM 121-3), AP United States History (HIS 110 and 115-6), AP European History (HIS 120 and 125-6), AP Government (POS 130), AP Psychology (PSY 130), AP Statistics (MAT 210-3), AP Mathematics (MAT 220-4), Honors Calculus 2 (MAT 221-4), AP Biology (BIO 150 and 155-8), AP Chemistry (CHE 150 and 155-8), AP Physics B (PHY 240 and 245-8), Algebra 1 (MAT 35) and College Algebra (MAT 160). Medical Health Profession is also a dual enrollment course at Penn State University.

# COURSE OVERVIEW

## English (page 18)

English 9  
English 10  
English 11  
English 12  
Honors English 9  
Honors English 10  
Honors English 11  
Advanced Placement English 12  
Journalism  
Speech (semester)  
Creative Writing (semester)  
Strategic Reading/English 9 (12)

## Mathematics (page 23)

Foundations of Geometry  
Geometry  
Junior Math  
Algebra 1  
Algebra 2  
Senior Math  
Statistics  
Advanced Placement Statistics  
Advanced Placement Math (12)  
Pre-Calculus  
Calculus 1  
Advanced Placement Calculus 2  
Transition to Advanced Math/  
Algebra 1 (12)

## Science (page 25)

Earth and Space Science  
Foundations of Biology  
Foundations of Chemistry  
Biology (7)  
Chemistry (7)  
Physics (7)  
Advanced Placement Biology (8)  
Human Biology  
Human Anatomy and Physiology  
Advanced Placement Chemistry (8)  
Advanced Placement Physics B  
(Algebra) (8)  
Genetics (semester)  
Environmental Biology/Ecology  
(semester)

## Social Studies (page 28)

World Cultures 9  
United States History 1  
United States History 2  
Government and Economics  
Advanced Placement European  
History  
Advanced Placement United  
States History

Advanced Placement Government  
and Politics  
Advanced Placement Psychology  
Local History (even years)  
Military History (odd years)  
*- not offered in '10-'11*

## Business (page 31)

Business Systems (semester)  
Consumer Education (semester)  
Microsoft Office  
Advanced Computer Applications  
Accounting 1  
Accounting 2  
Accounting 3  
Money and Banking  
Business Management  
Business Communications (3)

## Family & Consumer Science (page 33)

Family & Consumer Sciences 9  
(semester) (3)  
Everyday Living  
Relationships and Parenting  
Housing and Interior Design (3)  
Food Preparation 1 (3)  
Food Preparation 2 (3)  
Foreign Foods (3)  
Professional Food Service (3)  
Personal Fashions 1 (3)  
Personal Fashions 2 (3)  
Creative Sewing (3)  
Child Development (semester)  
Health, Safety & Nutrition of  
Young Children (semester)

## Health, Physical Education (page 35)

Physical Education (2)  
Health Education (3)  
Strength and Conditioning (3)

## Languages (page 36)

French 1  
French 2  
French 3  
French 4  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4

## Music (page 37)

Band and Orchestra  
Band Front (1 & 4 quarters)  
Band (1, 2, 3 & 4 quarters)  
Concert Choir (3)  
Governors and First Ladies (3)  
Ambassadors (3)  
New Arrangement (3)  
Humanities  
Advanced Placement Music  
Theory  
Music Appreciation (3)  
Music Theory I (3)

## Technology Education (page 39)

Technology Education - Solving  
Problems, Grade 9 (semester) (3)  
Materials and Processes  
Advanced Materials and  
Processes  
Manufacturing and Construction  
Graphic Communications  
Contemporary Publishing/  
Production  
Web Design and Publishing  
Engineering/Design Systems 1 (3)  
Engineering/Design Systems 2 (3)  
Power Technology  
Drafting 1  
Drafting 2  
Drafting 3  
Drafting 4  
Principles of Technology 1  
Principles of Technology 2  
Video and TV Production (no credit)

## Visual Arts (page 42)

Digital Studio Arts 1 (3)  
Digital Studio Arts 2 (3)  
Visual Arts 1  
Visual Arts 2  
Visual Arts 3  
Visual Arts 4  
Advanced Placement Studio Art  
Humanities  
Multicultural Applied Arts  
Ceramics (3)

**SPECIAL EDUCATION** - Refer to  
course descriptions on page 43

## ESL (page 43)

**CAREER & TECHNOLOGY  
CENTER** (24) - Refer to course  
descriptions on page 44

*Numbers in parenthesis indicate periods per cycle for courses which do not meet six times a cycle.*

# PREREQUISITES

Since some courses are more academically demanding than others and some courses are sequential in nature, students should heed the prerequisites listed below:

## CORE SUBJECTS

### ENGLISH PREREQUISITES

Creative Writing	C in English (Grades 10-12)
Journalism	Enrolled in Academic/Honors English levels (Grades 10-12)
Speech	C in English (Grades 10-12)

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### MATHEMATICS PREREQUISITES

Advanced Placement Math	A- in Algebra 2 and department approval
Advanced Placement Statistics	B in Pre-Calculus and department approval
Algebra 2	C in Algebra 1
Calculus 1	B in Pre-Calculus and department approval
Advanced Placement Calculus 2	B in Advanced Placement Math or Calculus 1, department approval
Pre-Calculus	C+ in Algebra 2
Statistics	Algebra 2

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### SCIENCE PREREQUISITES

Advanced Placement Biology	B+ in Biology and Chemistry and department approval
Advanced Placement Chemistry	A in Chemistry and Algebra 2 and department approval
Advanced Placement Physics B (Algebra)	B in Algebra 2, presently taking Pre-Calculus Change in course status - must substitute Physics 441
Environmental Biology/Ecology	C in Biology, department approval (Grades 11-12), Grade 10 available depending on academic ranking, department approval and availability
Human Biology	Foundations of Biology and Foundations of Chemistry or Biology and department approval (Grade 12)
Human Anatomy & Physiology	B in Biology, Chemistry and Physics or presently taking Physics and department approval (Grade 12)
Chemistry	A in Algebra 1 (for Chemistry 1431), B in Algebra 1 (for Chemistry 1432)
Physics	C in Algebra 2, previous sciences and department approval
Genetics	C in Biology, department approval (Grades 11-12), Grade 10 available depending on academic ranking and availability

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### SOCIAL STUDIES PREREQUISITES

Advanced Placement European History	B- in an AP course or department approval
Advanced Placement Government and Politics	B- in an AP course or department approval
Advanced Placement Psychology	B- in an AP course or department approval (Grades 11-12)
Advanced Placement United States History	B- in an AP course or department approval
Local History	C in Social Studies (Grades 11-12)
Military History - <i>not offered in '10-'11</i>	C in Social Studies (Grades 11-12)

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### Notes:

1. The words "or better" are to be understood after each grade prerequisite.
2. A minimum course load for each student will be at least six credits, with five full-time courses required and six full-time courses being recommended. A student desiring a course for which he/she does not meet the prerequisite must have this selection approved by the subject department.
3. **Even though seniors have fulfilled graduation requirements of three maths and three sciences, they must schedule and pass either a math or a science during their senior year.**

## **ADDITIONAL SUBJECT AREAS**

### ***BUSINESS PREREQUISITES***

Accounting 2	C in Accounting 1 and department approval
Accounting 3	C in Accounting 2 and department approval
Microsoft Office	C in Business Systems and/or department approval
Advanced Computer Applications	C in Microsoft Office and/or department approval

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### ***FAMILY & CONSUMER SCIENCE PREREQUISITES***

Child Development	B in Relationships and Parenting, Grade 12
Food Preparations 2	B- in Food Preparation 1 and teacher approval
Housing and Interior Design	Grades 11-12
Personal Fashions 2	B in Personal Fashions 1, Grades 10-12
Professional Food Service	B in Food Preparation 1 and 2 and department approval, Grade 12

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### ***LANGUAGE PREREQUISITES***

French 2, 3, 4	C in previous year of French and department approval
Spanish 2, 3, 4	C in previous year of Spanish and department approval

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### ***MUSIC PREREQUISITES***

Advanced Placement Music Theory	Department approval
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### ***TECHNOLOGY EDUCATION PREREQUISITES***

Drafting 2	Drafting 1
Drafting 3	Successful completion of any two drafting courses
Drafting 4	Successful completion of any two drafting courses
Advanced Materials and Processes	C+ or better in Materials and Processes and department approval
Manufacturing and Construction	C+ or better in Materials and Processes and department approval
Engineering/Design Systems 2	C or better Engineering/Design Systems 1
Power Technology	Successful completion of Algebra 1
Principles of Technology 1	Algebra 1

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### ***VISUAL ARTS PREREQUISITES***

Visual Arts 2	C in Visual Arts 1
Visual Arts 3	C in Visual Arts 2
Visual Arts 4	C in Visual Arts 3
Advanced Placement Studio Art	B or better in Visual Arts 1 and 2 and department approval with submission of an application and sketchbook
Digital Studio Arts 2	B or better in Digital Studio Arts 1

# PROGRAM OF STUDIES – GRADE 9

Subject	Course Number(s)	Credit Value	Periods/Cycle
Honors English 9	1110	1.0	6
* English 9	1111, 1112	1.0	6
Strategic Reading/English 9	1117	2.0	12
* World Cultures 9	1211, 1212	1.0	6
* Earth and Space Science	1411, 1412	1.0	6
* Consumer Education (semester)	1642	.5	6
* Business Systems (semester)	1640	.5	6
* Physical Education	1011	.33	2
* Family and Consumer Sciences (semester)	1812	.25	3
* Technology Education - Problem Solving (semester)	1873	.25	3
* Algebra 1	1322	1.0	6
Math Standards/Algebra 1	5701	2.0	12
* Geometry	1311	1.0	6
French 1	1501	1.0	6
Spanish 1	1521	1.0	6
Strength and Conditioning	1016	.5	3
Materials and Processes	1875	1.0	6
Graphic Communications	1882	1.0	6
Web Design and Publishing	1886	1.0	6
Engineering/Design Systems 1	1860	.5	3
Drafting 1	1831	1.0	6
Creative Sewing	1961	.5	3
Personal Fashions 1	1962	.5	3
Visual Arts 1	1751	1.0	6
Band/Orchestra	1710	1.0	6
Orchestra	1712	1.0	6
Band (1st, 2nd, 3rd or 4th quarters)	1713	.75	6
Band Front (1st and 4th quarters)	1711	.5	6
Concert Choir	1720	.5	3
Governors and First Ladies	1723	.5	3
New Arrangement	1725	.5	3
Ambassadors	1726	.5	3
Video and TV Production	1871	0	3

**Note:** Courses listed here are open to tenth, eleventh and twelfth grade students.

\* *Required of all students*

# PROGRAM OF STUDIES – GRADE 10

Subject	Course Number(s)	Credit Value	Periods/Cycle
Honors English 10	1120	1.0	6
* English 10	1121, 1122	1.0	6
* United States History	1223, 1224, 1226	1.0	6
Advanced Placement European History	1250	1.0	6
* Biology <i>or</i>	1421	1.17	7
* Foundations of Biology	1416, 1417	1.0	6
* Physical Education	1011	.33	2
* Geometry <i>or</i>	1311, 1312	1.0	6
* Foundations of Geometry	1309	1.0	6
* Algebra 2	1331	1.0	6
Journalism	1195	1.0	6
French 2	1502	1.0	6
Spanish 2	1522	1.0	6
Money and Banking	1603	1.0	6
Microsoft Office	1647	1.0	6
Business Management	1605	1.0	6
Business Communications	1606	.5	3
Accounting 1	1611	1.0	6
Drafting 2	1832	1.0	6
Advanced Materials and Processes	1878	1.0	6
Contemporary Publishing/Production	1884	1.0	6
Engineering/Design Systems 2	1865	.5	3
Power Technology	1861	1.0	6
Everyday Living	1921	1.0	6
Personal Fashions 2	1963	.5	3
Food Preparations 1	1955	.5	3
Foreign Foods	1954	.5	3
Music Appreciation	1734	.5	3
Advanced Placement Music Theory	1733	1.0	6
Humanities	1761	1.0	6
Visual Arts 2	1752	1.0	6
Multicultural Applied Arts	1750	1.0	6
Digital Studio Arts 1	1763	.5	3
Music Theory I	1736	.5	3
<b>Semester Courses</b>			
Creative Writing (semester)	1192	.25	6
Speech (semester)	1191	.5	6
Career and Technology Center	1991 (AM), 1992 (PM)	3.0	24

**Note:** Courses listed for ninth grade are not repeated on this list, but are open to tenth grade students.

\* *Required of all students*

# PROGRAM OF STUDIES – GRADE 11

Subject	Course Number(s)	Credit Value	Periods/Cycle
Honors English 11	1130	1.0	6
* English 11	1131, 1132	1.0	6
* United States History 2 Advanced Placement	1236, 1237	1.0	6
United States History	1230	1.0	6
Advanced Placement Psychology	1260	1.0	6
Local History (even years)	1292	1.0	6
© Military History (odd years)	1293	1.0	6
* Health Education	1035	.5	3
* Physical Education	1012	.33	2
Chemistry	1431, 1432	1.17	7
Foundations of Chemistry	1418, 1419	1.0	6
Advanced Placement Biology	1420	1.33	8
Principles of Technology 1	1462, 1463	1.0	6
Principles of Technology 2	1464, 1465	1.0	6
Junior Math	1308	1.0	6
Algebra 2	1332	1.0	6
Statistics	1336	1.0	6
Pre-Calculus	1343, 1344	1.0	6
Advanced Placement Statistics	1335	1.0	6
Advanced Placement Math	1340	2.0	12
French 3	1503	1.0	6
Spanish 3	1523	1.0	6
Advanced Computer Applications	1648	1.0	6
Accounting 2	1612	1.0	6
Manufacturing and Construction	1880	1.0	6
Relationships and Parenting	1951	1.0	6
Food Preparations 2	1956	.5	3
Housing and Interior Design	1959	.5	3
Drafting 3	1833	1.0	6
Visual Arts 3	1753	1.0	6
Digital Studio Arts 2	1769	.5	3
<b>Semester Courses</b>			
Genetics (semester)	1428	.5	6
Environmental Biology/Ecology (semester)	1452	.5	6
Health, Safety and Nutrition of Young Children (semester)	1953	.5	6

**Note:** Courses listed for ninth and tenth grade are not repeated on this list but are open to eleventh graders.

\* *Required of all students (Students must select one math and one science course)*

© *Not offered in 2010-2011*

# PROGRAM OF STUDIES – GRADE 12

Subject	Course Number(s)	Credit Value	Periods/Cycle
Advanced Placement English 12	1140	1.0	6
* English 12	1141, 1142	1.0	6
* Government and Economics	1241, 1242, 1245	1.0	6
Advanced Placement Gov't and Politics	1240	1.0	6
Local History (even years)	1292	1.0	6
Physics	1441	1.17	7
Advanced Placement Physics B (Algebra)	1450	1.33	8
Advanced Placement Chemistry	1430	1.33	8
Human Biology	1427	1.0	6
Human Anatomy and Physiology	1426	1.0	6
Algebra 2	1333	1.0	6
Calculus 1	1351	1.0	6
Advanced Placement Calculus 2	1350	1.0	6
Senior Math	1323	1.0	6
French 4	1506	1.0	6
Spanish 4	1524	1.0	6
Accounting 3	1613	1.0	6
Drafting 4	1834	1.0	6
Visual Arts 4	1754	1.0	6
Advanced Placement Studio Art	1765	1.0	6
Professional Food Service	1958	.5	3
<b>Semester Courses</b>			
Child Development (semester)	1952	.5	6
Ceramics	1757	.5	3

**Note:** Courses listed for ninth, tenth and eleventh grades are not repeated on this list but are open to twelfth grade students.

\* *Required of all students (seniors must select and pass one math or one science course)*

# ENGLISH COURSE SELECTION

Grade	Advanced	College Prep	Career/Tech Prep
9	Honors English 9	English 9, Levels 1 & 2	English 9, Levels 1 & 2 or Strategic Reading/English 9
10	Honors English 10	English 10, Levels 1 & 2	English 10, Levels 1 & 2
11	Honors English 11	English 11, Levels 1 & 2	English 11, Levels 1 & 2
12	AP English 12	English 12, Levels 1 & 2	English 12, Levels 1 & 2

**Electives:** Journalism, Speech and Creative Writing

## HONORS ENGLISH PROGRAM

The Honors English program follows a four-year sequence. Students who exhibit superior knowledge of the subject matter, particularly grammar, and who express an interest in doing advanced work in English in high school and possibly in college are selected by the English faculty for Honors classes. Approximately eight to sixteen themes, both in-class as well as out-of-class, are required.

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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<b>HONORS ENGLISH 9 (WEIGHTED .01)</b>	<b>1110</b>	<b>1.0</b>	<b>6</b>
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Recommended entrance to the program is based on district criteria as well as the student's interest in and enthusiasm for the subject. This course is designed to prepare students for participation in both the Honors English program through Grade 11 and, eventually, the Advanced Placement class in Grade 12.

Upon entering the Honors English 9 course, students should demonstrate exceptional performance in independent reading, writing and study skills. Students should expect to master learning at an accelerated pace, as well as produce projects and coursework above and beyond Level 1 English 9. Students will be expected to assume more responsibility for increased independent learning and decision-making. Students are expected to engage themselves in active classroom discussions and other means of presentation. **The course has a summer reading requirement.**

<b>HONORS ENGLISH 10 (WEIGHTED .01)</b>	<b>1120</b>	<b>1.0</b>	<b>6</b>
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The class completes all the formal and applied grammar required in a college preparatory program. Most of the year the class studies American literature. The basic text, Literature (McDougal, Littell), is supplemented with nine novels and three dramas. Vocabulary building and paragraph development are also stressed. Students are required to write a short literary research paper. **The course has a summer reading requirement.**

<b>HONORS ENGLISH 11 (WEIGHTED .01)</b>	<b>1130</b>	<b>1.0</b>	<b>6</b>
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The eleventh grade honors class studies British literature most of the year. Novels, plays, poetry and short stories are read and analyzed. Themes are expository in nature, with emphasis placed on the in-class essay. Vocabulary work is continued. One research paper is required. **The course has a summer reading requirement.**

<b>ADVANCED PLACEMENT ENGLISH 12</b>	<b>1140</b>	<b>1.0</b>	<b>6</b>
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**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

The twelfth grade class studies World Literature. The group uses a college text, Literature: Structure, Sound and Sense (Harcourt, Brace and Jovanovich), which is supplemented with several novels. Weekly themes are required as well as longer papers and a research paper. The course provides preparation for the Advanced Placement Examination in composition and literature. Again, the student themes are based primarily on the literature. **The course has a summer reading requirement.**

# LEVEL 1 PROGRAM

## ENGLISH 9

1111

1.0

6

In ninth grade students review parts of speech in grammar and concentrate on all aspects of verbs and noun functions. In literature, students study a short story unit and read Romeo and Juliet, The Odyssey and at least one novel. Eight major themes and a demonstration speech are required. Library orientation is also addressed in this standards-aligned course.

## ENGLISH 10

1121

1.0

6

This course is provided for students who have the aptitude for doing college preparatory level, or similarly academically-challenging, work in language skills. The standards-aligned course includes units of grammar, usage, vocabulary, composition and literature. The basic literature text is Literature (McDougal, Littel) and the grammar text is Correct Writing (Butler, Hickman, Overby). The literature text is supplemented with several novels read outside class. Students write eight major themes based on the assigned literature. A speech to inform is also required.

## ENGLISH 11

1131

1.0

6

The Grade 11 standards-aligned course is devoted to the study of American literature. Discussion centers on certain themes and motifs which frequently recur in American prose and poetry. The basic texts are The American Experience (Prentice Hall) and Warriner's English Grammar and Composition II (Harcourt, Brace and Co.). Independent novels are also studied throughout the year. Students write eight major themes, mostly of an expository nature. Since students take the SAT's in the spring, the course stresses vocabulary and reviews some finer points of grammar. At the end of the year, students write a critical paper based on the study of an original work and a minimum of two secondary sources. Students are also required to give a persuasive speech.

## ENGLISH 12

1141

1.0

6

The twelfth grade student follows a standards-aligned curriculum that focuses primarily on British literature from Chaucer to Golding. Assignments reflect a strong emphasis on the development of skills in expository writing. Composition work is integrated with the study of literature, and students complete a senior research paper. Students also review grammar, usage and vocabulary related to their writing. To fulfill the speech requirement, seniors deliver a farewell address.

# LEVEL 2 ENGLISH PROGRAM

## ENGLISH 9

1112

1.0

6

In this standards-aligned course, grammatical instruction concentrates on reviewing concepts learned in seventh and eighth grades. New material includes work with kinds of pronouns and verbs as well as noun functions. In literature, students read short stories, Romeo and Juliet, and The Odyssey. Students are required to write eight major themes and give a demonstration speech. Library orientation will also be addressed.

## ENGLISH 10

1122

1.0

6

The tenth grade English program focuses on development of expository writing as it pertains to literature. Pervasive in the curriculum is a continued focus on grammar skills in the context of writing. The primary grammar text is Glencoe Grammar and Composition and Handbook (Glencoe McGraw-Hill). Students study both novels and plays throughout the school year. A research project and speech are also required. Instructors use a diverse approach to the material to prepare students for college or for technical school.

## ENGLISH 11

1132

1.0

6

In eleventh grade English, students strive to perfect their skills in vocabulary, reading and composition per standards-aligned curriculum. Because many students are preparing for college entrance, vocabulary study focuses on words commonly found on the SAT's. Grammar units are structured to reinforce the more complex concepts introduced in tenth grade, and to improve the student's writing style. Warriner's English Grammar and Composition II (Harcourt, Brace and Co.) is used along with teacher-generated worksheets. Reading and composition focus on the study of American literature. Discussion centers around themes and motifs which frequently occur in American prose and poetry. Prentice Hall's text The American Experience is supplemented with at least six novels and dramas. Students produce at least eight major themes, including expository essays based on literature and written both in and out of class. Students also write several business letters and are required to give a persuasive speech.

**ENGLISH 12****1142****1.0****6**

British literature is the focus of the Grade 12 standards-aligned English program. Students read genres including the Anglo-Saxon epic, Elizabethan drama and modern short story. Students write both in and outside of class.

## OTHER ENGLISH OFFERINGS

**SPEECH (SEMESTER)****1191****.5****6**

This one-semester course explores the practical and formal uses of speech in public speaking and reading aloud. The course work can be adjusted to the needs of individual students or of special groups. Valuable exercises are given in the developing of listening skills and evaluative skills. Emphasis is devoted to studying delivery and writing for a variety of speech experiences. The emphasis is on getting the student to speak the language clearly, pleasantly and effectively. Oral reading of a variety of types of written material is included. Students must maintain a "C" average or higher in English to enroll. Priority will be given to students who have not previously taken the course. (Grades 10 through 12) (PREREQUISITE: C in English)

**JOURNALISM****1195****1.0****6**

Journalism presents the student with a study of the media (newspapers, magazines and television) in the high school and with an overview of the mass media as it operates in America. The study of high school journalism details how students organize and produce a newspaper, a magazine and a TV script. It also acquaints students with journalistic writing as a form of composition focusing on news, feature, sports and editorial writing. The study of the mass media in America develops a basis for discriminating reading, listening and intelligent consumer use of the mass media. The emphasis focuses on newspapers, magazines and television and develops critical, but positive, attitudes in the student about the role and the responsibility of a free press in America. (Grades 10 through 12) (PREREQUISITE: Enrolled in Academic/Honors English levels)

**CREATIVE WRITING (SEMESTER)****1192****.5****6**

Creative Writing, a one-semester course, will be a basic study of how to write poetry, short stories, drama (one act) and descriptive essays. Students will study good examples of these types of writing and will have opportunities to develop their styles in these forms of expression through a significant number of large and small writing requirements. Students must maintain a "C" average or higher in English to enroll. Priority will be given to students who have not previously taken the course. (Grades 10 through 12) (PREREQUISITE: C in English)

**STRATEGIC READING/ENGLISH 9****1117****2.0****12**

This is a full year, two-period course that is designed to accelerate the proficiency of ninth grade students in reading, with emphasis on fluency and comprehension. The reinforcement of skills will be followed by the presentation of the English 9 course.

# ANTHOLOGIES/TEST BOOKS AND SUPPLEMENTARY MATERIALS

A = AP          H = Honors level          1 = Level 1          2 = Level 2

## 9<sup>TH</sup> GRADE

Flower, Sitko, et al. English. Orange Level. McDougal, Littell, New York, 1989. (1,2)  
Schumacher, Julie A. (ed.) On The Edge of Survival. Perfection learning, 2000. (1,2)  
Understanding Literature. McMillan Publishing Company (Glencoe) New York, 1984. (1,2)  
Avi. Nothing but the Truth. Orchard Books, New York, 1991. (1,2)  
Taylor, Mildred. Roll of Thunder, Hear My Cry. (1,2)

## 10<sup>TH</sup> GRADE

Boone, Robert S. Literature and Language. McDougal, Littell & Co., 1994. (H,1,2)  
Foote and Perkins. Literature. (Blue Level) McDougal Littell & Co., 1989. (H,1,2)  
Grammar and Composition Handbook. Glencoe McGraw-Hill, 2000. (H,1,2)  
Butler, Heckman, et al. Correct Writing. (H, 1)  
Dangarembga, Tsitsi. Nervous Conditions. (H,1)  
Dickens, Charles. Great Expectations. (H,1)  
Fitzgerald, Scott. The Great Gatsby. (H)  
Hawthorne, Nathaniel. The Scarlet Letter. (H)  
Hemingway, Ernest. A Farewell to Arms. (H,1)  
Knowles, John. A Separate Peace. (H,1,2)  
Lee, Harper. Kill a Mockingbird. (H,1,2)  
Miller, Arthur. Death of a Salesman. (H)  
Miller, Arthur. The Crucible. (H,1,2)  
Steinbeck, John. Of Mice and Men. (H,1,2)  
Swarthout, Glendon. Bless the Beast and the Children. (H,1,2)  
Twain, Mark. The Adventures of Huckleberry Finn. (H)  
Updike, John. "Pigeon Feathers." (H,1)  
Wharton, Edith. Ethan Frome. (H,1)  
Wright, Richard. Black Boy. (H,1)

## 11<sup>TH</sup> GRADE

Babusci, Roger and others. The American Tradition. Prentice Hall, Inc. 1989 (1,2)  
Carlson, G. Robert. American Literature, A Chronological Approach. McGraw-Hill, 1985. (1,2)  
Warringer, John E. and others. English Grammar and Composition, 5th edition. Harcourt, Brace, and Jovanovich, 1977 (1,2)  
Winteround W. Ross and Murray, Patricia Y. English Writing and Language Skills, 5th Edition. Harcourt, Brace, and Jovanovich, 1983. (1,2)  
Angelou, Maya. I Know Why the Caged Bird Sings. (1,2)  
Chaucer, Geoffrey. The Canterbury Tales. (H)  
Conrad, Joseph. Heart of Darkness. (H)  
Fitzgerald, Scott. The Great Gatsby. (1,2)  
Hansberry, Lorraine. A Raisin in the Sun. (1,2)  
Hardy, Thomas. Jude the Obscure. (H)  
Hardy, Thomas. Tess of the D'Urbervilles. (H)  
Hardy, Thomas. Return of the Native. (H)  
Hawthorne, Nathaniel. The Scarlet Letter. (1)  
Hemingway, Ernest. The Short Stories of Ernest Hemingway. (2)  
Huxley, Aldous. Brave New World. (H)  
Miller, Arthur. Death of a Salesman. (1,2)  
Orwell, George. 1984. (H)  
Salinger, J.D. The Catcher in the Rye.  
Shakespeare, William. Hamlet. (H)  
Shakespeare, William. MacBeth. (H)  
Shakespeare, William. The Tempest. (H)  
Tan, Amy. The Joy Luck Club. (H)  
Twain, Mark. The Adventures of Huckleberry Finn. (1,2)  
Tyler, Anne. Dinner at the Homesick Restaurant. (1,2)  
Williams, Tennessee. The Glass Menagerie. (2)

## 12<sup>TH</sup> GRADE

Arp, Thomas R. (ed.) Perrine's Literature. Harcourt, Brace College Publishers, 1993, 1998 (A)  
Granner & Sterner (eds.) Literature. McDougal, Littell & Co., 1985, 1989 (2)  
Harrison, G.B. (ed.) Major British Writers. Harcourt-Brace, 1967 (A,1)  
Pooley, Farmer, et al. England in Literature. Scott Foresman & Co., 1963 (2)  
Scope Anthology. Scholastic Books  
Writing Research Papers. McDougal, Littell (A,1,2)  
Achebe, Chinua. Things Fall Apart. (1)  
Conrad, Joseph. Heart of Darkness.  
Golding, William. Lord of the Flies. (1,2)  
Hesse, Hermann. Siddhartha. (A)  
Hurston, Zora. Their Eyes Were Watching God. (A)  
Huxley, Aldous. Brave New World. (1,2)  
Joyce, James. Portrait of the Artist as a Young Man. (A)  
Orwell, George. Animal Farm. (1,2)  
Orwell, George. 1984. (1)  
Paton, Alan. Cry, the Beloved Country. (A)  
Shakespeare, William. Hamlet. (1,2)  
Shakespeare, William. King Lear. (A)  
Shakespeare, William. MacBeth. (1,2)  
Shakespeare, William. Othello. (A)  
Swift, Jonathan. Gulliver's Travels and Other Writings. (A)  
Tan, Amy. The Joy Luck Club. (1)  
Weisel, Elie. Night. (1,2)

Information about these books can be obtained from the following web sites:

[www.overbooked.org](http://www.overbooked.org) - links to review, web pages, genre fiction information, themed book lists and a reader's advisory resource.

[www.booksport.com](http://www.booksport.com) - reading suggestions by subject, age, prize winners and author spotlights.

[www.sparknotes.com](http://www.sparknotes.com) - summary of plot, author biography, book history.

# MATHEMATICS COURSE SEQUENCE

Grade	Advanced	College Prep	Career/Tech Prep
9	Geometry	Algebra 1	Transition to Advanced Math/Algebra 1
10	Algebra 2	Geometry	Foundations of Geometry
11	Pre-Calculus or Pre-Calculus and AP Statistics or AP Math	Algebra 2	Junior Math
12	Calculus 1 or Calculus 1 and AP Statistics or Honors Calculus 2 or Honors Calculus 2 and AP Statistics	Pre-Calculus or Statistics or Pre-Calculus and Statistics	Algebra 2 Senior Math

## MATHEMATICS

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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**ALGEBRA 1** **1322** **1.0** **6**

Algebra 1 develops an appreciation for the usefulness of algebra in solving applied problems, and for algebra as a logical extension of earlier mathematical learnings. Students are encouraged to develop disciplined patterns of thought and to perceive the relationship of algebra to other branches of mathematics.

**GEOMETRY** **1311 (GRADE 9 ONLY), 1312** **1.0** **6**

Geometry is the study of all types of plane and solid figures and their relationship to each other and to other branches of mathematics. This course aims to develop logical and deductive thinking. It emphasizes problem solving by accepted or proved algebraic and geometric postulates or theorems. The course is designed to prepare the student for more advanced courses in the college preparatory track of mathematics.

**ALGEBRA 2** **1331, 1332, 1333** **1.0** **6**

The Algebra 2 course includes a thorough review of the fundamentals of Algebra 1 and the mastery of advanced algebra techniques. It emphasizes 1) the simplifying of algebraic expressions, 2) the solving of more complex equations, and 3) problem solving applications. Algebra 2 is a foundation course for our more advanced math courses. (PREREQUISITE: C in Algebra 1)

**FOUNDATIONS OF GEOMETRY** **1309** **1.0** **6**

This course essentially consists of two sections. The first is devoted to students mastering basic geometry terms and skills with an emphasis on problem-solving. In the second section, students will apply their geometry skills to solve hands-on problems with statistics, probability and trigonometry.

**JUNIOR MATH** **1308** **1.0** **6**

Junior Math is designed to prepare students in the applied mathematics course sequence, which students are required to take during their junior year of high school. Various topics from algebra, geometry and trigonometry are taught throughout the course of the year.

<b>STATISTICS</b>	<b>1336</b>	<b>1.0</b>	<b>6</b>
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This introductory statistics course emphasizes analytical thinking rather than mathematical derivations. Topics include exploratory data analysis, designing experiments, collecting data, using probability and statistical inference. The course uses a workshop approach in which students utilize different technologies while engaging in discovery learning. (PREREQUISITE: Algebra 2)

<b>ADVANCED PLACEMENT STATISTICS</b>	<b>1335</b>	<b>1.0</b>	<b>6</b>
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**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

Advanced Placement Statistics is a college level introductory statistics course. Topics include exploratory data analysis, designing experiments, collecting data, using probability models, and various methods of statistical inference. The course uses a workshop approach in which students utilizes different technologies while engaging in discovery learning. (PREREQUISITE: B in Pre-Calculus and department approval)

<b>PRE-CALCULUS</b>	<b>1343, 1344</b>	<b>1.0</b>	<b>6</b>
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Pre-calculus is a course in which students gain a thorough understanding of trigonometry, as well as theory of equations, advanced algebra topics and introductory probability and statistics. Emphasis is placed on logical thinking and applying knowledge to different types of problems. Students learn traditional ways to solve problems as well as use appropriate technology. (PREREQUISITE: C+ in Algebra 2)

<b>ADVANCED PLACEMENT MATHEMATICS</b>	<b>1340</b>	<b>2.0</b>	<b>12</b>
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**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

Advanced Placement Mathematics is a two-credit course offered to juniors or seniors who are interested in teaching mathematics or planning a career in engineering, pure mathematics or other scientific fields. The course prepares the student for the AB Calculus Advanced Placement test. It includes analytic geometry, trigonometry, pre-calculus topics, and techniques and applications of differential and integral calculus. It is a two-credit course. (PREREQUISITES: A- in Algebra 2 and department approval)

<b>SENIOR MATH</b>	<b>1323</b>	<b>1.0</b>	<b>6</b>
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Senior Math is designed for students in 12th grade that are continuing in the applied mathematics course sequence. Topics from algebra, geometry and trigonometry are taught in this course. Areas of consumer math, such as balancing a checkbook and creating a budget, are also covered during the course of the year.

<b>CALCULUS 1</b>	<b>1351</b>	<b>1.0</b>	<b>6</b>
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This course presents the basic theorems, techniques and applications of differential and integral calculus. (PREREQUISITES: B in Pre-Calculus and department approval)

<b>ADVANCED PLACEMENT CALCULUS 2</b>	<b>1350</b>	<b>1.0</b>	<b>6</b>
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**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

Advanced Placement Calculus 2 is a more rigorous calculus course than Calculus 1, designed to prepare the student for the BC Advanced Placement test. Proofs of theorems, as well as techniques and applications, are stressed. (PREREQUISITES: B in Advanced Placement Math or Calculus 1 and department approval)

<b>TRANSITION TO ADVANCED MATH/ALGEBRA 1</b>	<b>5701</b>	<b>2.0</b>	<b>12</b>
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This is a full year, two-period course designed to encourage conceptual understanding of key mathematical ideas. Upon completion of the instructional strategies, students will then be presented with the regular Algebra 1 Mathematics course. Thus, the course will follow a transition from concrete mathematical skills to abstract algebraic concepts.

# SCIENCE COURSE SEQUENCE

Grade	Advanced	College Prep	Career/Tech Prep
9	Earth and Space Science and Biology (academic ranking)	Earth and Space Science	Earth and Space Science
10	Chemistry	Biology	Biology or Foundations of Biology
11	Physics or AP Physics B and/or AP Biology or AP Chemistry	Chemistry	Chemistry or Foundations of Chemistry
12	AP Physics B and/or AP Biology or AP Chemistry	Physics	Biology or Foundations of Biology or Chemistry or Foundations of Chemistry or Human Biology

## **DOUBLING SCIENCE COURSE GUIDELINES:**

Earth And Space Science/Biology

Biology/Chemistry

Chemistry/Physics

An eighth grade physical science academic ranking

An "A" in Earth and Space Science and department approval

An "A" in Earth and Space Science and an "A" in Biology

**Electives:** Environmental Biology/Ecology, Genetics and Human Anatomy & Physiology. Principles of Technology 1 and 2 are technology education courses which may be taken for science elective credit.

## SCIENCE

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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### **EARTH AND SPACE SCIENCE**

**1411, 1412**

**1.0**

**6**

The purpose of this course is to broaden a student's understanding of the physical environment of both earth and space. It is the aim of this course to provide students with a greater understanding of the fundamentals of geology, meteorology, oceanography and astronomy. The computer lab is used extensively for research and presentation of earth and space concepts. Because of the reliance of these science fields on physics, chemistry, biology and mathematics, this course can also serve as a vehicle for demonstrating basic concepts in these fundamental sciences.

### **FOUNDATIONS OF BIOLOGY**

**1416, 1417 (CAREER CENTER)**

**1.0**

**6**

This course is designed to provide an overview of the topics covered in Biology 421. Cells, life processes, genetics, evolution and ecology are the major units of study. In order to provide hands-on learning, some laboratory exercises will be implemented into the regular class period, but no laboratory period will be scheduled.

<b>BIOLOGY</b>	<b>1421</b>	<b>1.17</b>	<b>7</b>
<p>The major aim of the first year biology course is to introduce the student to the modern world of biology. Students will be exposed to a core of knowledge that is directly related to the biochemical world of biology as it is functioning today. The program is organized to present life from the simplest levels of organization to the complex levels. Basic chemistry, cell biology and genetics provide information about the individual organisms. Interrelationships between these organisms and their surroundings are investigated through studies of the population, communities and ecosystems of the biosphere. Relevant double period laboratories are provided to give the student hands-on experience with scientific methods and procedures. This program is designed to supplement the study of living organisms begun in 7<sup>th</sup> grade life science and to provide a building point for those students who may choose to continue into further biological studies.</p>			
<b>ADVANCED PLACEMENT BIOLOGY</b>	<b>1420</b>	<b>1.33</b>	<b>8</b>
<p><b>(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)</b></p>			
<p>The Advanced Placement Biology course is offered to students interested in pursuing biologically related careers such as medicine, nursing, physical therapy, and research. Topics are covered in an advanced manner and include chemistry, cells, metabolism, heredity, biotechnology, evolution, taxonomy, anatomy, physiology and ecology. The laboratory segment of the course covers the twelve required AP laboratory exercises as well as supplementary activities. Dissection of the rat accompanies the anatomy and physiology portion of the course. Students may elect to participate in the Dual Enrollment Program with RACC to earn college credits. (PREREQUISITES: B+ in Biology and Chemistry and department approval)</p>			
<b>ENVIRONMENTAL BIOLOGY/ECOLOGY</b>	<b>1452</b>	<b>.5</b>	<b>6</b>
<p>This semester elective course takes an interdisciplinary approach to the study of the environment and ecology. Using case studies and "hands-on" field studies at the local Shillington Park, the course provides the scientific basis for understanding how environmental systems work. Topics include ecosystem dynamics, discussion of the economic impact and consequences of the disruptions of natural systems, the importance of public policy and how environmental issues are linked to our everyday life. The course requires signed permission slips for regular trips to the Shillington Park. (PREREQUISITES: C in Biology, department approval, Grades 11 and 12, Grade 10 available depending on academic ranking, department approval and availability)</p>			
<b>GENETICS</b>	<b>1428</b>	<b>.5</b>	<b>6</b>
<p>Genetics is a semester course designed to expose the student to the concepts and techniques of one of the most rapidly developing branches of biological sciences and medicine. Basic inheritance patterns and problems, human chromosome analysis, experimentation with the fruit fly <i>Drosophila melanogaster</i>, biotechnological processes and their implications are a few of the areas which will be covered. Laboratories, assignments, and a research paper on an inherited genetic disease will be completed by the student. (PREREQUISITES: C in Biology, department approval, Grades 11 and 12, Grade 10 available depending on academic ranking, department approval and availability)</p>			
<b>HUMAN BIOLOGY</b>	<b>1427</b>	<b>1.0</b>	<b>6</b>
<p>Human Biology is a non-lab oriented program meeting six times per cycle for those students interested in the allied health professions such as a paramedic, certified nursing assistant or LPN that would require a one or two year post-secondary degree. The human body and its major components will be examined within each system. Major emphasis will be placed upon specific disorders and diseases as well as an occupation focus within each body system. (PREREQUISITES: Grade 12, Foundations of Biology and Foundations of Chemistry or Biology and department approval)</p>			
<b>HUMAN ANATOMY AND PHYSIOLOGY</b>	<b>1426</b>	<b>1.0</b>	<b>6</b>
<p>This course is a rigorously designed, non-laboratory program for those students interested in careers within the biological sciences that require a four year or more post-secondary degree, such as doctors, physical therapists and registered nurses. The course is designed to investigate the fine details of the entire human body and all of its systems. The focus of the course is to discover the interrelationships of the anatomy and physiology within the body. An introductory college text is used. Students may select to take this course along with AP Biology or Physics but not in place of either of these courses. (Grade 12) (PREREQUISITES: B in Biology, Chemistry and Physics or presently taking Physics and department approval)</p>			

**FOUNDATIONS OF CHEMISTRY 1418, 1419 (CAREER CENTER) 1.0 6**

The basic concepts of chemistry are covered, including properties of matter, atomic theory, periodic table, chemical equations and bonding, heat, solutions, gas laws and acids and bases. This is a non-laboratory class, however, instructed using a hands-on approach.

**CHEMISTRY 1431, 1432 1.17 7**

The purpose of the Chemistry program is to provide an understanding of matter and its changes. Basic instruction in chemical changes, electronic structure, chemical reactions, mole concept, kinetic molecular theory, atomic orbital theory, bonding, nomenclature and periodic table trends will provide the student with background for further study of chemistry on the college level. The program is designed so that the laboratory experiences parallel the textbook topics. (PREREQUISITES: A in Algebra 1 for Chemistry 1431, B in Algebra 1 for Chemistry 1432)

**ADVANCED PLACEMENT CHEMISTRY 1430 1.33 8**

**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

Advanced Placement Chemistry is offered as an elective to students who have completed the first year chemistry course with a grade of A, have completed Algebra 1 and 2 with a grade of "A," and have completed physics. This challenging course is designed to prepare students for the AP Chemistry exam. Some of the topics covered are the electronic structure of atoms, descriptive chemistry, oxidation reduction reactions, gas behavior, chemical bonding, thermodynamics, kinetics and chemical analysis. Independent work is emphasized in the laboratory program which is closely coordinated with the classroom work. This course has dual enrollment agreement with RACC. (PREREQUISITES: A in Chemistry and Algebra 2 and department approval)

**PHYSICS 1441 1.17 7**

The major aim of this physics course is to serve students by enhancing their appreciation of the world around them. This does not exclude, of course, the equally-important aim of helping students to discover their talent in a physical science. This course follows a traditional approach to physics. It does not assume that all students are heading toward a scientific career; however, the disciplines involved are best suited to the academic student. Topics covered are concepts of motion, energy, sound, light and electromagnetism. (PREREQUISITES: C in Algebra 2 and previous sciences and department approval)

**ADVANCED PLACEMENT PHYSICS-ALGEBRA (B) 1450 1.33 8**

**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

This course is designed for the student who will be entering college and taking math and science courses. The class will be designed like a college course, but students will not be exposed to the rigors of a calculus-based physics course. Students should have had pre-calculus or be taking pre-calculus while enrolled in this course. Students may elect to participate in the Dual Enrollment Program with RACC to earn college credits. (PREREQUISITES: B in Algebra 2; must take Pre-Calculus at the same time)

**ALTERNATE COURSES FOR SCIENCE ELECTIVE CREDIT:**

**PRINCIPLES OF TECHNOLOGY 1** (see course description under Technology Education program)

**PRINCIPLES OF TECHNOLOGY 2** (see course description under Technology Education program)



**UNITED STATES HISTORY 2 (LEVEL 2) 1237 1.0 6**

This course will thoroughly examine the political, economic and cultural development of the 20th century. Areas of focus will include America's role as a military and diplomatic power, the Cold War, technological advances and their economic and social impact, the Civil Rights Movement and the New Deal. Emphasis will be placed on establishing a connection between 20th century events and contemporary ones.

**ADVANCED PLACEMENT UNITED STATES HISTORY 1230 1.0 6**

**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

The Advanced Placement Program in United States History will provide an opportunity for juniors to pursue and receive credit for college-level course work. The course content will include topics that display United States history in a logical sequence. The colonial and revolutionary period to 1789, republicanism, nationalism and democracy (1789-1844), expansion, war and reconstruction (1845-1877), the new nation (1865-1895), foreign and domestic change (1895-1928), domestic and world crises (1929-1945) and contemporary America since 1945. (PREREQUISITES: B- in an AP course or department approval)

**GOVERNMENT AND ECONOMICS (LEVEL 1) 1241 1.0 6**

The first semester of this course covers United States government focusing on the Constitution, the political process, our criminal justice system and the role of the government in determining fiscal and monetary policy. The second semester will examine the theoretical principles of economics and their practical applications. The goal is to foster and inform students/citizens with regard to fiscal and monetary policy. Both semester courses reinforce research skills using the library and Internet resources. Supplemental readings, essays, and evaluations are required in this college preparatory level course. A research paper is mandatory.

**GOVERNMENT AND ECONOMICS (LEVEL 2) 1242, 1245 (CAREER CENTER) 1.0 6**

One semester covers United States government focusing on the living Constitution, the political process, our criminal justice system and the role of the government in determining fiscal and monetary policy. Another semester will examine the theoretical principles of economics and their practical applications. The goal is to foster and inform students/citizens with regard to fiscal and monetary policy.

**ADVANCED PLACEMENT EUROPEAN HISTORY 1250 1.0 6**

**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

This course is intended as an equivalent to a six-credit undergraduate college course – "History of Western Civilization." All sections of the course reflect college programs in terms of subject matter and approach. Therefore, content in intellectual-cultural, political-diplomatic and social-economic history form the basis for the course. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 to the present.

Analysis and interpretation of original/primary source reading material are integral parts of the course. These features make the AP course unique among the other history course offerings. Even though the stated culmination of an AP course is the taking of the National College Board AP test in May, this is by no means an absolute requirement. This challenging course is also open to any outstanding history students who may merely seek personal enrichment and/or background in preparation for college. (elective Grades 10, 11, 12) (PREREQUISITES: B- in an AP course or department approval)

**ADVANCED PLACEMENT GOVERNMENT AND POLITICS 1240 1.0 6**

**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

This course is a traditional college level survey elective in American Government. The major emphasis is placed on the study of American political ideology and the evolution of its democratic institutions. The student will develop a sophisticated understanding of majority rule democracy, constitutionalism and civil liberties. This course is specifically designed to meet the needs of the student who plans to take the AP exam in Government and Politics. (PREREQUISITES: B- in an AP course or department approval)

**ADVANCED PLACEMENT PSYCHOLOGY**                      **1260**                      **1.0**                      **6**  
**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

This course is a traditional college-level survey elective in psychology. The major emphasis is placed on the systematic and scientific study of the behavior and mental processes of the human beings and other animals. The student will develop an in-depth understanding of theories, terms and major concepts in psychology. This course is specifically designed to meet the needs of the student who plans to take the AP exam in psychology. (PREREQUISITES: B- in an AP course or department approval, Grades 11-12)

**MILITARY HISTORY**                      **1293**                      **1.0**                      **6**

This course will examine the critical moments during the story of the United States of America in the area of warfare that have influenced the development of the nation. The class will be chronological covering all facets of military history. These aspects are the political, social, economic and cultural aspects of warfare. Not only will the course cover the guns and tactics of warfare, but the personalities and strategies that have made America the number one military power in the world. The course will include much opportunity for discussion in the area of military affairs which normally would not be facilitated in a general social studies class. All students enrolled in the course must have a final grade of a "C" in their previous social studies class. (PREREQUISITE: C in Social Studies; Grades 11-12) \*Not offered in 2010-2011

**LOCAL HISTORY**                      **1292**                      **1.0**                      **6**

This course will trace the story of the local region through the people, places, material objects and culture of Lancaster, Chester and Berks Counties. Particular emphasis will be placed on the study of Berks County and, more specifically, the Governor Mifflin School District. A thematic approach in chronological order will be the outline of the content presented. Students who are in tenth to twelfth grade and have maintained a "C" average in Social Studies are eligible for this course. Methods of instruction shall include: individual projects, internet activities, Power Point presentations, group activities and field trips to local sites. Content of the course includes geography, Native Americans, early settlement, French and Indian War, Revolutionary War, religion, early industry, local politics, education, Civil War, entertainment, folk ways, material culture, archeology, food, Berks County as a vacation site, business leaders, scandals and crime, the Great Depression, Berks County today and the future possibilities. (PREREQUISITE: C in Social Studies; Grades 11-12)

# BUSINESS EDUCATION

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
<b>BUSINESS SYSTEMS (SEMESTER)</b>	<b>1640</b>	<b>.5</b>	<b>6</b>
<p>In the Business Systems course the student will use the computer to learn the basics of business law, entrepreneurship, accounting, marketing, international business, economics/personal finance and management. These areas will be explored via multi-media presentations which include these content areas as well as career possibilities and outlooks. These content areas will be reinforced through the student use of MS Word, Excel and Powerpoint. Supplemental materials include reinforcement of the touch system of typing-using the proper techniques, proofreading and document formatting.</p>			
<b>CONSUMER EDUCATION (SEMESTER)</b>	<b>1642</b>	<b>.5</b>	<b>6</b>
<p>This course is designed to provide students with the information necessary to become educated consumers and to make good economic choices in their personal lives. Practical, useful information will be stressed as well as organization and time management skills. Topics may include, but are not limited to, consumerism, money management and budgeting, current financial issues, career research, interviewing, credit banking, record-keeper, etc. Students will embark on career research, which will help them with their graduation project. Emphasis will be placed on personal career exploration.</p>			
<b>MONEY AND BANKING</b>	<b>1603</b>	<b>1.0</b>	<b>6</b>
<p>This course is an introduction to the world of finances and its importance in the lives of individuals, families, companies and countries. Students will develop an understanding of capitalism, while studying topics such as financial planning, budgeting, basic and advanced investing information, financial institutions and the Federal Reserve System, credit and the stock market. Students will use various online resources throughout the course. Students will also compete in an online Stock Market game.</p>			
<b>MICROSOFT OFFICE</b>	<b>1647</b>	<b>1.0</b>	<b>6</b>
<p>This course teaches three Microsoft Office XP programs. The programs are MS WORD, a word processing program; MS EXCEL, a spreadsheet program; and MS ACCESS, a database program. Students will be able to interpret directions and make decisions regarding document production and records management. (PREREQUISITES: C in Business Systems and/or department approval)</p>			
<b>ADVANCED COMPUTER APPLICATIONS</b>	<b>1648</b>	<b>1.0</b>	<b>6</b>
<p>This computer course will enhance the student's use of different computer software applications. Students will be able to interpret directions and make decisions regarding document production. Students will use Microsoft PowerPoint, a powerful graphics program that is used to create professional quality slide presentations. In addition, students will utilize Adobe InDesign, a desktop publishing software package, to create professional documents through editing, typesetting, design, graphic production and page makeup. A major project in desktop publishing will be the creation of a personalized lifebook by each student. Lastly, students will use Dreamweaver to learn about web page design. They will be responsible for creating and maintaining web pages for personal, school and non-profit use. IBM compatible computers will be used. (PREREQUISITES: C in Microsoft Office and/or department approval)</p>			
<b>BUSINESS COMMUNICATIONS</b>	<b>1606</b>	<b>.5</b>	<b>3</b>
<p>This course is designed to help students increase their knowledge and understanding of communications principles and practice and to develop the wide range of communication skills they will need to interact successfully on the job and progress in their careers. The communication process is explored through the development of effective oral and written communication skills as well as non-verbal communications, first impressions and non-traditional forms of communications. In addition, global and cross-cultural communications will be explored. Emphasis will be placed on business correspondence and all forms of business interactions.</p>			



# FAMILY & CONSUMER SCIENCES

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
<b>FAMILY &amp; CONSUMER SCIENCES 9 (SEMESTER)</b>	<b>1812</b>	<b>.25</b>	<b>3</b>
<p>This course allows students to synthesize consumer product information, analyze personal nutritional needs, practice mathematics and communication skills and address issues related to growing up in a global society. There is a strong focus on cooking skills, eating disorders, underage drinking, teen pregnancy and tolerance for fellow students.</p>			
<b>FOREIGN FOODS</b>	<b>1954</b>	<b>.5</b>	<b>3</b>
<p>This course will study many areas of foreign cuisine including meal patterns, traditions, lifestyles, cultures, customs and cooking techniques. Foreign foods will offer numerous chances to learn about other countries and cultures as well as experiences in cooking, eating and evaluating holiday cuisine. This course is open to Grades 10 through 12.</p>			
<b>FOOD PREPARATIONS 1</b>	<b>1955</b>	<b>.5</b>	<b>3</b>
<p>This course is a study of the basic principles and terms of cookery and nutrition. This course stresses the correct use of equipment and techniques and safety and sanitation in the kitchen. Emphasis is placed on actual food preparation through teacher demonstration and student laboratory experience. This course is open to Grades 10 through 12.</p>			
<b>FOOD PREPARATIONS 2</b>	<b>1956</b>	<b>.5</b>	<b>3</b>
<p>This course is the study of the advanced principles and terms of cookery and nutrition, building on the concepts learned in Food Prep 1. Emphasis is placed on actual food preparation through teacher demonstration and student laboratory experience. (PREREQUISITE: B- in Food Preparation 1 and teacher approval)</p>			
<b>RELATIONSHIPS AND PARENTING</b>	<b>1951</b>	<b>1.0</b>	<b>6</b>
<p>This course provides background information to aid the student to better understand themselves, others and their relationships with others. Discussion groups, lectures, guest speakers and films on current topics enable the student to discuss solutions to problems that will better prepare individuals for future living. Topics include: communication, resolving family crises, social-emotional development of children, dating, marriage and parenting. Due to the nature of the topics discussed, this course is open only to Grades 11 and 12.</p>			
<b>EVERYDAY LIVING</b>	<b>1921</b>	<b>1.0</b>	<b>6</b>
<p>This course encompasses the entire lifespan of an individual. Students will examine issues related to single life, family life and the aging process. Activities will include food preparation, money management, consumerism, strengthening families and generation links. This course is open only to Grades 10, 11 and 12.</p>			
<b>CHILD DEVELOPMENT (SEMESTER)</b>	<b>1952</b>	<b>.5</b>	<b>6</b>
<p>The core of this course is for each student to gain knowledge in principles of infant, preschool and child development. Students will research biological, cognitive and social development in children from conception to puberty. Activities will be related to caring for children, nurturing children's development and guiding children's behavior. Observation of young children will be a requirement in this course. (PREREQUISITES: B in Relationships and Parenting - Grade 12 only)</p>			
<b>HEALTH, SAFETY AND NUTRITION OF YOUNG CHILDREN (SEMESTER)</b>	<b>1953</b>	<b>.5</b>	<b>6</b>
<p>This course focuses upon health, safety and nutrition issues of young children. Emphasis will be placed on the health and safety needs of the physical environment. Students will have the opportunity to analyze and interpret the Department of Welfare regulations. This course is open only to Grades 11 and 12.</p>			
<b>HOUSING AND INTERIOR DESIGN</b>	<b>1959</b>	<b>.5</b>	<b>3</b>
<p>This course is for the student interested in the exterior and interior design of a home. Topics will include housing styles, design elements, furnishings, floor plans and home decor. Students will develop skills for application of design and construction principles. This course is open only to Grades 11 and 12.</p>			



# HEALTH AND PHYSICAL EDUCATION

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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<b>HEALTH EDUCATION 11</b>	<b>1035</b>	<b>.5</b>	<b>3</b>
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The emphasis of health education is to provide instructional support to help students adjust and adapt to the challenges confronting young people in today's society. Health is a required, coed course which meets every other day throughout the eleventh grade school year. Topics included in the curriculum provide life skills which enable students to make responsible, healthy choices. The year begins with a unit on self responsibility for wellness, self-esteem, goal setting, stress management and the decision making process. Also included in the curriculum is the American Red Cross First Aid Unit. Students learn to identify and treat shock, CPR and respiratory emergencies, bleeding, fracture and burn injuries. Systems of the body are incorporated into various units, such as the heart and circulatory system, endocrine system, reproductive system and their related diseases. Additional units on alcohol, nicotine, drugs and human sexuality comprise a large portion of the year. The human sexuality unit covers information on family living and relationships, puberty, pregnancy, childbirth and birth control. A state-mandated unit on AIDS is taught along with other sexually transmitted diseases. During the school year, community resources, speakers and "Intermediate Unit" materials are continuously utilized to supplement and update the health curriculum.

<b>PHYSICAL EDUCATION</b>	<b>1011 (9 AND 10)</b>	<b>.33</b>	<b>2</b>
	<b>1012 (11 AND 12)</b>	<b>.33</b>	<b>2</b>

The Physical Education program endeavors to provide students with the opportunity to participate in both lifetime and team sport activities. It aims, through these activities, to teach physical skill, a knowledge of highly-organized games, develop sportsmanship, muscular coordination, leadership and development of interest and skill in activities which may be used in leisure time. Physical education classes are grouped heterogeneously with the ninth, tenth, eleventh and twelfth grades combined respectively. Students participate in various coed and non-coed activities. For students who are temporarily incapacitated or handicapped, an adapted physical education program is provided.

<b>STRENGTH AND CONDITIONING</b>	<b>1016</b>	<b>.5</b>	<b>3</b>
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This elective is offered three periods per cycle for students interested in learning the discipline of strength development and various components of physical conditioning. Students may take the course only once during the school year for .5 credit. The course focuses on mastery of basic techniques in weight lifting according to individual student abilities and experience levels. Other characteristics of physical fitness include flexibility, speed/power development, endurance, nutrition, program design and periodization. Evaluation is based on the student's daily participation and effort, proficiency in basic lifting technique, as well as quiz/exam work on strength and conditioning principles.

# LANGUAGES

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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**FRENCH 1, SPANISH 1**                      **1501 (FRENCH), 1521 (SPANISH)**                      **1.0**                      **6**

These courses are designed for those students who plan to enter college and for those who have a real desire to learn a foreign language. The students learn the basic skills of listening, speaking, reading and writing for the purpose of communication. Level I is the first step toward the acquisition of a basic vocabulary, an understanding of fundamental structures, the development of accurate pronunciation and an acquaintance with the people and their culture. Emphasis will be placed on those materials, strategies and activities which will enhance the student's ability to function in the language. Oral and written assessments will be administered.

**FRENCH 2, SPANISH 2**                      **1502 (FRENCH), 1522 (SPANISH)**                      **1.0**                      **6**

These courses are recommended for those who have acquired an adequate foundation from the first-year course. Students in the second year of a language will continue practicing the communication functions introduced in Level I. Students will have many opportunities to practice the language in the four important skill areas of listening, speaking, reading and writing. The target language will be the primary language used in the classroom. Oral and written assessments will be administered. (PREREQUISITES: C in previous year of French/ Spanish and department approval)

**FRENCH 3, SPANISH 3**                      **1503 (FRENCH), 1523 (SPANISH)**                      **1.0**                      **6**

The third year of a language is designed to continue to develop proficiency in all four skill areas of the language. Students will continue to increase their vocabulary, practice grammatical structures and explore the literature, history, geography, art and culture of the target language. Emphasis will be placed on those materials, strategies and activities which will enhance the student's ability to function in all contexts within the language. The target language will be the primary language used in the classroom. Oral and written assessments will be administered. (PREREQUISITES: C in previous year of French/ Spanish and department approval)

**FRENCH 4, SPANISH 4**                      **1506 (FRENCH), 1524 (SPANISH)**                      **1.0**                      **6**

The course continues its emphasis on proficiency in the four skill areas. Additional literature, history, art, culture, and geography will be introduced. Appropriate materials, strategies, activities and special projects will be used to enhance the learning process. The target language will be the primary language used in the classroom. Oral and written assessments will be administered. (PREREQUISITES: C in previous year of French/ Spanish and department approval)

# MUSIC

The Music Program offers students the opportunity to learn the fundamentals of music and music performance in a group setting. Its goals are to make students aesthetically responsive to music.

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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<b>BAND/ORCHESTRA</b>	<b>1710</b>	<b>1.0</b>	<b>6</b>
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Band is a one-credit course for the student who studies a woodwind, brass or percussion instrument and includes units of study in Concert Band and Marching Band. Topics within each unit of study include instrumental performance, music theory, history as it applies to music literature and performance, the aesthetics of music and movement as it applies to integrating music. This course is open to any student who performs, or wishes to begin study, on one of the above-mentioned musical instruments. Public performances, as well as practices outside of the school day, are part of this course.

Students from this course are selected for the full orchestra and "Statesmen" jazz band by audition.

<b>BAND (1ST, 2ND, 3RD, 4TH QUARTERS)</b>	<b>1713</b>	<b>.75</b>	<b>6</b>
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Students who participate in fall athletic activities worth a maximum of 25 unified points may qualify for an optional exemption from the marching band unit. If an exemption is taken, students will attend Band classes in the first quarter to learn the music and practice with the band during the class period. Students taking an exemption will receive .75 credit for their usual participation in the second, third and fourth quarters.

<b>ORCHESTRA</b>	<b>1712</b>	<b>1.0</b>	<b>6</b>
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Orchestra is a one-credit course for the student who studies musical instruments of the string family and includes string orchestra, full orchestra and class lessons. Topics covered include: string instrumental performance, music theory and history as it applies to music literature and performance, and the aesthetics of music. Public performance is a regular part of this course.

<b>BAND FRONT (1ST, 4TH QUARTERS)</b>	<b>1711</b>	<b>.5</b>	<b>6</b>
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Band Front is a one-half credit course which meets during the first and fourth quarters and concurrently with the marching band. The band front visually interprets the music performed by the marching band through dance, aerobic movement and the use of props. This course is open to any student who has a strong interest in movement as it relates to music.

<b>VOCAL MUSIC</b>	<b>CONCERT CHOIR: 1720</b>	<b>.5</b>	<b>3</b>
	<b>NEW ARRANGEMENT: 1725</b>	<b>.5</b>	<b>3</b>
	<b>AMBASSADORS: 1726</b>	<b>.5</b>	<b>3</b>
	<b>GOVERNORS AND FIRST LADIES: 1723</b>	<b>.5</b>	<b>3</b>

Our choral program is unique in that any student who wishes to participate in vocal music may do so. No audition is required for Concert Choir, New Arrangement or Ambassadors. Auditions for Governors and First Ladies are held in the spring for the following school year. Students in New Arrangement and Ambassadors must be enrolled in the Concert Choir in order to participate in these groups, unless granted permission by the director.

Concert Choir, New Arrangement and Ambassadors perform at the Holiday, Pops and Spring Concerts, as well as Choral Adjudication. The Governors and First Ladies, Ambassadors and New Arrangement are often invited to do special performances at service clubs, churches, hospitals and other community events.

<b>ADVANCED PLACEMENT MUSIC THEORY</b>	<b>1733</b>	<b>1.0</b>	<b>6</b>
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**(WEIGHTED 0.1 - STUDENTS MUST TAKE THE AP EXAM AND SCORE AT LEAST A "3" TO RECEIVE THE 0.1 WEIGHT VALUE)**

Advanced Placement Music Theory is a full-credit course designed for the music student who desires to study music at a more technical level. The class follows an advanced placement curriculum much like that of a college freshman theory course. It also prepares the student for the advanced placement test.

The class will explore the aspects of melody, harmony, solfeggio, dictation, composition, form and analysis, notation, progression theory and orchestration. This course is not intended to teach how to play a musical instrument or how to read music. Students should have a general knowledge on how to sing or play an instrument and know how to read music before enrolling in this course. It is ideal for the student who may want to study music beyond high school or who wants to expand their musical knowledge.

AP Music Theory includes the use of music technology and computer application for the creation of music and development of musical compositions. (PREREQUISITES: Department approval)



# TECHNOLOGY EDUCATION

The Governor Mifflin Technology Education department has taken the challenge set forth by the “Commission of Excellence” and every valid educational research study. The findings clearly call for students to develop skills in three basic areas. Problem solving, creative thinking, and working with others (teamwork) were found to be the most critical needs for employees to possess. Every curriculum in the Technology Education program stresses and develops these three areas while relating them to a specific unit of study.

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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**TECHNOLOGY EDUCATION –**

<b>PROBLEM SOLVING (SEMESTER)</b>	<b>1873</b>	<b>.25</b>	<b>3</b>
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This required 9th grade course will build on the technology experiences of the students in 7th and 8th grade. A main focus is to learn how to use a problem solving process and to think more creatively and critically as an individual and in small and large groups. Activities include designing and testing a device to protect a delicate payload, designing a logo to represent a company or product and a manufacturing and production experience that has students work with wood, metal and various specialized tools to produce a product to take home.

<b>MATERIALS AND PROCESSES</b>	<b>1875</b>	<b>1.0</b>	<b>6</b>
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This is an introductory course open to all students in Grades 9-12 that includes the study of processes, tools, materials, products, occupations and design. This course, following the philosophy of the department, stresses and develops skills in problem solving, creative thinking, and teamwork. Students will explore major areas of materials and processes by using power tools, hand tools and various materials for the purpose of acquiring basic skills. The class is based on a series of required activities or projects that reinforce the information taught in class. Safety and proper operation of power equipment are stressed throughout the course.

<b>ADVANCED MATERIALS AND PROCESSES</b>	<b>1878</b>	<b>1.0</b>	<b>6</b>
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This is an advanced course open to students in Grades 10-12 and includes the study of processes, tools, materials, products, occupations and design. This course, following the philosophy of the department, stresses and develops skills in problem solving, creative thinking and teamwork. Students will explore major areas of materials and processes by manipulating power tools, hand tools and various materials for the purpose of acquiring advanced skills including computer aided design and machining. Students will work on a group-manufacturing project in addition to individual projects requiring multiple materials utilization. Safety and proper operation of power equipment are stressed throughout the course. (PREREQUISITES: C+ or better in Materials and Processes and department approval)

<b>MANUFACTURING AND CONSTRUCTION</b>	<b>1880</b>	<b>1.0</b>	<b>6</b>
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This course has a dual focus. The first component of the course will be modeled around forming and running a corporation. Activities would include company formation, product development, financial affairs, marketing, and product manufacturing. Corporate profits will be used for a class trip. The second component of the course centers on construction techniques. Activities would include planning, design, organization and construction with an activity related to community service. (PREREQUISITES: C+ or better in Materials and Processes and department approval)

<b>GRAPHIC COMMUNICATIONS</b>	<b>1882</b>	<b>1.0</b>	<b>6</b>
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This course covers pertinent historical processes, as well as emerging technologies in graphic communication. Objectives include bookbinding a portfolio/notebook to act as a chronological record of assignments and progress assessment, screen-printing and the manipulation of Adobe InDesign, Adobe Illustrator, Adobe Photoshop and MS Publisher to complete various assignments. The course builds on basic elements of design, color theory, layout and production methods. The elementary principals of process photography are taught and implemented. Photo reproduction is used in lithography and screen-printing. Digital imaging and manipulation are introduced. Such terms as JPEG, TIFF and GIF are introduced. Photographic screen-printing of both photo-direct and indirect methods of printing will be explored. Develop problem solving and a cooperative learning atmosphere.

**CONTEMPORARY PUBLISHING/PRODUCTION 1884 1.0 6**

Desktop publishing is one of the most important skills and trades in society today. By understanding how to use various types of desktop publishing and graphics software, you will learn how to create effective and interesting documents and publications. This course is intended to provide you with project-based instruction that will give you the skills needed for planning and creating desktop-published documents using Microsoft Word, Adobe Photoshop, Illustrator and InDesign.

**WEB DESIGN AND PUBLISHING 1886 1.0 6**

The ability to use technology effectively, productively and ethically has become an essential skill in almost every aspect of society, whether at home, at school, at work or at play. Introduction to Web Design using Adobe Dreamweaver® is a valuable teaching tool to help students learn about web design, understand the fundamental principles for creating and maintaining web pages and practice creating web sites. Knowledge of Photoshop and InDesign is useful but not required. Students will need to supply a 2GB flash drive.

**DRAFTING 1 1831 1.0 6**

Drafting 1 course covers the basic graphic practices that industry uses in the manufacturing process. Topics include lettering, geometric construction, multiview drawing, dimensioning, sectional and auxiliary views and printmaking. Approximately 70% of coursework is performed using the AutoCAD program. Drafting provides a valuable experience for those engaged in a shop program or for students interested in an industrial career.

**DRAFTING 2 1832 1.0 6**

As an extension of Drafting 1, students explore more complex industrial graphics. Course topics, as time permits, are assembly and detail drawings, intersections and developments, pictorial drawing, rendering, electrical, structural, cams or gears and piping drawing. Approximately 90% of coursework is CAD. (PREREQUISITE: Drafting 1)

**DRAFTING 3 AND 4 1833 (DRAFTING 3), 1834 (DRAFTING 4) 1.0 6**

Following an introduction of fundamental building practices and a room-by-room study of good residential planning, students develop a set of working drawings for a home of their choice. Personal copies of contemporary literature drawings include floor and basement plans, elevations, sections, plot plan and, as time permits, detail sheets. Architectural blueprint reading problems are assigned on a homework basis. Students learn several principles of energy-efficient design. 90-100% of the coursework is CAD. The course prerequisite is successful completion of any two drafting courses. (DRAFTING 3 AND 4 PREREQUISITE: Successful completion of any two drafting courses)

**ENGINEERING/DESIGN SYSTEMS 1 1860 .5 3**

Topics presented in this pre-engineering, design and problem solving course include: basic robotics, transportation systems, electronics, alternative energy problem solving process and effective project planning and documentation. Students work individually, with a partner and collaboratively in small groups as they develop solutions to the problems presented. Practical applications of computers, lasers and other technological tools and devices is a focus of the experience. The course is designed to be taught through an investigative "design and construct," problem solving approach in a lab equipped with modern technological tools and devices. This is a .5 credit course that meets three times a cycle for the whole school year.

**ENGINEERING/DESIGN SYSTEMS 2 1865 .5 3**

This course is a continuation of the first level course. Students will be presented with technical problems with topics such as electronics, robotics, LEGO Mindstorms, computer programmed robot systems and advanced graphic communication and packaging design. (PREREQUISITE: C or better Engineering/Design Systems 1)

**POWER TECHNOLOGY 1861 1.0 6**

This course examines a wide variety of power development, conversion and usage devices. Initially, the class explores the history of power and conducts experiments and projects with power sources from ancient times up to today, including wind, water, steam, internal combustion, solar and nuclear systems. In the latter part of the course, an emphasis is placed on electrical devices, with projects including power supplies, analog and digital circuits, amplifiers, speaker/transducer systems and two-way radio systems. Work is done in both AC and DC systems, and the area of home wiring is also explored. Student work in this area centers on research and experimentation, utilizing common testing and construction tools. (PREREQUISITE: Successful completion of Algebra 1)

**PRINCIPLES OF TECHNOLOGY 1    1462, 1463 (CAREER CENTER)    1.0    6**

A laboratory course in applied science that explores the physical principles underlying modern technology. Designed for students interested in technical careers.

Unit topics include force, work, rate, resistance, energy, power and force transformers. Each unit deals with these principles as they apply in each of the four kinds of systems that make-up the simplest to the most complex technological devices and equipment. These systems are mechanical systems, fluid systems, electrical systems and thermal systems. (PREREQUISITE: Algebra 1)

**PRINCIPLES OF TECHNOLOGY 2    1464, 1465 (CAREER CENTER)    1.0    6**

The second year course is a natural extension of Principles of Technology 1 with a similar format. Unit topics include energy, power, transformers, momentum, waves and vibrations, energy converters and transducers.

**VIDEO AND TV PRODUCTION    1871    0    3**

All grade levels are invited to learn how to problem solve with light and sound. The course demands that students apply the information demonstrated during class. The student must creatively use light and sound to communicate their individual message. The student must be able to write ideas in script form, then produce their ideas in a video format. The student must be willing to participate in remote recordings of concerts and sporting events. Video composition, editing, camera movement and sound recording will also be taught.

# VISUAL ARTS

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
<b>VISUAL ARTS 1</b>	<b>1751</b>	<b>1.0</b>	<b>6</b>
<p>This fundamental art course is designed to teach the elements and principles of art through studio production. Techniques and materials used include drawing, painting, sculpture, ceramics and digital technology such as animation and photography. Art history, criticism and philosophy are incorporated throughout the course. A sketchbook is required.</p>			
<b>VISUAL ARTS 2</b>	<b>1752</b>	<b>1.0</b>	<b>6</b>
<p>This course allows for further development of skills learned in Visual Arts 1. Introduction of new media experiences is the basis for this course. Art history, criticism and philosophy will be incorporated throughout the course. A sketchbook and art show participation are required. (PREREQUISITE: C in Visual Arts 1)</p>			
<b>VISUAL ARTS 3 AND 4</b>	<b>1753 (LEVEL 3), 1754 (LEVEL 4)</b>	<b>1.0</b>	<b>6</b>
<p>These courses allow for further development of skills learned in Visual Arts 2. Emphasis is placed on individual creativity and problem solving throughout media experiences. A sketchbook and art show participation are required. (PREREQUISITE: C in Visual Arts 2; C in Visual Arts 3)</p>			
<b>ADVANCED PLACEMENT STUDIO ART</b>	<b>1765</b>	<b>1.0</b>	<b>6</b>
<p><b>(WEIGHTED 0.1 - STUDENTS MUST PASS THE AP PORTFOLIO REVIEW TO RECEIVE THE 0.1 WEIGHT VALUE)</b></p> <p>The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. Students will create a portfolio which will address three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. (PREREQUISITES: B or better in Visual Arts 1 and 2 and department approval with submission of an application and sketchbook)</p>			
<b>DIGITAL STUDIO ARTS 1</b>	<b>1763</b>	<b>.5</b>	<b>3</b>
<p>This is an introductory course designed to expose students to artwork created through the use of a variety of digital media. Works will include digital art, digital photography and manipulated photography, stop-motion animation and digital films. Software used consists of Adobe Photoshop, Adobe Illustrator, Adobe Flash, Garage Band, Photo Booth, iPhoto, and iMovie.</p>			
<b>DIGITAL STUDIO ARTS 2</b>	<b>1769</b>	<b>.5</b>	<b>3</b>
<p>This is an extension of the Digital Studio Arts course. It is designed for the student who is seriously interested in the development of art through the digital medium. Digital Arts extends the students use of the Macintosh as an art medium. Students will build their knowledge and skill through guided practice and independent exploration of digital photography, digital manipulated photography, animation, computer aided drawing and video. (PREREQUISITE: B or better in Digital Studio Arts 1)</p>			
<b>HUMANITIES</b>	<b>1761</b>	<b>1.0</b>	<b>6</b>
<p>This study of civilizations through the arts traces the development of human cultures around the world. From ancient times through the present, architecture, literature, music, philosophy, theater and the visual arts are all explored. Field trips to museums and performances are an integral part of the class.</p>			
<b>MULTICULTURAL APPLIED ARTS</b>	<b>1750</b>	<b>1.0</b>	<b>6</b>
<p>Students will study different cultures through the craft media including ceramics (hand-building, wheel-throwing and slab construction), fibers (loom and non-loom weavings), metals (jewelry, enameling and sculptural) and glass (fusing and etching). Emphasis will be placed on production with historical background of functional versus non-functional.</p>			
<b>CERAMICS</b>	<b>1757</b>	<b>.5</b>	<b>3</b>
<p>This course introduces students to the fundamentals of clay as a three-dimensional art medium. Hand-building techniques, slab construction and wheel-thrown pottery will be emphasized. Various cultures of influence will be included. (Grade 12 only)</p>			

# SPECIAL EDUCATION

COURSE NAME	COURSE NUMBER	CREDIT VALUE	PERIODS/CYCLE
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<b>TRANSITION 1 (SEMESTER)</b>	<b>9906</b>	<b>.25</b>	<b>3</b>
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This course was designed for ninth grade students with an IEP. The focus of the course is to teach the skills and tools necessary to be able to succeed in high school and start the transition process to post-secondary life. The course is offered three days a cycle for one semester and is designed so that students will have input in developing a plan that will best meet their needs in the following areas: self-determination, self-advocacy, compensatory techniques and career awareness. Students will gain an understanding of their disability, the availability of school services and adult service providers and learn how to access them. Through various inventories, students will become more aware of their own aptitudes and interests in relation to the identification of appropriate careers. The students will perform career searches, as well as research the post-secondary education involved in pursuing those careers. At the completion of this course, students will have a transition portfolio that will be utilized for future IEP planning.

<b>TRANSITION 2 (SEMESTER)</b>	<b>9907</b>	<b>.25</b>	<b>3</b>
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This class is available for Grade 10 through 12 students who have IEPs. The course builds upon the skills taught in Transition 1. (However, Transition 1 is not a prerequisite.) Students will continue to investigate their disability, learn about and practice self-advocacy/self-determination skills and participate in transition-based assessments. Students will also be introduced to services that will be available to them after high school in the areas of post-secondary education, employment and independent living. Activities completed in this class will be added to the student's transition portfolio developed in Transition 1.

<b>STUDY SKILLS</b>	<b>9952A</b>	<b>.5 OR 1.0</b>	<b>3 OR 6</b>
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Study Skills is not a traditional study hall, but a course designed to provide extra support for IEP students. This class may be scheduled three or six days a cycle, depending on a student's needs. During Study Skills, the special education teacher is available to provide individual assistance with mainstream coursework, offer accommodations according to a student's IEP, as well as give students the opportunity to acquire and practice specific study skills relating to organization skills, time management, study techniques and test-taking strategies.

## ESL (ENGLISH AS A SECOND LANGUAGE)

COURSE NAME
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### ENGLISH AS A SECOND LANGUAGE

ESL is offered to students with a native language other than English and less than fluent English skills. Language proficiency is measured with the WIDA ACCESS Placement Test (W-APT). The Woodcock-Munoz Language Survey may be used for additional reference. The amount of time spent in the ESL classroom depends on the proficiency level of the student. Whenever possible, a beginner will have three periods in the ESL classroom; and intermediate student will spend two periods in ESL, while an advanced student will receive one period of ESL. Skills in each of the language domains: listening, speaking, reading and writing are emphasized in each class. The goal of this class is to move students closer to their peers in reading comprehension and written expression. Grammar, vocabulary, spelling and literature, along with content area vocabulary and concepts, are among the topics covered. ESL may be taken in place of, or in addition to, an English class, depending on the English proficiency of the student.

# CAREER & TECHNOLOGY CENTER PROGRAM

The following courses are offered on a half-day basis at Berks County Career & Technology Centers, East or West. Students attend Governor Mifflin High School for their academic subjects.

Advertising Art & Design Technology	(W)
Automotive Collision Repair Technology	(E & W)
Automotive Technology	(E & W)
Building Construction Occupations	(E)
Cabinetmaking	(E)
Career Exploration (9th Grade Program)	(E)
Carpentry	(E & W)
** Communication Media Technology	(W)
** Computerized Machining Technology	(W)
Cosmetology	(E & W)
Culinary Arts	(E & W)
* Dental Occupations	(E)
Diesel Technology	(E)
** Drafting Design Technology	(E)
* Electrical Occupations	(E & W)
** Electronic Technology	(W)
Graphic Imaging Technology	(W)
* Health Occupations	(E & W)
* Health-Related Technology	(E)
* Heating, Ventilation & Air Conditioning/Refrigeration	(W)
Heavy Equipment Technology	(E)
Horticulture	(E)
* Information Technology - Applications	(W)
** Information Technology – Networking	(E)
** Information Technology - Programming	(E & W)
Masonry	(E)
Occupational Child Development	(E & W)
Painting and Decorating	(W)
Photo Imaging Technology	(W)
Plumbing & Heating	(E)
* Precision Machinery Technologies	(W)
Protective Services (Law Enforcement/EMT/Firefighting)	(E & W)
Recreational and Power Equipment Technology	(W)
** Robotics and Automation Technology	(W)
Service Occupations	(E)
Welding Technology	(W)

Programs marked (\*) carry a recommendation of a minimum of Algebra 1 upon enrollment. Programs marked (\*\*) carry a prerequisite academic math of a minimum of Algebra 1 upon enrollment.

Acceptance to the Career Center does not guarantee AM or PM placement.

Transportation and total enrollment are important considerations in AM and PM placements.

BCTC students who plan to pursue post-secondary education (certificate, associate or baccalaureate degree) should take a rigorous high school academic program in the areas of math, science and English.

The Berks Career and Technology Center (BCTC) offers programs in 35 different career areas to students from 16 area school districts. Two campuses serve students in Berks County. The East campus is located in Oley, and the West campus is located in Leesport. Students electing BCTC attend on a half-day basis, taking required academic courses at their high school while attending the BCTC for their technical program. Programs are designed for three years in length beginning in the 10<sup>th</sup> grade, however, 11<sup>th</sup> and 12<sup>th</sup> grade students may also begin a program. All programs are available to all students regardless of district location.

Laboratories equipped with computers, industrial machinery and other state-of-the-art equipment provide hands-on training for students in addition to the academic component of each course of study. All curriculum is competency based, allowing students to proceed at a rate that is best for them and tailored to meet their own career objectives.

There are many opportunities available for students enrolled in a BCTC program. All programs prepare students for immediate employment or higher education. Senior students who demonstrate a high level of competency in their program can participate in a supervised work-based learning experience. In addition, articulation agreements with the following post-secondary schools provide advanced credits or advanced placement: Antonelli Institute of Art and Photography, Automotive Training Center, Baran Institute of Technology, Berks Technical Institute, Central Pennsylvania College, Information Computer Systems Institute, Culinary Institute of America, Harrisburg Area Community College, Johnson and Wales University, Lehigh Carbon Community College, Nashville Auto Diesel College, Northampton Community College, Ohio Technical Institute, Pennsylvania College of Technology, Pennsylvania College of Art and Design, Reading Area Community College, Schuylkill Institute of Business and Technology, Thaddeus Stevens College of Technology, Thompson Institute and Universal Technical Institute, University of Northwestern Ohio, Welder Training and Technical Institute. Currently, 33 BCTC programs have articulation agreements to offer students advanced credit at the post-secondary level to pursue a certificate, associate, or baccalaureate degree.

## MATHEMATICS COURSES AT BCTC 2010-2011

The following academic mathematics courses are available to students as their schedule requires:

### **MATH CONCEPTS I                    200A**

This course is intended for that student who has not successfully completed Algebra I, has scored below basic on the eighth grade PSSA on math and has significant deficiencies in the area of mathematics. Topics include: basic arithmetic skills, measurement, graphing, consumer math, basic geometry and basic algebra. (PREREQUISITE: Placement shall be based on assessment data and a professional recommendation. For special education students, the IEP shall stipulate placement in this course.)

### **MATH CONCEPTS II                    202D**

This course is designed to be a continuation of the skills and topics from the Math Concepts 1 course. (PREREQUISITE: The student must be in eleventh grade and have completed Math Concepts 1. Placement shall be based on assessment data and a professional recommendation. For special education students, the IEP shall stipulate placement in this course.)

### **INTEGRATED ALGEBRA I                201E**

This course will focus on the Pennsylvania Assessment anchors and eligible content to prepare students for the eleventh grade PSSA. Topics include: Numbers and operations and algebraic concepts. (PREREQUISITE: Pre-algebra or successful completion of ninth grade math)

### **INTEGRATED ALGEBRA II               204C**

This course will continue to build on the skills covered in Algebra 1. Additional topics will include systems of equations, graphing, quadratic equations, factoring and applications/problem solving from all algebraic/geometric topics. (PREREQUISITE: Integrated Geometry or Geometry)

### **INTEGRATED GEOMETRY               204D**

This course will focus on the Pennsylvania assessment anchors and eligible content to prepare students for the PSSA. Topics include: Numbers and operations, measurement, geometry, algebraic concepts and data analysis and probability. (PREREQUISITE: Integrated Algebra or Algebra 1)

### **CP ALGEBRA II                            202C**

Topics include: Theory and structure of algebraic reasoning, polynomials, factoring, real and complex numbers, linear and quadratic equations and inequalities, probability, matrices, exponential and logarithmic functions and use of the Cartesian coordinate system. (PREREQUISITE: Geometry)

### **CP GEOMETRY                            209C**

Topics include: Understanding measurement, terminology of proofs in geometry, solving problems involving length, angles, proportions, area and volume, performing geometric constructions and doing analytical geometry. (PREREQUISITE: Algebra 1)

### **CP TRIGONOMETRY                    209C**

Topics include: Advanced algebra and trigonometry, six trigonometric functions, problem solving involving their use, graphing and the identities, Polar coordinates, vectors, radians and logarithms. (PREREQUISITE: Algebra 2)

**The following courses are available to seniors only:**

**MAT 35 ALGEBRA I WITH QUADRATICS      209E      3 CREDITS**

This is a developmental course required of all students whose scores on the placement test require remediation before registering for a college level math course. Topics include: Review of real numbers and the order of operations, algebraic topics including exponents, polynomials, linear equations and inequalities, applications of linear equations, graphing linear equations and inequalities, basic radicals, factoring concepts, rational expressions, systems of linear equations and problem solving/applications. (PREREQUISITE: Seniors who score below proficiency in math on the eleventh grade PSSA and who have taken college prep Algebra 1.)

Rationale: This course will meet the developmental course requirements for that student who has deficiencies in the area of mathematics. It will also provide a solid mathematical base for students pursuing a post-secondary curriculum at Reading Area Community College.

**MAT 160 COLLEGE ALGEBRA      209F      3 CREDITS**

Topics include: Review of quadratic and higher degree equations and inequalities, properties of functions and graphs including algebraic, polynomial, rational, exponential and logarithmic functions, partial fractions, systems of equations and inequalities with an introduction to matrices, determinants and linear programming, elementary concepts of analytic geometry. (PREREQUISITE: Seniors who score at or above proficiency in math on the eleventh grade PSSA and who have taken college prep Algebra 2 and college prep Geometry)

Rationale: This course will satisfy the math requirement in all three of the associate degree programs at Reading Area Community College, including the Associate of Arts, Associate of Applied Science and Associate of General Studies. It is also a course that is highly transferable to most four-year bachelor's degree programs.

## APPLICATION PROCESS

Students apply for enrollment at BCTC through their guidance counselor. All student applications are sent to the BCTC where candidates from throughout the county are chosen. Each student application is reviewed according to the following criteria:

**Student Interest** - The thoroughness of the application is viewed as a measure of the interest of the student applicant. Special attention is paid to what research was done to find information about the career area to which a student is applying.

**Teacher Evaluation** - Students may request evaluations from junior or senior high school teachers of their choice.

**Counselor Recommendation**

**School Citizenship** - Student behavior and attitudes are noted.

**Attendance** - Students should have strong patterns of school attendance. Attendance is reviewed for patterns over a three-year period.

**Grades** - While grades are important, they are not the most critical item. Grades are reviewed over a three-year period. Extra credit of up to 10 points may be earned for college preparatory courses taken and passed in mathematics, sciences, English and/or Foreign Language.

**Aptitude** - Does the student possess the potential to be successful in the field?

**Health** - While not restricting a student's selection, health concerns are a necessary consideration. Conditions such as color blindness, fear of heights, etc. will affect success in certain programs.

# MEDICAL PROFESSIONS PROGRAM

Medical Health Professions is an exploratory dual-enrollment program available to senior year high school students interested in science or health care. This program, a partnership with Berks Career and Technology Center (BCTC), the Reading Hospital and Medical Center and Penn State Berks provides opportunities to job shadow various medical professionals at the hospital and to take accredited college-level courses. This program meets from 7:00 a.m. to 10:00 a.m. during the school year at the Reading Hospital and Penn State Berks. Students are responsible for transportation and Penn State tuition fees. Enrollment is limited and is by committee selection only.

Application criteria:

- Submit application and reference letters from a science teacher and guidance counselor. Applications are available at [www.berkscareer.com](http://www.berkscareer.com) or from the student's guidance counselor
- Submit a copy of student's high school transcript
- Have completed:
  - High school chemistry and biology with a minimum of 3.0 GPA
  - Algebra 2 with a minimum of 3.0 GPA
- SAT or PSAT scores
- PSSA proficiency in reading and math
- Have excellent attendance records

