



# **Course Selection Guide**



***School Year 2025-26***

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## COURSE ACCESSIBILITY AND AVAILABILITY

No student will be denied access to courses offered at Upper Darby High School because of race, gender, physical handicap, sexual orientation, religion, national origin, ancestry, or culture.

The courses described in the following pages will only be scheduled if adequate student enrollment and teacher availability in each course is offered. If enrollment is not sufficient or staff is unavailable, the administration reserves the right to cancel the course. Students affected by the cancellation of courses will be contacted to make substitutions.

The master schedule for the school is newly developed each year, based on teacher availability and student interest. The construction of the master schedule is conducted in such a way as to fulfill the requests of the maximum number of students. While every effort is made to minimize course conflicts, there is no guarantee, expressed or implied, that every student will be able to take every class they request.

Students who fail courses can take the course either in summer school, at a state-accredited school, in an approved credit recovery program, or during the next semester or full school year, subject to course availability.

### **Scheduling Process and Considerations:**

- Minimum class size of 25 students per course.
- Courses that do not meet the 25 student minimum will need approval from the Director of Secondary Education, Director of Curriculum and Instruction, Superintendent, and Chief Financial Officer (CFO).
- Department and teacher recommendations are considered when developing courses from year to year and semester to semester.
- Student grade, seniority, and teacher recommendation will be considered in determining who is eligible for a course. When the number of requests for a course exceeds teacher availability, student grades, seniority, Prerequisites, corequisites, and teacher recommendation will be considered in determining final class size.
- Courses needed for State Graduation requirements must be a priority when developing the master schedule. State Graduation required courses and class sizes for such courses will be considered a priority when developing the master schedule.
- Department Chairs, School Counselors, Master Scheduler, and Building Principal must collaborate each year and each semester to determine the number and type of courses prior to student requests. Courses and sections may not run from year to year or semester to semester based on the input from Department Chairs and teacher recommendation.
- Ninth-grade plan for individual student graduation/pathway should be determined upon entering Upper Darby High School. Upper Darby School District middle school students will have a transition meeting explaining pathways to graduation and guidance to take a path that meets their needs and future interests.

## BELL SCHEDULE

Block	Start	End	Time (min)	Description
Block 1E	7:30	7:51	21	Asynchronous Extension of Block 1
Block 2E	7:51	8:12	21	Asynchronous Extension of Block 2
Block 3E	8:12	8:33	21	Asynchronous Extension of Block 3
Block 4E	8:33	8:54	21	Asynchronous Extension of Block 4
Transition	8:54	9:45	51	Transition to In-Person or Synchronous Learning
Block 1	9:45	10:45	60	In-Person or Synchronous Learning
Block 2	10:50	11:50	60	In-Person or Synchronous Learning
Flex/Lunch	11:55	12:31	36	In-Person or Synchronous Learning
Block 3	12:36	1:36	60	In-Person or Synchronous Learning
Block 4	1:41	2:41	60	In-Person or Synchronous Learning

**AM Extension Blocks (1E, 2E, 3E, 4E):** The asynchronous extension blocks are linked to the In-person (or Synchronous) Blocks (1,2,3,4) with the same course and instructor. Students can meet with teachers synchronously online according to their needs. Students will not be required to log on synchronously during these times and may complete the assigned work anytime before the next class meeting.

**Flex/Lunch:** Students are assigned a Flex period every day between 11:55 AM and 12:31 PM. During this period, students will eat lunch and have various courses of study such as AP classes, music, NHS, or Writing Lab. Lunch will be delivered to the Flex room. Students rotate in and out of the Flex period, depending on the day of the week and the need for intervention, academic or support.

## GRADUATION REQUIREMENTS

Course Category	Total Courses
English	4 Courses
Social Studies	3 Courses
Math	3 Courses*
Science	3 Courses
Health/Physical Education	1 Courses
Arts & Humanities	2 Courses
Electives	5 Courses
<b>Total Credits:</b>	<b>21</b>

\*Algebra 1A and Algebra 1B combine to equal one course - Algebra 1

All Pennsylvania schools are required to implement personal finance under Act 35 of 2023. Therefore all students in their Junior year must take the PA Future Focus courses (Career Exploration and Financial Essentials). This 1 credit course series will count as an elective credit.

<b>PA Future Focus: Career Exploration</b> Marking Period, 0.5 Credit Unleveled 2520	This comprehensive course is designed to prepare students for the challenges and opportunities that await them in the post-secondary world. Through a blend of career exploration, college and career readiness, and goal setting, students will develop the skills, knowledge, and mindset necessary for success in the 21st century. This course is taught by a College and Career Readiness Counselor.
<b>PA Future Focus: Financial Essentials</b> Marking Period, 0.5 Credit Unleveled 2510	This course is strategically crafted to equip students with essential skills and knowledge to navigate the intricacies of personal finance in the 21st century. This course delves into critical aspects of financial literacy through a comprehensive curriculum that includes Budget and Banking Systems, Borrowing and Debt, Investing and Long Term Savings, and Financial Pitfalls.

## CAREER PATHWAYS

Upon the successful completion of the 21 courses necessary for graduation, Upper Darby High School students can explore various options for the remainder of their academic journey. Beginning with the Class of 2026, students are permitted to enroll in up to 7 additional courses beyond the mandatory 21 throughout their 9th to 12th-grade years, resulting in a maximum total of 28 courses.

**Students can choose among the following options:**

**Early Graduation (Junior):** If all graduation requirements are met, Students can graduate at the end of their Junior year. In June, these students will participate in the graduation ceremony with the graduating Senior class. These students will get their high school diplomas and start their post-secondary plan a year early. Students are encouraged to talk with their school counselor to determine the best option that supports their post-secondary plan. A preparation checklist will be shared with students and families when considering this option.

**Early Graduation (Senior):** If all graduation requirements are met at the end of the 1st semester of their Senior year, students are not required to report to the high school. The Senior center administration accounts for these students. In June, these students will participate in the graduation ceremony and receive their diploma.

**Career and Technical Education:** Continue attending the Delaware County Technical High School for a half-day. Students wouldn't need to take any classes at UDHS. This option is for rostered students who attended Delaware County Technical School in their 11th grade year and finished the first year of their program. Seniors who apply for this program will only receive one year of Technical Education of our two-year program.

**Dual Enrollment:** Stay an active student at UDHS (do not graduate early) and participate in dual enrollment courses at a local college where they can earn college credits for a discounted price. The student is responsible for payment. There are many opportunities available at Delaware County Community College.

**Continue at UDHS:** Stay at UDHS and earn credits beyond the 21 credits needed for graduation. Students can customize the times that they report to school to enroll in courses that align with their specific interests through the use of an Early Dismissal or Late Arrival. Starting with the Class of 2026, students may take a maximum of 7 courses above the 21 courses required for graduation during 9th through 12th grade.

## ACT 158 GRADUATION REQUIREMENTS

Students must meet all course credit requirements as well as satisfy one of the following options to meet the statewide graduation requirements as detailed in [Act 158 of 2018](#):

**Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

**Keystone Composite (Act 136 of 2020) Pathway:** Earning a satisfactory composite score of 2939 or greater for two of the three Keystone Exams (calculated using the highest numerical scores attained by the student, neither of which may be Below Basic and at least one of which must be Proficient or better).

**Alternate Assessment Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB)
- Gold Level on the ACT WorkKeys Assessment
- Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
- Successful completion of a concurrent (dual) enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a pre-apprenticeship program
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework (i.e. no remedial courses).

**Evidence-Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including

One of the following:

- Attainment of an established score on the ACT WorkKeys assessment, an SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
- Attainment of an industry-recognized credential; or
- Successful completion of a concurrent enrollment or postsecondary course;

Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service-learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the National Collegiate Athletic Association (NCAA) core courses for college-bound student-athletes with a minimum grade point average (GPA) of 2.0.

**CTE Pathway:** For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.


**Students who do not meet Act 158 state graduation requirements through the Keystone Proficiency or Composite Pathway will be required to participate in the Evidence-Based Pathway.**

## PROMOTION REQUIREMENTS

9th to 10th Grade	4 credits, including 1 math credit and 1 English credit
10th to 11th Grade	10 credits
11th to 12th Grade	13 credits and projection to graduate by June

## LEARNING ENVIRONMENT SELECTION

Upper Darby High School recognizes that students and families should have the flexibility to choose the learning environment that provides the best student learning results. Students can choose from the following learning environments: In-Person, Synchronous Online, and Asynchronous Online. Families may select a learning environment through the grade-level center team, but students should prepare to remain in a single learning environment for the duration of the school year. Please see the district website for the online learning manual and required procedures.

LEARNING ENVIRONMENT	DESCRIPTION
<b>In-Person Learning</b>	<p>This learning model is available to all students in the Upper Darby School District. Students attend a district building each school day and participate in all of their classes.</p> <p>Courses marked with an “In-Person Only” icon are available in the brick and mortar setting only and not available through Synchronous Online Learning.</p> <div style="text-align: right;">  </div>
<b>Synchronous Online Learning</b>	<p>This learning model is available to all students in the Upper Darby School District. This model requires students to attend online at specified times and follow the school's In-Person schedule. Staff will utilize the technology (i.e., video and audio equipment) to deliver instruction to all students. Students do not report to the building in this model.</p> <p>Courses marked with an “In-Person Only” icon are available in the brick and mortar setting only and not available through Synchronous Online Learning.</p>
<b>Asynchronous Online Learning</b>	<p>This learning model is available to all students in the Upper Darby School District. The courses are written by Upper Darby School District teachers and delivered through Schoology, our Learning Management System (LMS). School assignments will be released weekly. Daily check-ins will be required for students in the asynchronous model. Students do not report to the building in this model.</p> <p>Courses marked with an “In-Person Only” icon are available in the brick and mortar setting only and not available through Asynchronous Online Learning.</p>
<b>Home Education</b>	<p>A home education program (sometimes referred to as homeschooling) is not considered a nonpublic school under the home education law. Homeschooling is a program (<a href="#">24 P.S. § 13-1327.1 (b)</a>) and is a right, as long as the required documentation is submitted in the notarized affidavit (<a href="#">Secondary 7-12</a>). For more information, please visit the <a href="#">Pennsylvania Department of Education Website</a>. Please <a href="#">see our district policy by clicking on this link</a>.</p>



## CHOOSING YOUR COURSES AND NCAA GUIDELINES

One of the most important decisions you will face each year in high school is deciding which courses to select for the following year. What you decide affects an entire year of your high school life and your extended future as a student and member of the workforce. Please choose your courses wisely, considering four crucial areas:

- Graduation requirements and the required courses for your grade level.
- The recommended and required courses for your post-high school career and educational plans.
- Prerequisites (courses you must have successfully completed before taking a specific course) and co-requisites (courses you must take at the same time as a specific course).
- The level of difficulty of the courses you select. See the explanation of levels in this guide; each major subject area also includes expectations for levels, following the course descriptions for that subject.



*Pay careful attention to the sequencing of courses through grades 9 to 12.*

IT IS IMPORTANT TO PICK YOUR COURSES CAREFULLY. ALL COURSE REQUEST CHANGES FOR NEXT YEAR MUST BE COMPLETED BY MAY 1ST OF THIS SCHOOL YEAR.

### **PLEASE NOTE:**

**Parental requests to override the recommended level of the course and/or make a course selection change must be made in writing by May 1<sup>st</sup> to the grade level Assistant Principal.**

Although you will receive help from your parents, teachers, and counselor in selecting courses that best suit your needs and abilities, the responsibility for these choices is ultimately yours. It is your life; take advantage of the power you have to shape your future.

	This indicates the course is NCAA-approved.
<div>In-Person Only</div> 	This indicates the course is only offered in person. Students electing this course must participate in the building and not have the option to participate synchronously online or asynchronously.

# Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist).

## Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

### Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 [core-course GPA](#).
5. Ask your high school counselor to upload your [final official transcript](#) with proof of graduation to your Eligibility Center account.

## WHAT IS NAVIANCE?

Naviance is a college and career readiness platform that helps students connect academic achievement to post-secondary goals and success. It is a secure, web-based career and college research and planning tool for students, parents, and school counselors. The integrated platform manages individual students through the entire college planning, application, and decision process. This electronic portfolio is used as part of a developmental, sequential guidance curriculum that moves with students through their high school career from transition to high school to the college application process. The PA Future Ready Index requires schools to collect data on college and career preparation by creating artifacts. Many of these artifacts are collected on Naviance. These are just a few of the highlights of what Naviance does:

- Searches and matches college, technical, and trade schools by specific data and compares them.
- Explore careers in Road Trip Nation
- Displays scattergrams and application statistics from UD, giving students an idea of how their numbers compare to those of past acceptances
- Compiles post-high school plans
- Tracks application deadlines and status of submissions
- Details the list of colleges visiting UD and allows students to register to meet with these college admission representatives during school
- Lists scholarship opportunities
- Contains a learning styles inventory, a career interest inventory, and a personality assessment
- Tracks UD alumni success
- Allows students to assign and complete tasks, set goals, and track progress
- Includes web-based Family Connection for students to work from home/class, and for parents to monitor their child's progress, outcomes, etc.
- Students can search for scholarships, explore careers, review academic and admission data for colleges and other post-secondary institutions across the United States, and gauge their chances of acceptance by comparing personal GPA/ACT/SAT statistics with recent Upper Darby High School successful applicants.

UDHS Career, Education, and Work Standards Artifacts, stored in Naviance

Grade 9	Grade 10	Grade 11
<ul style="list-style-type: none"> <li>• Career Cluster survey</li> <li>• Strengths Explorer</li> <li>• Goal setting</li> <li>• Goal setting reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Career Interest Profiler</li> <li>• Resume</li> <li>• Goal setting</li> <li>• Goal setting reflections</li> </ul>	<ul style="list-style-type: none"> <li>• "Colleges I'm Thinking About" list</li> <li>• Career Fair reflection survey</li> <li>• Goal setting</li> <li>• Goal setting reflections</li> </ul>

## CHOOSING YOUR ELECTIVES

Elective courses are an important part of the high school experience. Students can take a variety of courses, explore career fields, and learn new skills. See information on the following pages about descriptions, pre or co-requisites, and grade-level requirements for these courses. Students may only take additional electives if Chapter 4 requirements have been satisfied. All English classes count toward Chapter 4 English requirements. There are additional math and science electives available and described in the course section of this document. Students may select additional courses once they have fulfilled their graduation requirements.

### 9th GRADE STUDENTS MAY CHOOSE FROM THE FOLLOWING ELECTIVE COURSES:

Content Area	Semester Courses	Full-Year Courses
<b>Art</b>	Studio Art (1101) Visual Arts (1102) 3D Sculpture Studio (1111) Ceramics 1 (1113) Digital Art 1 (1121) Art Major 1 (1181) Intro to Graphics (0936) Photography (0950)	
<b>Business</b>	Introduction to Accounting (0801) Accounting 1 (0802) Microsoft: word, excel, and ppt (0804) Introduction to Business (0814)	
<b>Computer Science</b>	Essentials of Programming (1301) Accelerated Programming (1302)	AP Computer Science Principles (1310)
<b>Family &amp; Consumer Sciences</b>	Child Development (1001) Foods & Nutrition (1011) Contemporary Clothing and Fashion (1021) Interior Design (1031)	
<b>Music</b>	Chorus (no audition required) Piano Keyboard and Theory (1200) Music Ensemble Concentration 1 (1241/1242) Audition required Music Ensemble Concentration 2 (1243/1244) Audition required. Available to 10th–12 grade, except by ensemble director recommendation	The following options are non-credit bearing (no audition required) Chorus (1225) Concert Band (1205) Jazz Fundamentals (1212) (audition required) Wind Ensemble (1206) Orchestra (1208) Concert Choir (1235) Encore Singers (1238) Jazz Ensemble (1213)
<b>Physical Education</b>	Strength and Conditioning (0510) Lifetime Activities (0511) Teens and Police Service Academy (TAPS) (0535)	
<b>Social Studies</b>	Films In World History (0291, 0292) Global Conflicts in World History (0297, 0298)	

	Sports In World History (0295, 0296) Women In World History (0293, 0294)	
<b>Technology Education</b>	Introductory Drafting and Design (0913) Woodworking Technology (0921) Energy, Power, and Transportation (0926) Engines Technology (0931) Basic Electronics 1 (0946)	
<b>World Language</b>	Spanish 1 (0731, 0732) Spanish 2 (0735, 0736, 0737) French 1(0711, 0712) French 2(0715, 0716, 0717) Mandarin 1 (0771)	

**10th, 11th, 12th GRADE STUDENTS MAY CHOOSE FROM THE FOLLOWING ELECTIVE COURSES:**

Content Area	Semester Courses	Full-Year Courses
<b>Art</b>	Studio Art (1101) Visual Arts (1102) 3D Sculpture Studio (1111) Ceramics 1 (1113) Ceramics 2 (1114) Advanced Sculpture Studio (1115) Digital Art 1 (1121) Digital Art 2 (1122) Art Major 1 (1181) Art Major 2 (1182) Art Major 3 (1183) Intro to Graphics (0936) Photography (0950)	AP Art (1190) AP Art History (1193)
<b>Business</b>	Introduction to Accounting (0801) Accounting 1 (0802) Accounting 2 (0803) Microsoft: word, excel, and ppt (0804) Microsoft Office— <i>Core Level Training</i> (0805) Introduction to Business (0814) Marketing (0834) Marketing 2 (0836) Entrepreneurship (0812) Business Law and Management (0813) Hospitality Marketing: Travel and Tourism (0850) Personal Finance (0840, 0841)	
<b>Computer Science</b>	Fundamentals of Web Design (1373) Essentials of Programming (1301) Accelerated Programming (1302)	AP Computer Science Principles (1310) AP Computer Science A (1320)
<b>Family &amp; Consumer Sciences</b>	Pre-School Practicum (1000) Child Development (1001) Foods & Nutrition (1011) Regional and Global Foods (1012) Foods, Hospitality, and Baking (1013) Contemporary Clothing and Fashion (1021) Interior Design (1031) Adult Roles & Relationships (1041) Professional Field Experience: Hospital Component (1051) Education Component (1053)	
<b>Music</b>	Chorus (no audition required) Piano Keyboard and Theory (1200) Music Ensemble Concentration 1 (1241/1242) Audition required Music Ensemble Concentration 2 (1243/1244) Audition required. Only available to 10th–12 grade, except by ensemble director recommendation	The following options are non-credit bearing Chorus (1225) Concert Band (1205) Jazz Fundamentals (1212) (audition required) Wind Ensemble (1206) Orchestra (1208) Concert Choir (1235) Encore Singers (1238) AP Music Theory (1240)

		Jazz Ensemble (1213)
<b>Physical Education</b>	Strength and Conditioning (0510) Lifetime Activities (0511) Advanced Team Sports (0512) Teens and Police Service Academy (TAPS) (0535)	
<b>Social Studies</b>	Economics (0271, 0272) European History (0241) Films In World History (0291, 0292) Global Conflicts in World History (0297, 0298) Psychology (0261, 0262) Race, Ethnicity & Gender (0282) Sports In World History (0295, 0296) Women In World History (0293, 0294) Youth Court (0252)	AP African American Studies (0250) AP European History (0240) AP Psychology (0260) AP US History (0230)
<b>Technology Education</b>	Introductory Drafting and Design (0913) Architectural Drafting and Design 1 (0914) Architectural Drafting and Design 2 (0915) Engineering Drawing & Design 1 (0917) Engineering Drawing & Design 2 (0918) Computer Assisted Design (CAD) (0920) Woodworking Technology (0921) Wood & Materials Technology (0922) Construction (0923) Energy, Power, and Transportation (0926) Engines Technology (0931) Engines Technology 2 (0933) Home Mechanics (0932) Home Mechanics 2 (0938) Basic Electronics 1 (0946) Robotics Programming (1374)	
<b>World Language</b>	Spanish 1 (0731, 0732) Spanish 2 (0735, 0736, 0737) Spanish 3 (0740, 0741, 0742) Spanish 4 (0747, 0748) French 1(0711, 0712) French 2(0715, 0716, 0717) French 3 (0720, 0721) French 4 (0727, 0728) Mandarin 1 (0771) Mandarin 2 (0772) Mandarin 3 (0773) Mandarin 4 (0774)	AP Spanish 5 (0749) AP French 5 (0729)

## COURSE LEVELING DESCRIPTIONS

In all of the major required subjects, courses are designated according to the level of ability in that subject. Course levels are indicated next to their description. The appropriate level of a course for a student is determined by the recommendation of current teachers in that subject area and standardized test scores. Teachers make leveling recommendations late in the first semester and again early in the second semester. All levels and leveling recommendations are then re-examined late in the spring. To select courses that are appropriate to ability, please refer to the information below.

	GENERAL DESCRIPTION	STUDENT CHARACTERISTICS
<b>Advanced Placement (AP)</b>	<p>Students in AP courses are expected to be highly motivated, able to meet the demands of college-level work and achieve above-average grades. Students should display curiosity and motivation that drives them beyond meeting requirements.</p> <p>AP students will use primary source material, complete extensive outside reading, conduct independent study exercises, write research papers and reports, and complete a variety of activities and projects. A high level of critical thinking, and writing skills, are required.</p>	<ul style="list-style-type: none"> <li>• Very strong reading and communication (written and verbal) skills</li> <li>• Very strong problem-solving ability and critical thinking skills</li> <li>• High engagement in the learning process</li> <li>• Ability to work independently and with groups</li> <li>• Above grade-level performance on classroom assessments</li> <li>• Advanced or Proficient Keystone scores</li> <li>• AP Potential through PSAT results</li> </ul>
<b>HONORS (H)</b>	<p>Students in Honors courses are expected to be highly motivated, able to meet the demands of college-level work and achieve above-average grades. Students should display curiosity and motivation that drives them beyond meeting requirements.</p> <p>Honors students will use primary source material, complete extensive outside reading, conduct independent study exercises, write research papers and reports, and complete a variety of activities and projects.</p>	<ul style="list-style-type: none"> <li>• Very strong reading and communication (written and verbal) skills</li> <li>• Very strong problem-solving ability and critical thinking skills</li> <li>• High engagement in the learning process</li> <li>• Ability to work independently and with groups</li> <li>• Above grade-level performance on classroom assessments</li> <li>• Advanced or Proficient Keystone scores</li> </ul>
<b>ACCELERATED (Accel)</b>	<p>Students in Accelerated courses are expected to be well-motivated, achieve above-average grades, and read and write above grade level. Critical thinking and writing skills are emphasized.</p> <p>In addition to reading in their text, students should expect outside reading, independent study exercises, activities, papers, reports, research, and projects.</p>	<ul style="list-style-type: none"> <li>• Strong reading and communication skills</li> <li>• Strong problem-solving ability and critical thinking skills</li> <li>• High engagement in the learning process</li> <li>• Ability to work independently and with groups</li> <li>• Frequently at or above grade-level performance on classroom assessments</li> <li>• Advanced or Proficient Keystone scores</li> </ul>
<b>ACADEMIC (Acad)</b>	<p>Students in Academic courses are expected to be motivated learners and read and write at or above grade level. Reading, thinking, and writing skills are emphasized.</p> <p>In addition to reading in their text, students should expect additional guided reading, activities, papers, reports, research, and projects.</p>	<ul style="list-style-type: none"> <li>• Average reading and communication skills</li> <li>• Average problem-solving and critical thinking ability</li> <li>• Some engagement in the learning process</li> <li>• The ability to work independently and with groups may require assistance or structure</li> <li>• Generally at or above grade-level performance on classroom assessments</li> </ul>














## GLOSSARY





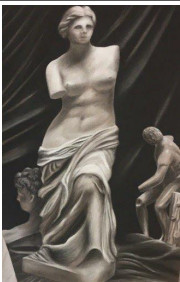



Semester	Upper Darby High School's academic year is semester-based. A semester is $\frac{1}{2}$ of a school year. Generally, the fall semester is September through January. Spring Semester is January through June.
Semester-block	Each school day is divided into four 60-minute blocks of time and 21 mins of an asynchronous extension block. Students are assigned a maximum of four blocks each semester.
Full-year block	Each school day is divided into four 60-minute blocks of time and 21 mins of an asynchronous extension block.. A full-year block meets for both semesters.
Flex Period	Thirty-six minute period that rotates classes each day depending on student need. See page 4 for a more detailed description.
Credit	Each course is worth a fixed number of credits. Generally, block courses are worth one credit. During each school year, most students roster eight credits worth of courses.
Level	Some courses are offered at different levels of academic difficulty and designed for students of different abilities. This is most common in "core" courses of English, Social Studies, Science, Mathematics, and World Language. When "elective" courses include level designations, the level indicates the overall difficulty and intensity of the course.
Unleveled	A course not offered in different ability groups.
Weight	Each course in our curriculum is assigned a "weight," which represents the academic challenge of the course. Advanced Placement and Honors courses receive additional quality points for a student's weighted GPA calculation.
Prerequisite	A prerequisite is a course that a student must have passed prior to being eligible for another course.
Co-requisite	A co-requisite is a course that is not necessarily done before a student is eligible to enroll in a course but must be rostered in the same academic year if not already completed.

## DEPARTMENTAL COURSE OFFERINGS

### ART DEPARTMENT COURSE OFFERINGS

<b>STUDIO ART</b> Semester Block, 1 Credit Unleveled 1101	<p>This course uses the elements and principles of art as the basis of instruction. Fundamental techniques of drawing, painting, printmaking, construction, sculpture, and art appreciation are presented as they relate to art history. The historical content studied addresses major world cultures and art forms, relating the past to the present for a deeper understanding of the context of art and civilization.</p> 
<b>VISUAL ARTS</b> Semester Block, 1 Credit Unleveled 1102	<p>Using a variety of different cultures throughout history, this course explores the creative process and the role it plays in our own identity, as well as the importance of art as it relates to our humanity, cultures, and the world. Projects develop student skills in drawing, painting, printmaking, mixed-media, the elements and principles of art, and other techniques while focusing on self-expression and building self-esteem.</p>
<b>3D SCULPTURE STUDIO</b> Semester Block, 1 Credit Unleveled 1111 <div data-bbox="115 1014 212 1062">In-Person Only</div> 	<p>This course will use the elements and principles of art and design as they apply to three-dimensional art (3-D). Fundamentals of additive and subtractive sculptural techniques and construction forms will be explored in concert with mentor artworks from history.</p>
<b>Advanced Ceramics/Sculpture</b> Semester Block, 1 Credit Honors 1115 Teacher recommendation <div data-bbox="115 1287 212 1335">In-Person Only</div> 	<p>This course is offered for students who wish to pursue Ceramics/Sculpture /3-D-Design, as a college major. These students will work on a 3-D concentration in the materials of their choice, including throwing on the wheel in Ceramics. Students will work towards a 3-D portfolio showing the depth and breadth of their area of study. This study will allow them to take the AP art exam for 3-D Design.</p>
<b>CERAMICS 1</b> Semester Block, 1 Credit Unleveled 1113 <div data-bbox="115 1587 212 1635">In-Person Only</div> 	<p>Students with an interest in ceramics have the opportunity to work in clay for an entire semester developing hand-building skills and ceramics techniques. Projects will include methods for surface decoration, color schemes, and glaze application. A focus will be placed on art criticism, planning, and self-expression.</p> 

<p><b>CERAMICS 2</b> Semester Block, 1 Credit Unleveled 1114 Prerequisite: Ceramics 1; Teacher recommendation required</p> <p>In-Person Only</p> 	<p>This course is for students who have successfully completed Ceramics 1 and have received a recommendation to hone their skill in creating larger and more complex works in clay. Individual students will expand on hand-building techniques, and project planning and will be introduced to wheel throwing. A focus will be placed on creative problem-solving and the creation of refined works of art combining both form and function.</p> 
<p><b>INTRODUCTION TO GRAPHICS</b> Semester Block, 1 Credit Unleveled 0936</p> <p>In-Person Only</p> 	<p>This course introduces students to graphic design using industry-standard digital programs in the Adobe Creative Suite. Students will explore careers in graphic arts, build graphic design vocabulary, practice creative problem-solving, analyze professional works, and learn digital design tools and processes. Projects include product and publication designs, typography posters, and vector portraits.</p>
<p><b>DIGITAL ARTS 1</b> Semester Block, 1 Credit Unleveled 1121</p> <p>In-Person Only</p> 	<p>In this course, students will explore the world of digital art. Students will gain the skills and knowledge necessary to create captivating digital artwork while delving into image manipulation, graphic design, animation, visual literacy, and the art elements and principles of art composition. Contemporary art history movements will also be studied as they relate to student projects. Students will create visually stimulating works using Adobe Photoshop, Illustrator, and Animate, as well as sketching and collage.</p>
<p><b>DIGITAL ARTS 2</b> Semester Block, 1 Credit Academic 1122 Prerequisite: Digital Arts 1</p> <p>In-Person Only</p> 	<p>This course will expand the foundation skills of DIGITAL ARTS 1 and provide a comprehensive combination of Adobe Photoshop and Illustrator. Students will prepare a portfolio of work suitable for post-high school study.</p>
<p><b>PHOTOGRAPHY</b> Semester Block, 1 Credit Unleveled 0950</p> <p>In-Person Only</p> 	<p>This course is designed to give students professional-level technical and artistic skills in digital photography. Students learn and apply the elements of art and design and use the classic rules of photography to create sophisticated compositions. They use digital single-lens reflex (DSLR) cameras with advanced camera modes, to take photographs and videos for various creative and real-world purposes in various settings. Students will learn post-production techniques in Adobe Lightroom, Adobe Photoshop, and iMovie. Assignments will be completed in and out of the classroom and school.</p>

<p><b>ART MAJOR 1</b> (Drawing) Semester Block, 1 Credit Academic 1181 Teacher recommendation (portfolio or sketchbook entries) required</p> <p>In-Person Only</p> 	<p>This course provides a serious art student with the opportunity to draw from observation. Basic art theories focus on techniques of various media, including but not limited to charcoal, conté crayon, graphite, and ink to develop basic skills and tonal variation.</p> <p>Elements of line, tone, form, and composition used to develop drawing is also part of the coursework. In-depth practice builds the foundation for further landscape and perspective, light and shadow of the human form, experimentation of composition, and tonal variation. Students learn a historical understanding of advanced studies of art.</p> 
<p><b>ART MAJOR 2</b> (Design) Semester Block, 1 Credit Academic 1182 Prerequisite: Art Major 1 or Teacher recommendation (portfolio or sketchbook entries) required</p> <p>In-Person Only</p> 	<p>This course reintroduces students to the elements and principles of art as they relate to the study of color theory and design. Students study solutions to design problems utilizing historical references and foundational skills to allow for creative outcomes.</p>
<p><b>ART MAJOR 3</b> (Studio) Semester Block, 1 Credit Academic 1183 Prerequisite: Art Major 2 or Teacher recommendation (portfolio or sketchbook entries) required</p> <p>In-Person Only</p> 	<p>This course expands the foundation skills, the artistic relationships of historical and cultural influences, and the development and understanding of the student's own artistic skills. This course provides the opportunity to develop proficiency beyond the skills of drawing and design and to produce a portfolio of art suitable for post-high school study.</p> 
<p><b>ADVANCED ART</b> Semester Block, 1 Credit Accelerated 1191 Teacher recommendation (portfolio or sketchbook entries) required</p> <p>In-Person Only</p> 	<p>This course is appropriate for college-bound students interested in the study of art. It is structured to prepare the student for the foundation year at a professional art school. Students will amass a college entrance portfolio, complete written assignments based on art history, and maintain a sketchbook. The full-year provides the additional studio time necessary for an in-depth exploration of a wide variety of media and techniques required for individualized student portfolios. Visits by professional artists and art school representatives further enhance this course.</p>
<p><b>AP ART</b> Semester Block + Flex, 1.5 Credit Advanced Placement 1190 Teacher recommendation (portfolio or sketchbook entries) required</p> <p>In-Person Only</p> 	<p>This college-level course is an independent study that meets with the Advanced Art class. Students will complete all Advanced Art assignments as well as the works required for either the General or Drawing Portfolio of the Advanced Placement Studio Art Portfolio. This portfolio consists of thirty to thirty-five original works of art, twelve of which must be completed based on a student-developed theme or concentration.</p> <p>Students in this course may take the following AP Exams: AP Drawing, AP 2-D Art and Design, and/or AP 3-D Art and Design.</p> 

<b>AP ART HISTORY</b> Semester Block + Flex, 1.5 Credits Advanced Placement 1193 Teacher recommendation	Advanced Placement Art History is a survey of artistic creation and architecture developments throughout the World from Prehistory to Contemporary movements. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Students will be exposed to a gambit of works through slideshows and will discover their significance in lectures, discussions, and critical readings. Students will be challenged with big ideas and essential questions, considering such issues as patronage, gender, and the functions and effects of works of art, requiring them to conduct research using the Art Historical skills valued by historians and higher education faculty today.
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## BUSINESS EDUCATION DEPARTMENT COURSE OFFERINGS

<b>INTRODUCTION TO ACCOUNTING</b> Semester Block, 1 Credit Unleveled 0801	This course introduces students to the financial skills necessary to successfully run a household or small business. Topics include business and personal banking, budgeting, and business activities such as retail sales, purchasing, and payroll. The course provides an excellent foundation for Accounting 1.
<b>ACCOUNTING 1</b> Semester Block, 1 Credit Academic 0802	This course provides an understanding of basic accounting concepts in preparation for employment or further study. Students learn to classify and record information required for maintaining financial records for service and merchandising businesses organized as a proprietorship or partnership.
<b>ACCOUNTING 2</b> Semester Block, 1 Credit Accelerated 0803 Grades 10-12 Prerequisite Accounting 1	This course prepares students for entry-level accounting positions and provides an in-depth study of accounting principles. Coursework includes departmental accounting, adjustments, budgetary controls, corporate accounting, inventory costing methods, financial analysis, plant assets, and depreciation.
<b>MICROSOFT OFFICE: WORD, EXCEL &amp; POWERPOINT</b> Semester Block, 1 Credit Unleveled 0804	This course is a foundational course in a software application applicable in all subject areas and in a variety of contexts. Students will develop word processing and data management skills through the use of Microsoft Word and Excel.
<b>MICROSOFT OFFICE–Core Microsoft Certification</b> Semester Block, 1 Credit Accelerated 0805 Grades 10-12 Prerequisite: Microsoft Office or Teacher recommendation required	In a partnership with the PA Department of Education and Microsoft Corporation, students will have the opportunity to train and work towards their Microsoft Office Specialist certifications. Students test for Core Level certification in one or more of the software applications (Word, Excel, PowerPoint, and Access) in the Business Department's approved Microsoft Authorized Testing Center.
<b>ENTREPRENEURSHIP</b> Semester Block, 1 Credit Accelerated 0812	This course promotes knowledge of small business ownership and its importance in our economy by comparing entrepreneurship with other forms of business management, discussing entrepreneurship as a possible career path, and designing a framework for starting a new business. Students will research and create a product or service to be sold in the local community. All profits will be donated to a charity chosen by the students.

<b>BUSINESS LAW AND MANAGEMENT</b> Semester Block, 1 Credit Academic 0813	This course helps students grasp the impact of laws on businesses. It covers essential aspects such as the components of a valid contract, methods to steer clear of unfavorable contracts, and the solutions available in case of contract breaches. Additionally, the course delves into management decisions related to human resources, job descriptions, and employment. Students also explore the pros and cons of various business structures, including sole proprietorships, partnerships, and corporations.
<b>INTRODUCTION TO BUSINESS</b> Semester Block, 1 Credit Unleveled 0814	<p>This course aims to familiarize students with diverse aspects of the business world. It covers the basics of entrepreneurship, management, marketing, and the overall economy. Furthermore, the curriculum includes lessons on money and risk management to empower students as informed and conscientious consumers. For those contemplating a career in business, the course provides insights into the various career paths they can explore.</p> <p>*Students who have successfully completed Marketing, Marketing 2, or Entrepreneurship should consider more specialized courses within the business department.</p>
<b>MARKETING</b> Semester Block, 1 Credit Academic 0834	This course is crafted to provide students with insights into diverse marketing roles. It offers a comprehensive business foundation while exploring various marketing sectors such as fashion merchandising, financial services marketing, hospitality and tourism, advertising and visual merchandising, retail merchandising, and entrepreneurship. Additionally, students enrolled in the Marketing program must join the Distributive Education Club of America (DECA), and active participation in DECA competitions is strongly encouraged.
<b>MARKETING 2</b> Semester Block, 1 Credit Accelerated 0836 Grades 11 and 12 only Prerequisite: Marketing (0834)	This course provides a thorough examination of marketing functions, including buying, selling, finance, management, promotion, and distribution, within the context of various career paths such as Merchandising, Finance, Sports & Entertainment Marketing, Hospitality/Tourism, Services Marketing, and Management. The aim is to equip students with a comprehensive understanding of marketing and business, preparing them for further studies in business administration at the post-secondary level. Additionally, students enrolled in Marketing 2 are obligated to register with the Distributive Education Club of America (DECA), and active participation in DECA competitions is strongly recommended.
<b>PERSONAL FINANCE AND INVESTING</b> Semester Block, 1 Credit Grades 11-12, 10th with approval Honors 0840  Personal Finance courses in math or business can count as a graduation credit requirement for social studies, math, family and consumer science, and business.	This course is designed to equip students with the essential skills needed to navigate the complexities of our capitalistic society post-high school. With a primary focus on financial planning, saving, and investing, it empowers students to proactively prepare for their financial future from an early age. The curriculum covers a range of topics including saving for the future, managing investments, investing in stocks, bonds, mutual funds, real estate, futures, and options, as well as retirement and estate planning. Moreover, students will learn strategies for investing in their own children's future as parents. Practical aspects like personal family budgeting and investment analysis will be facilitated using tools like Microsoft Excel and various financial websites. This challenging course is recommended for all students, irrespective of their future educational and career plans.



<b>PERSONAL FINANCE</b> Semester Block, 1 Credit Accelerated 0841 Academic 0842	<p>After finishing this course, students will have the capacity to make informed decisions regarding personal finance, enhancing earning potential, safeguarding assets, and adapting to unforeseen events. They will engage in discussions and apply sound financial decision-making principles across various life stages, demonstrating mindful money management behaviors that positively impact both themselves and their families. A comprehensive grasp of personal finance is key to ensuring a successful and prosperous future.</p> <p>Personal Finance courses in math or business can count as a graduation credit requirement for social studies, math, family and consumer science, and business.</p>
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## CAREER AND TECHNICAL EDUCATION

The Upper Darby School District participates in career and technical education with the Delaware County Technical Schools. There is an application process that starts in December of each school year. Each course is an extension of the high school program, and elective credits towards high school graduation will be awarded. The courses are scheduled on a half-day basis. Career and Technical Education (CTE) provides students with the opportunity to acquire intensive vocational training in one of several career areas. Students will attend UDHS for a half-day and the CTE School for a half-day. Transportation between schools is provided by the Upper Darby School District. Course Offerings are subject to local availability. For more information on career areas, contact the Career and Technical Coordinator at Ext. 2218, or your school counselor. [DCIU.org](http://DCIU.org)

Students enrolled in the AM Session at the Career and Technical Education Center will be able to take 2 blocks a semester and the Flex period at UDHS. Students enrolled in the PM Session at the Career and Technical Education (CTE) Center will be able to take 1 block per semester at UDHS. Session placement will be determined by grade level, Student IEP team input, and student need. CTE Courses are offered In-Person Only.


AM Session at CTE			
Block	Start	End	Description
Block 1E	7:30	7:51	Attend CTE
Block 2E	7:51	8:12	
Block 3E	8:12	8:33	
Block 4E	8:33	8:54	
Transition	8:54	9:45	
Block 1	9:45	10:45	
Block 2	10:50	11:50	Transition to UDHS
Flex/Lunch	11:55	12:31	Attend UDHS
Block 3	12:36	1:36	
Block 4	1:41	2:41	

PM Session at CTE			
Block	Start	End	CTE
Block 1E	7:30	7:51	Attend UDHS
Block 2E	7:51	8:12	
Block 3E	8:12	8:33	
Block 4E	8:33	8:54	
Transition	8:54	9:45	
Block 1	9:45	10:45	
Block 2	10:50	11:50	Transition to CTE
Flex/Lunch	11:55	12:31	Attend CTE
Block 3	12:36	1:36	
Block 4	1:41	2:41	



<b>COSMETOLOGY</b> Full-Year, Double-Block, 4 Credits, Unleveled AM Session 1610 PM Session 1612 Grades 10-12	Articulated with Delaware County Community College Students in the cosmetology program learn all of the necessary skills to be successful workers in the field of cosmetology. All aspects of cosmetology are discussed, including hair and nail care, cuts, waxes, colors, and other chemical treatments. Basic salon management is also discussed. Upon completion of a full three years in the cosmetology program, students can take the cosmetology license exam to be certified cosmetologists and enter the workforce in any salon. The first-year's material expense is approximately \$375.00, with potential supplementary costs emerging as the year unfolds. The second-year cost is approximately \$200.
<b>DELAWARE COUNTY TECHNICAL SCHOOLS</b> Full-Year Double Block, 4 Credits AM Session 1601 PM Session 1602 Grades 11-12	For students in the CTE program for two years or more, Technical Education can be considered as fulfilling one science requirement. Furthermore, CTE is considered as fulfilling the humanities elective requirements for graduation. Students who leave the CTE program are required to make up these requirements.

## DELAWARE COUNTY TECHNICAL SCHOOLS COURSE OFFERINGS

Mission Statement: Guided by industry professionals, Delaware County Technical Schools prepare today's students for tomorrow's opportunities by providing innovative, meaningful technical training, a foundation for life-long learning, and marketable credentials for high-wage, high-demand careers.

<b>School of Construction Technology</b> <div> <div>In-Person Only</div>  </div>	<p><b>Building Trades-</b> Practical experience and classroom training prepare students enrolled in the Building Trades program for employment in general construction or property maintenance. Students are taught carpentry, masonry, plumbing, roofing, drywall application, painting, and framing/finishing. They learn safety standard compliance, tool and equipment identification, communication skills, and employability skills, with a strong emphasis placed on math and writing. Course content is relevant to commercial and industrial construction needs. DCTS instructors are NCCER Green Advantage certified and best able to prepare students for technologies and practices used for today's LEED construction.</p> <p><b>Carpentry-</b> The DCTS Carpentry curriculum is aligned with Pennsylvania's state-wide Program of Study and the National Center for Construction Education and Research (NCCER). DCTS faculty are NCCER, and Green Advantage certified, providing students with opportunities to earn professional certifications while exploring new techniques and trends in green building and LEED design. Students learn building layout, framing, roofing, windows, doors, and trim. On-site projects include using hand and power tools, building layout, floor, wall, roof framing, exterior and interior finishes. Once students successfully complete each module and pass their written and practical tests, their information is recorded in the NCCER National Registry. Upon graduation, they can continue their education through local union apprenticeships, a variety of partnering college programs, or the Association of Builders and Contractors.</p> <p><b>Electrical Construction Technology-</b> Introduces students to the basic concepts of residential and commercial wiring. With an emphasis on safety, students install circuits, switches, conductors, circuit breakers, and other electrical devices. Topics covered include selecting and ordering materials, supplies, tools, codes, blueprint reading, and low voltage wiring. Students are taught in compliance with the National Electrical Code (NEC) and the Residential Construction Academy (RCA) industry standards. Students begin working toward their NCCER certifications immediately. DCTS instructors also provide students with exposure to solar power and other green technologies.</p> <p><b>Heating, Ventilation, and Air Conditioning-</b> HVAC professionals have a central role in helping to make homes and buildings more energy-efficient. DCTS students can earn college credits as well as their Environmental Protection Agency (EPA 608) certification. Students learn system design, installation, repair, and maintenance of commercial, industrial and residential HVAC systems. The</p>
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	<p>course is taught in compliance with the standards established by the National Association for Testing Excellence (NATE) and the Air Conditioning Contractors of America (ACCA). Students who opt to enter the ACCA apprenticeship program at the minimum age of 16 earn up to 9 college credits at DCCC, and work 500 hours for an ACCA Contractor (paid employment) will be eligible for completion of one year of a four-year apprenticeship program. Upon graduation, students will be offered full-time employment with an ACCA contractor and enter as second-year apprentices.</p> <p><b>Welding-</b> The welding industry can be extremely rewarding due to the fact that employers have a constant need for skilled welders. Welding is used in manufacturing, construction, and many other industries. In the Welding Technology program, students are taught oxy-fuel gas cutting principles and practices, arc cutting principles and practices, and welding inspection and testing principles. Welding Technology students research careers in the welding field and learn how to weld in all positions. Further, they learn how to interpret blueprints and layout projects from cutting to tacking to full completion of projects. Students learn about precision cuts in steel plates using superheated gasses and learn how steel is formed from a liquid to a solid. Students also gain hands-on training in a variety of welding procedures including shielded metal arc welding (STICK), gas metal arc welding (MIG), flux-cored arc welding (FCAW), and gas tungsten arc welding (TIG). In this program, students learn how to use the proper equipment for testing welds, destruction, and hardness testing. They gain experience in reading and understanding manuals and specification charts for the welding process. The students learn how to use grinders and chemical baths for surface cleaning, proper clamping techniques, and welding standards established by the American Welding Society.</p>
<p><b>School of Logistics, Distribution, &amp; Transportation</b></p> <p>In-Person Only</p> 	<p><b>Automotive Technology-</b> DCTS has the distinct honor of being among a small number of schools and colleges to be selected to participate in AYES, a partnership with General Motors, Daimler Chrysler, BMW, Honda, Hyundai, Subaru, Toyota, Mitsubishi Motors, Nissan, Volkswagen, Audi, and Mercedes Benz Corporations. DCTS students gain a competitive edge by allowing them to work directly on new cars with technicians experienced in the field and at dealerships. Students prepare for the NATEF/ASE accredited instructional program that emphasizes learning skills to diagnose, service, and maintain all types of automobiles. Upon graduation, students will be eligible to take the NATEF/ASE exam after completing one year of employment in the automotive field. Graduates of this program will be qualified to enter the automotive field as entry-level service technicians in new car dealerships or related automotive businesses.</p> <p><b>Collision Repair Technology-</b> Collision Repair Technology is based on an occupational analysis of the auto body field and reflects the entry-level job requirements of the Inter-Industry Conference on Auto Collision Repair (I-CAR) and the Automotive Collision Technology standards. Students are taught MIG welding/cutting, metal repair, corrosion protection, masking, refinishing, undercoating, and unibody inspection using state-of-the-art equipment. They are taught safety compliance and tools and equipment identification. Each student will gain the knowledge, understanding, and training needed to secure a position in the collision repair field, and/or enter a post-secondary institution.</p> <p><b>Logistics &amp; Inventory Management-</b> Materials and Inventory Control introduces students to the distribution service industry. The course curriculum prepares students to work in distribution centers, warehouses, and supply rooms. Students learn safety standard compliance, tool, and equipment identification, operation of industrial lift/transport equipment, data entry, and communication skills. The students develop these skills while managing and operating the DCIU Distribution Center and the Science Material Center for Delaware County. Upon completion, students will have the necessary skills to obtain an entry-level position in the field.</p>
<p><b>School of Health &amp; Bioscience</b></p> <p>In-Person Only</p> 	<p><b>Health Sciences-</b> Students will be submerged in a rich curriculum created to prepare them to be career and college-ready during their training and exploration of various health-related occupations. Anatomy and physiology, patient care skills, emergency response, disease control, medical ethics, documentation and records management, pharmacology, EKG, and phlebotomy are just some of the topics students will study. Health Science is a foundation for all health career pathways where students will have the opportunity to train for a Clinical Medical Assisting Certification or a Nursing Assistant Certification.</p>

	<p><b>Emergency and Protective Services Program-</b> This program offers a comprehensive public safety education to students interested in pursuing a career or volunteering in the Emergency Medical, Law Enforcement, Fire, Security, Industrial Safety, or Emergency Management services. Students work with protective service professionals to gain first-hand experience in all areas of these exciting professions. Credits of study include cadet fire fighting, law enforcement, emergency medical services, communications and report writing, public speaking, and physical training. Students receive instruction in the field as well as in the classroom. Students are required to have a high degree of motivation and self-discipline, as well as the ability to obtain Child Abuse and Criminal Background Clearances.</p> <p><b>Medical Careers “Where the Hospital becomes the Classroom”-</b> This program is offered only to high school seniors who are interested in attending college to prepare for a career in health care. It has been nationally recognized by the Life Science Career Alliance, won teaching awards from the Pennsylvania Department of Education (PDE), and achieves 100% college placement. This year-long program is offered at one of six area hospitals. Students attend class daily at their assigned hospital and the curriculum offers a combination of lectures, patient care skills, and clinical rotations. Students benefit from career-based presentations from an array of healthcare professionals including nurses, physicians, physician assistants, physical therapists, medical technologists, and pharmacists. The curriculum includes anatomy, physiology, pathophysiology, medical terminology, safety, infection control, and medical law and ethics. Students graduate from the program with a solid understanding of the integral relations of the hospital team and a vision of their potential role in the healthcare industry.</p> <p><b>Dental Occupations-</b> Students who enroll in the Dental Occupations Program learn a variety of skills that will enable them to become dental assistants, dental laboratory technicians, and/or pursue a career as a dental hygienist, EFDA, or dentist. The dental assistant program focuses on patient-centered care in support of improving oral health as a key to personal health and well-being. The major areas of study in the course include dental radiology, oral pathology, chairside dental assisting, anatomy and physiology, dental materials, sterilization, and dental office business procedures. The dental assistant works directly with the dentist, performing a variety of tasks from helping the dentist examine and treat patients to completing laboratory and office work.</p> <p><b>Exercise Therapy and Sports Science -</b> This program provides both a theoretical and lab component and is designed for those students whose career objective includes college and a career within Sports Medicine, Athletic Training, Physical Therapy, Occupational Therapy, Exercise Physiology, Fitness Training, and/ or Nutrition fields. Program graduates are prepared to pursue post-secondary education while developing a foundation of technical knowledge.</p> <p><b>Biomedical Technology and Laboratory Sciences-</b>This program provides students with the knowledge and hands-on experience necessary to be successful in medical technology and laboratory science careers. Students will use state-of-the-art equipment to learn the principles of scientific investigation and how it is applied to agriculture, environmental health, forensics, genetic engineering, and medicine. An emphasis will be placed on DNA fingerprinting, polymerase chain reaction, microbiology, and immunology. Students leaving this program will have the strong foundation necessary to pursue postsecondary and career opportunities in pathology, biomedical engineering, genetics, medical technology, molecular and cellular biology.</p>
<p><b>School of Hospitality, Tourism, &amp; Human Services</b></p> <div data-bbox="120 1728 217 1776" data-label="Text"> <p>In-Person Only</p> </div> <div data-bbox="120 1776 217 1829" data-label="Image"> </div>	<p><b>Cosmetology-</b> Guided by industry professionals and an interactive, student-driven curriculum, Cosmetology focuses on the fundamentals of the profession. This enables students to confidently begin working with hair, skin, and nails early in their training. Technical skill development blends with applied sciences to guide them toward a successful career as salon professionals. During this three-year, 1250-hour training program, students learn hair sculpture, color application, chemical texture, and skin and nail procedures. We study a wide variety of scientific applications, such as the chemistry of cosmetics, biology, human anatomy, and physiology. Upon completion, graduates are fully prepared to take the Pennsylvania State Board of Cosmetology examination.</p> <p><b>Culinary Arts-</b> Prepares students for success in the foodservice and hospitality industry. Students are taught food preparation, dining service, inventory control, safety, and sanitation. Our students also learn</p>

	<p>nutrition, healthy cooking, equipment identification, use of hand tools, and culinary vocabulary. Students prepare soups and sauces, breakfast entrees, sandwich production, pies, cakes, yeast-raised products, entrée preparation, international dishes, vegetable preparation, garnishing, salads, and dressings. Over the past several years DCTS students have won state and national food preparation and service competitions. DCTS participates in the Careers through Culinary Arts Program (C-CAP), which provides a professional culinary network connecting students with internships, college programs, and scholarships. Upon graduation, students may seek immediate employment, enter an apprentice program or continue culinary or management studies at the post-secondary level.</p> <p><b>Early Childhood Education-</b> Prepares students to work in a variety of settings that require an understanding of how children grow, learn and develop. The curriculum is aligned with the National Child Care Association's core of 15 "Professional Abilities." Field experience and practicum provide opportunities to become involved in actual work with children. The program also prepares students for pre-certification as a Child Development Associate (CDA). ECE students operate the Tot Stop preschool, an on-site program that serves as a first school experience for three-to-five-year-old children. The student teachers plan, prepare and perform all aspects of this three-day-a-week program. Early Childhood Education prepares students to enter the workforce or continue their education in career areas related to childcare and guidance.</p> <p><b>Teacher Preparation Academy</b> - The Teacher Preparation Academy prepares students for careers in teaching. Students learn the physical, intellectual, social and emotional characteristics of children and teenagers, including knowledge and skills to guide learning and create a safe, healthy learning environment. The program prepares individuals to successfully enter a teacher preparation program at a college or university. It includes instruction in child/adolescent growth and development, activity/lesson planning, and opportunities for observation/field experience in a school setting. Students enrolled in this course will be taught how to prepare for a career in teaching and for advancement to higher education.</p> <p>Students develop and prepare classroom lesson plans and learning experiences while working in elementary, middle, and high school settings in Delaware County. Students participate in job shadowing at area schools and seniors may be eligible for paid work experience through the Cooperative Education program. The program is aligned with a number of college programs through articulation agreements and dual enrollment agreements.</p>
<p><b>School of Engineering &amp; Computer Science</b></p> <div data-bbox="120 1377 217 1425" data-label="Text"> <p>In-Person Only</p> </div> <div data-bbox="120 1430 217 1478" data-label="Image"> </div>	<p><b>Engineering and Robotics-</b> This program prepares students for high-demand, life-sustaining, STEM careers in the engineering and advanced manufacturing fields. Students have the opportunity to take an invention from concept to design to production by utilizing hi-tech equipment such as 3D printers and after Computer Numerical Control (CNC) machines. This comprehensive curriculum covers topics such as engineering philosophy, principles, ethics, safety, and quality control. Students learn a variety of topics, including computer-aided design, electronics, hydraulics, mechanical drawing, robotics, and precision measurement. Students in the Engineering Technologies program have the opportunity to complete STEM-enhanced curriculum through five Project Lead The Way (PLTW) modules. Students have the opportunity to choose from Introduction to Engineering, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics, Civil Engineering &amp; Architecture. Students are introduced to problem-solving, learning about engineering principles, teamwork, and Computer-Aided Design (CAD).</p> <p><b>Computer Networking &amp; Digital Forensics-</b> This program offers a wide variety of career options in information technology. Guided by industry standards set forth by CompTIA, AccessData, and Microsoft, the program prepares students for employment in network administration, desktop support, telecommunications, and IT security. With a solid foundation in computer networking, students branch off to explore advanced opportunities in digital civil and criminal investigations including operating systems, hard drive, and mobile device forensics. This unique program is exciting, challenging and forms the basis for success in any information technology post-secondary endeavor.</p> <p><b>Computer IT Programming and Software Development</b> - Management Information Systems is a</p>

series of methods of collecting, compiling, and analyzing large quantities of data to satisfy our society's ever-increasing need for information. With increasing frequency it is apparent that an understanding of technology is a necessary part of general education for students who live and work in our technological society. Students acquire the skills to analyze, design, implement, test, and document an application solution. The students utilize a state-of-the-art network computer system and its associated peripheral equipment to work on live problems, utilizing business software and object-oriented integrated development environments. Concepts delivered provide the basis of understanding in the area of computer programming and are applicable to business applications, mobile applications, and video gaming. Students will create a relational database, receive instruction in a variety of computer programming languages including writing, testing and debugging code; writing related system user documentation; demonstrating an understanding of core computer concepts to include the internet and the basic functions of business desktop applications; and analyzing common hardware, software and network processes. Students will receive instruction in business ethics and law, economics, office procedures and communications. Students will learn office safety, computer fundamentals, database administration and computer maintenance/troubleshooting.


**Advertising Design and Commercial Art** – Graphic designers or graphic artists plan, analyze and create visual solutions to communications problems. They find the most effective way to get messages across in print, electronic, and film media using color, type, illustration, print, and layout techniques. An increasing number of graphic designers also develop material for Internet Web pages, interactive media, and multimedia projects. Students learn the concepts of color and design using industry-standard computer graphics applications. The goal is to provide students with the knowledge and skills for entry-level positions or admission to post-secondary programs in a variety of fields.




## ENGLISH DEPARTMENT COURSE OFFERINGS





English plays a very significant role in your high school curriculum. It is very important that you consider and choose your English courses carefully. Be sure to read the Guidelines for College-Bound Students as well as the section on NCAA guidelines at the beginning of this booklet. Your language skills in reading, writing, and speaking are critical to your future success. Challenge yourself. Take advantage of the wide range of course offerings available to you.

Grade 9	Grade 10	Grade 11 and 12
English 9 *Required Research and Writing *Required English 9 with Reading Concentration Research and Writing with Reading Concentration  Broadcast Journalism  Creative Writing  Acting, Drama, & Playwriting	American Literature or American Studies American Literature with Reading Concentration  AP Language and Composition  Broadcast Journalism 1  Verbal SAT Prep & Public-Speaking  Creative Writing  Acting, Drama, & Playwriting	African American Literature  AP Language and Composition  AP Literature & Composition  British Literature  English Skills & Composition  Humanities  Modern Literature  Writing & Rhetoric  Acting, Drama, & Playwriting  Broadcast Journalism 2 (semester or full year)  Creative Writing  Verbal SAT Prep & Public Speaking  Writing & Rhetoric





**\*The first four English courses taken count towards Chapter 4 Graduation Requirements. English courses taken beyond the four required courses will count as electives.**

<p><b>ENGLISH 9/RESEARCH AND WRITING</b>  Full Year Block,  1 Credit English 9  1 Credit Research and Writing  Academic 0102/0104  Accelerated 0101/0103  Honors 0100/0105</p> 	<p>Students will study a variety of literary forms: the epic, the drama, the short story, the novel, the poem, as well as a series of nonfiction selections. Appropriate personal and analytical responses will be assigned. Special emphasis will be given to the five domains of effective writing: focus, content, organization, style, and mechanics. Students will be given practice in the different essay forms found in the Keystone tests. The course will also require that students learn effective research techniques as they prepare a research paper. Oral presentations will allow the students to develop good speaking and listening skills. Homework should be expected.</p> <p>This WRITING INTENSIVE course is designed to help students master the writing and analysis skills necessary to succeed at the high school level. The course is paired with Freshman English 9, with study in one course complementing the study in the other. Students will be expected to master critical reading skills and apply these skills to unfamiliar non-fiction pieces. Students will write extensively, learning to develop an essay, design a thesis statement, begin to master self-revision, participate in peer editing, research a topic, synthesize source material, and properly document sources utilizing MLA style (summarizing, paraphrasing, quoting, in-line citations, works cited/works consulted). Students will be introduced to various modes of writing and will be expected to produce their own pieces in response to the course readings and readings in the paired English course. The following types of writing will be examined and produced throughout the course: personal narrative, descriptive essay, analytical essay, research essay, essay utilizing classification and example, essay using process analysis, comparison/contrast essay, essay by definition, cause/effect essay, and argumentative/persuasive essay. Students will also practice public speaking skills, examining famous historical speeches as models.</p>
<p><b>ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION</b>  Full Year Block, 1 Credit English 9/1  Credit Research and Writing</p> 	<p>This extended course will study a variety of literary forms. Appropriate personal and analytical responses will be assigned. Special emphasis will be given to the five domains of effective writing: focus, content, organization, style, and mechanics. The course will also require that students master critical reading and writing skills and apply these skills to unfamiliar non-fiction pieces. Students will learn to develop an essay, design a thesis statement, begin to master self-revision, research a topic, synthesize source material, and properly document sources utilizing MLA style (summarizing, paraphrasing, quoting, in-line citations, works cited/works consulted). Students will be introduced to a variety of modes of writing and will be expected to produce their own pieces in response to the course readings.</p> <p><b>Reading Concentration:</b> Individualized research-based reading instruction will be provided in this course through a blended learning model that engages students, provides feedback, and reinforces a growth mindset. The course is designed to offer a comprehensive system for mastering foundational reading skills and moving students toward literacy independence.</p>




<p><b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b>  Semester Block + Flex, 1.5 Credits  Advanced Placement 0123  Prerequisite: English 9</p> 	<p>This course is in preparation for the Advanced Placement (AP) Language and Composition exam taken in the first week of May. This course aims to help students become skilled readers and writers. It is organized using the AP English Language and Composition Course Description published by the College Board. Throughout the course, students will engage with challenging college-level material. Students will be expected to interpret an author's rhetorical strategies and analyze images for rhetorical features. In addition, the course will stress the development of student writing. Students will be expected to write for various purposes, create and sustain original arguments, and utilize rhetorical and stylistic devices. Furthermore, students will engage fully in the research process. The learner will be expected to evaluate and incorporate sources into a researched argument, determine between essential and nonessential information, gain control over drafting and revising, and reflect critically upon their writing. Overall, the course seeks to improve a student's critical literacy skills and facilitate their journey towards informed citizenship.</p> <p>Students will take the PA Keystone Literature Exam at the conclusion of this Course.</p>
<p><b>AMERICAN LITERATURE</b>  Semester Block, 1 Credit  Academic 0122  Accelerated 0121  Honors 0120  Prerequisite: English 9</p> 	<p>This course satisfies the sophomore English requirement. This course is a chronological look at American writings from the Puritan period. Students will examine how American writers have represented and interpreted the American experience through their works. Students will learn to organize ideas and express them clearly and correctly through work on analytical papers, a major research paper, and selected creative writing assignments. Note: Students who have taken American Studies may not take American Literature, as material overlaps.</p> <p>Students will take the PA Keystone Literature Exam at the conclusion of this Course</p>
<p><b>AMERICAN LITERATURE WITH READING CONCENTRATION</b>  Full Year Block, 2 Credits  Academic 0122S  Prerequisite: English 9</p> 	<p>This course satisfies the sophomore English requirement. This course is a chronological look at American writings from the Puritan period. Students will examine how American writers have represented and interpreted the American experience through their works. Students will learn to organize ideas and express them clearly and correctly through work on analytical papers, a major research paper, and selected creative writing assignments. Note: Students who have taken American Studies may not take American Literature, as material overlaps.</p> <p>Students will take the PA Keystone Literature Exam at the conclusion of this Course</p> <p><b>Reading Concentration:</b> Individualized research-based reading instruction will be provided in this course through a blended learning model that engages students, provides feedback, and reinforces a growth mindset. The course is designed to offer a comprehensive system for mastering foundational reading skills and moving students toward literacy independence.</p>

<b>AMERICAN STUDIES</b> Semester Block, 2 Credits, 2 blocks/day Academic 0221ENG-0221SS Accelerated 0222ENG-0222SS Honors 0237ENG-0237SS Prerequisites: English 9 	<p>This course satisfies the sophomore US History and English requirements. This course provides an interdisciplinary study of American life, incorporating cultural, social, and political history with literature and the fine arts. A team of teachers conducts this course using a thematic and chronological approach. An emphasis is placed on the writing process and the integration of skills into the content material.</p> <p>Students will take the PA Keystone Literature Exam at the conclusion of this Course</p>
<b>AP ENGLISH LITERATURE &amp; COMPOSITION</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0130 Prerequisite Modern Literature 	<p>This course prepares for the Advanced Placement (AP) English exam taken in the first week of May. It also prepares seniors for college-level thinking, speaking, and writing. The curriculum focuses on the literature of Great Britain and Ireland from the English Renaissance to the modern- during this year-long course. All discussions and assignments are related to a survey of nine novels, three Shakespeare plays, and four major units of poetry study. During this year-long course, AP English students will complete two independent reading/research assignments and the regular monthly writing assignments. Specific AP test preparation will occur throughout the year as well. In addition, students will be introduced to the kind of literary theory commonly held and debated in college English departments.</p>
<b>BRITISH LITERATURE</b> Semester Block, 1 Credit Accelerated 0132 Honors 0131 Prerequisite: American Literature, American Studies, or AP Composition 	<p>This course is appropriate for college-bound students who want to study English literature from its beginnings to the present. Students will be expected to read, discuss, and respond in writing to the works of English writers in the Anglo-Saxon, Medieval, Renaissance, Classical, Romantic, Victorian, and Modern literary periods.</p>
<b>MODERN LITERATURE</b> Semester Block, 1 Credit Academic 0142 Accelerated 0141 Prerequisite: American Literature, American Studies, or AP Composition 	<p>Modern Literature is an examination of modern authors' works that reflect social and political trends in the world community. This course uses works with themes such as family, love, and adversity to develop critical thinking in class and in life. The literary selections use historical and contemporary events as a backdrop that explains the inspiration and intellectual shaping of modern authors. In turn, students use the literature to develop their reading comprehension, writing, listening, and verbal communication skills. Students at all levels should expect nightly reading and writing assignments designed to increase their proficiency in articulating the themes through written and verbal expression.</p>
<b>AFRICAN AMERICAN LITERATURE</b> Semester Block, 1 Credit Academic 0162 Accelerated 0161 Honors 0160 Prerequisite: American Literature, American Studies, or AP Composition	<p>This English course is focused solely on literature written by African-Americans. The units are structured chronologically, starting with American Colonialism and ending with Modern African-American Literature. Students enrolled in this course will learn about each of the African-American literary movements, and use these movements as a starting point for academic discourse about the course texts. Through this course's content and literacy skills, students will develop critical reading, writing, and analysis skills that are necessary for college success. Students will be expected to compose</p>





	<p>a variety of literary analysis and research essays that are supported by evidence. Students will examine novels, short stories, essays, plays, literary criticism, autobiographies, poems, speeches, nonfiction, and visual art created by African-Americans.</p>
<p><b>HUMANITIES</b>  Semester Block, 1 Credit  Academic 0172  Accelerated 0171  Prerequisite: American Literature,  American Studies, or AP Composition</p> 	<p>The challenging course provides students the opportunity to explore our world's rich cultural heritage. The students will study the great world themes through an integrated curriculum of literature, fine arts, music, history, and philosophy. The works of significant writers, artists, and thinkers throughout the ages will be examined from the Classical period through the Middle Ages and the Renaissance to the modern era.</p>
<p><b>WRITING &amp; RHETORIC</b>  Semester Block, 1 Credit  Accelerated 0181  Prerequisite: American Literature,  American Studies, or AP Composition</p> 	<p>This course is designed for college-bound students who want to prepare themselves for the writing and speaking demands that await them in their academic and career pursuits. Students will be instructed in the most recent research techniques and will be closely supervised as they prepare several analytical and persuasive essays, as well as a research paper. Students will also read, discuss and analyze nonfiction through the use of current magazines and newspaper articles. Other writing exercises include a biography unit and an in-depth analysis of a major literary genre; both of these will reinforce the students' ability to research a subject efficiently and to communicate their feelings effectively.</p>
<p><b>ENGLISH SKILLS AND COMPOSITION</b>  Semester Block, 1 Credit  Academic 0152  Prerequisite: American Literature,  American Studies, or AP Composition</p> 	<p>This course is structured in thematic units. Each unit will consist of selections from novels, short stories, poetry, literary reviews, magazines, and newspapers. An essay and an objective test will accompany the units. The essays will involve the use of informational, persuasive, and narrative forms of writing. Students will work on complete, clear, and correct expressions. Communication skills will be taught to improve personal writing styles in the context of college writing requirements and in-class presentations. Reading comprehension skills will be developed in response to assigned readings in literary texts and critical readings on contemporary issues. There will be a comprehensive business unit in which students will be instructed in creating cover letters and résumés, job search skills, and interviewing techniques. The student will hear presentations from several area post-secondary schools and will participate in mock interviews with volunteer members of the Upper Darby business community.</p>
<p><b>BROADCAST JOURNALISM 1</b>  Semester Block, 1 Credit  Accelerated 0180</p>	<p>Students will learn journalism's practical, aesthetic, research, legal, ethical, and technical aspects. They will research informational texts, analyze and interpret nonfiction writing, investigate current events inside and outside of school, conduct interviews, and synthesize information into cohesive news stories, feature articles, series, and columns. Additionally, they will photograph, desktop-publish, scan, design, and layout, providing a backbone production team for the school newspaper, The Acorn, wherein their work may be published. In addition, students will learn how to use video editing software, photography software, and the basics of online publishing. A series of video projects will create content for Upper Darby Update, the school news television program. Students who read and write well, are creative, computer-oriented, and can meet deadlines are encouraged to consider this class.</p>












<b>BROADCAST JOURNALISM 2</b> Semester Block, 1 Credit Academic 0184  Full Year course, 2 Credits Accelerated 0183 Prerequisite: Broadcast 1	This course is run in conjunction with the Media Services Department. This class is for motivated and active learners. Students will apply extensive writing skills as they learn how to gather, record, revise, and edit news stories, press conferences, editorials, features, and sports stories and tailor their reporting for the broadcasting arena. Students will analyze selected radio and television programs. They will also investigate the history of broadcasting and its effects on modern society. A final project replaces the traditional exam. The students will participate in the production of the daily school broadcast of UD Update.
<b>CREATIVE WRITING</b> Semester Block, 1 Credit Unleveled 0182 Prerequisite - English 9 or teacher recommendation required 	This course is intended for students who already exhibit fine writing skills and who are serious about improving both their reading and writing skills. Appropriate classic and contemporary models will be read and analyzed. Students can combine their writing enthusiasm with their imaginations to develop a short story, a collection of poems, and a play, among other writing assignments, as time permits. Students should be eager to write, share, and critique.
<b>ACTING, DRAMA AND PLAYWRITING</b> Semester Block, 1 Credit Unleveled 0185 Prerequisite: English 9 or teacher recommendation. <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	In this course, students will read plays, participate in dramatic representations, and, as a culminating activity, will write their own one-act play. Students will develop and analyze characters and investigate the literary elements of playwriting. In addition, they will study basic acting techniques, pantomime, speech, diction, and theater terminology. Students are guided into acting situations in which they have the opportunity to polish their theatrical skills. The teacher and playwright will help students evaluate and discuss each other's plays and performances. Student plays and traditional and contemporary plays will be studied, analyzed, and acted out.
<b>PUBLIC SPEAKING/VERBAL SAT PREP</b> Semester Block, 1 Credit Unleveled 0186 Prerequisites: American Literature, American Studies, or AP Composition <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	This course is appropriate for any student wishing to better their public speaking skills and to prepare for the verbal portion of the SAT Test. The first marking period will be devoted to SAT Test preparation, focusing on vocabulary skills, basic grammar, and literary analysis. The second marking period will be devoted to learning and mastering public speaking skills.

## ENGLISH LEARNERS

The mission of the English Language Learner (EL) program is to develop the EL's fluency and literacy in the English language. The program offers intensive instruction in the English language and acclimates the EL to a regular English classroom. The collaboration between the EL teacher and the content area teacher ensures the EL's access to the core curriculum. The goal of the EL program is to enable the EL to become successful in the mainstream classroom, in the school environment, and in the community at large. The EL course of study parallels the curriculum of the regular English classroom; it is literature-based. Writing assignments include narrative, persuasive and informational essays.



<p><b>EL ENGLISH 100 or EL ENGLISH 150 (depending on student data):</b>  100 - 1481  150 - 1482  ('A' = semester 1 and 'B' = semester 2) Unleveled  Full-Year Block, 1 Credit per semester</p>	<p>The course, designed for Level 1 Entering English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature and non-fiction. Grammar and vocabulary instruction is integrated into each unit and aligned with texts. Units begin with an essential question related to the theme and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>
<p><b>EL ENGLISH 200 or EL ENGLISH 250 (depending on student data):</b>  200 - 1483  250 - 1484  ('A' = semester 1 and 'B' = semester 2)  Full-Year Block, 2 Credits for semester A and B</p> 	<p>The course, designed for Level 2 Emerging English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated into each unit and aligned with texts. Units begin with an essential question related to the theme and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>
<p><b>EL ENGLISH 300 or EL ENGLISH 350 (depending on student data):</b>  300 - 1485  350 - 1486  ('A' = semester 1 and 'B' = semester 2)  Full-Year Block, 2 Credits for semester A and B</p> 	<p>The course, designed for Level 3 Developing English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated into each unit and aligned with texts. Units begin with an essential question related to the theme and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>
<p><b>EL ENGLISH 400 or EL ENGLISH 450 (depending on student data):</b>  400 - 1487  450 - 1488  ('A' = semester 1 and 'B' = semester 2)  Full-Year Block, 2 Credits for semester A and B</p>	<p>The course, designed for Level 4 Expanding English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated into each unit and aligned with texts. Units begin with an essential question related to the theme and include extended</p>




	learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.
<b>EL SEMINAR:</b> 1480A / 1480B (‘A’ = semester 1 and ‘B’ = semester 2)	This period is specifically designed for EL students who take all mainstreamed courses but have not yet exited the EL program. Students enrolled in EL courses can also be scheduled for EL Seminar if needed, but the purpose of this period is to provide EL service for students in the program that do not receive EL-specific instruction during their day.
<b>EL SKILLS:</b> 1404/1454 .5 Credit	This period is for recently arrived EL students with proficiency levels 1-2. This course provides additional practice in the four language domains of listening, speaking, reading, and writing.
<b>EL ALGEBRA READINESS</b> Full-Year Block, 2 Credits Unleveled 1413A	This course is designed for identified EL students. This course will focus on developing algebraic thinking, solving equations and inequalities, proportions, and graphs. The content is presented through an objective-based approach with conceptually based instruction.
<b>EL ALGEBRA 1A</b> Semester Block, 1 Credit Unleveled 1413B 	This course is designed for identified EL students. This course will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. This course follows the model of Sheltered Instruction for EL students.
<b>EL ALGEBRA 1B</b> Semester Block, 1 Credit Unleveled 1414A 	This course is designed for identified EL students. This course will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. This course follows the model of Sheltered Instruction for EL students.
<b>EL ALGEBRA 2</b> Full-Year Block, 2 Credits Unleveled 1415 	This course is designed for identified EL students. This course will focus on linear systems, quadratic equations, and functions, polynomials, radical and exponential functions, exponents, and probability and statistics. This course emphasizes “learning by doing” as classrooms are designed to be student-centered with students working collaboratively to solve problems and analyze situations. This course follows the model of Sheltered Instruction for EL students.
<b>EL BIOLOGY</b> Semester Block, 1 Credit Unleveled 1433 	This course is designed for identified EL students. Course content parallels that of Biology with an emphasis placed on interactive activities to build vocabulary and writing skills. This course follows the model of Sheltered Instruction for EL students.


<b>EL GENERAL SCIENCE</b> Semester Block, 1 Credit Unleveled 1412 	This course is designed for identified EL students. Course content parallels that of General Science with an emphasis placed on vocabulary and writing skills. This course follows the model of Sheltered Instruction for EL students.
<b>EL ANATOMY</b> Semester Block, 1 Credit Unleveled 1463 	This course is designed for EL students to access the core curriculum in Anatomy while receiving additional language courses and follows the model of Sheltered Instruction for EL students. Support, adaptations, and modifications for EL students.
<b>EL GOVERNMENT &amp; LAW</b> Semester Block, 1 Credit Unleveled 1432 	This course is designed for EL students to access the core curriculum in Government & Law while receiving additional language support, adaptations, and modifications for EL students. This course follows the model of Sheltered Instruction for EL students.
<b>EL US HISTORY</b> Semester Block, 1 Credit Unleveled 1435 	This course is designed for EL students to access the core curriculum in US History while receiving additional language support, adaptations, and modifications for EL students. This course follows the model of Sheltered Instruction for EL students.

## FAMILY & CONSUMER SCIENCE COURSE OFFERINGS


The Family and Consumer Science department offers and provides an opportunity for students to manage with reason and creativity the challenges across the lifespan of living and working in a global society. The department's goals are to help students to become independent in order to balance work and family. Emphasis is on teaching life skills, career exploration, and preparation of marketable skills.

<b>FOODS &amp; NUTRITION</b> Semester Block, 1 Credit Unleveled 1011 <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	Students will grasp and implement the fundamental principles of various food groups. In both Kitchen Labs and classroom environments, students will gain hands-on experience working with culinary utensils, equipment, and precise measuring techniques. Emphasizing kitchen safety, sanitation practices, nutritional awareness, and food preparation skills will be a particular focus throughout the course.
<b>REGIONAL AND GLOBAL FOODS</b> Semester Block, 1 Credit Unleveled 1012 Prerequisite: 90% in Foods & Nutrition or Teacher recommendation <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	Students will delve into the rich tapestry of global customs and cuisines, exploring diverse regions worldwide as well as distinct areas within the United States. They will showcase mastery of advanced culinary techniques and knowledge through the creation and presentation of a wide array of delectable offerings, ranging from appetizers and salads to soups, entrees, and desserts.

<p><b>FOODS, HOSPITALITY, and BAKING</b>  Semester Block, 1 Credit  Unleveled 1013  Prerequisite: 90% in Foods &amp; Nutrition or Teacher recommendation  Application Required</p> <p>In-Person Only</p> 	<p>Building upon the foundation established in Intro to Foods &amp; Nutrition, this course delves deeper into specific realms of cooking, baking, and hospitality. Students will transcend basic knowledge to seamlessly integrate culinary arts with baking and pastry arts. The curriculum involves the preparation of diverse foods, menu planning, and the art of entertaining. Lab experiences are strategically aligned with the course content to reinforce students' understanding of key concepts and standards. Additionally, the class will actively participate in catering events, including but not limited to the College &amp; Career Fair and Arts Fest.</p> <p>A partnership (second semester only) between Drexelbrook Catering and Upper Darby High School entitled "The Drexelbrook Project" has been established and will result in a culminating banquet (*pending availability).</p>
<p><b>CONTEMPORARY CLOTHING AND FASHION</b>  Semester Block, 1 Credit  Unleveled 1021.  The lab component of the class requires all students to construct several projects. Students may use the school provided materials for sewing projects, or may provide their own materials.</p> <p>In-Person Only</p> 	<p>This course is for the student who enjoys sewing and wants to develop basic sewing skills and techniques. Students will select and furnish patterns, fabric, and supplies needed to complete projects suitable for personal needs and tastes. Basic hand stitches and machine sewing are presented. This course will develop personal skills and is recommended for any student interested in clothing and merchandising, textiles, or fashion design careers.</p>
<p><b>INTERIOR DESIGN</b>  Semester Block, 1 Credit  Unleveled 1031</p>	<p>Students will study and design the interior and exterior of today's homes as they examine future housing trends. The principles and elements of design are applied through projects utilizing color, architectural design, use of space, energy conservation, floor plans, furniture styles, and landscaping.</p>
<p><b>CHILD DEVELOPMENT</b>  Semester Block, 1 Credit  Unleveled 1001</p>	<p>This course focuses on parenting skills and development from conception through preschool age. Topics studied include pregnancy, teen pregnancy, labor and delivery, birth defects, parenting simulation and responsibilities, infants, toddlers, child safety, children's art and literature, guidance, and discipline.</p>
<p><b>PRESCHOOL PRACTICUM</b>  Semester Block, 1 Credit  Accelerated 1000  Grades 11 and 12 only  Application required</p> <p>In-Person Only</p> 	<p>The focus of this course is to provide positive guidance techniques when teaching young children in an organized preschool program. Students are required to plan and present a themed lesson for the children. Child guidance techniques are learned in seminar classes and practiced in the preschool lab. This course helps prepare students for future roles as parents and teachers. Preschool lessons are based on PA Early Learning Standards.</p>
<p><b>ADULT ROLES AND RELATIONSHIPS</b>  Semester Block, 1 Credit  Unleveled 1041  Grades 11 and 12 only</p>	<p>Skills for independent living and for developing work and personal relationships are studied.</p> <p>Decision-making techniques are applied to career choice, housing, budgeting, car buying, dating, marriage, aging, home management, meal management, and stress management.</p>

<p><b>PROFESSIONAL FIELD EXPERIENCE</b> Semester Block, 1 Credit Academic 1051, 1053 Grade 11 and 12 only Application Required</p> <p><b>In-Person Only</b></p>  <p>Note: For Both Components - Students must provide their own transportation to and from the work experience. Students must be in good health, have health insurance, immunization records, a recent physical exam, and a TB test prior to entry. Child abuse clearances are required.</p>	<p>Professional Field Experience provides responsible seniors with the opportunity to spend part of their school day as an unpaid intern/observer in the professional career area of their choice. Students also attend a weekly academic seminar run by the Professional Field Experience coordinator. Students must apply and be accepted into this program. Good attendance, character, and academic standing are essential.</p> <p><b>Hospital Component* 1051</b> Students interested in a future in allied health/health care (e.g. surgery, nursing, respiratory, physical or occupational therapy, lab technician, radiology, or pharmacy) gain exposure by rotating as an unpaid participant/observer in various departments at a medical facility (*pending availability).</p> <p><b>Education Component 1053</b> Students interested in the teaching profession can serve as an intern in district elementary and middle schools. Preschool Lab and Child Development are recommended but not required.</p>
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## HEALTH AND PHYSICAL EDUCATION DEPARTMENT OFFERINGS

<p><b>HEALTH PE CORE</b> Semester Block, 1 Credit Academic 0500</p> <p>*Students who choose Synchronous learning will participate both Synchronously and Asynchronously in some sections of this course.</p>	<p>Physical Education activities will focus on cardiovascular and muscular fitness, sports, games, lifetime activities, testing, and active games of low organization. Lifetime activities will emphasize cooperation, teamwork, discipline, personal development, and decision-making skills. Health topics will provide students with information to assist in the development of a holistic lifestyle through appropriate behavior choices and responsible decision-making. Many of the topics are timely as they impact elements of the current lives of students and their futures. Included are topics on nutrition, self-esteem, stress, risky behaviors, tobacco, alcohol, narcotics, personal relationships, family planning, pregnancy, HIV/AIDS, sexually transmitted infections, first aid, and CPR.</p>
<p><b>STRENGTH AND CONDITIONING</b> Semester Block, 1 Credit Unleveled 0510</p>	<p>This course offers an introduction to lifetime fitness club best practices. Each class will include stretching, cardio, and basic muscular strengthening. Weight training will utilize activities and machines typically found at local athletic clubs. This class will instruct students on how to work out in 60 minutes or less. The 60 minutes or less will give the student a total body workout, the way many people do in local fitness centers. This class is primarily for students interested in healthy body fitness, not power-lifting or contact sports. Includes instruction on fitness planning and personal goal setting.</p>
<p><b>LIFETIME ACTIVITIES</b> Semester Block, 1 Credit Unleveled 0511</p> <p><b>In-Person Only</b></p> 	<p>This course is designed to teach the fundamental skills used in lifetime activities. Students are drilled in the fundamental skills, rules, and basic strategies of these athletic activities. Examples of activities that may be in this course are Badminton, Tennis, Pickleball, Frisbee, Golf, Table Tennis, Swimming, Dance, Aerobics, Games, and Fitness. Various other lifetime activities may be supplemented depending on space availability.</p>



<p><b>ADVANCED TEAM SPORTS</b>  Semester Block, 1  Credit  Unleveled 0512  Grades 11 and 12</p> <div data-bbox="123 344 224 394" data-label="Text"> <p>In-Person Only</p> </div> <div data-bbox="123 394 224 445" data-label="Image"> </div>	<p>This course is designed for advanced physical education athletes/students. This course provides an opportunity for students to perform in a variety of competitive sports. It is appropriate for team sports-oriented students and covers such sports as basketball, soccer, frisbee, football, hockey, lacrosse, softball, volleyball, and tennis. Various other vigorous team activities may be supplemented depending on space availability.</p>
<p><b>CONTRACT PE</b>  Semester Block, 1 Credit  Unleveled 0522,0522,0523</p>	<p>Course Graded- Outstanding/Pass/Fail  This course is designed for students who cannot take Core PE, PE 1, or PE 2. This includes students who are on medical and/or who have been recommended by their counselor, administrator, or a PE teacher.</p>
<p><b>TEENS AND POLICE SERVICE ACADEMY</b>  Semester Block, 1 Credit  Unleveled 0535</p> <div data-bbox="123 802 224 852" data-label="Text"> <p>In-Person Only</p> </div> <div data-bbox="123 852 224 903" data-label="Image"> </div>	<p>The course offers students a unique opportunity to be in close proximity to law enforcement officers during positive interactions. Through this course, students gain valuable insights into the world of law enforcement while also acquiring fundamental life skills that make their community safer and themselves less susceptible to crime.</p> <p>This course provides a comprehensive understanding of the role of law enforcement in society, emphasizing the importance of building positive relationships between law enforcement and the community. Students will learn about the history and evolution of law enforcement, as well as the challenges and complexities that law enforcement officers face in their day-to-day work. Through interactive discussions, role-playing scenarios, and field trips, students will have the opportunity to engage with law enforcement professionals.</p> <p>In addition to the practical aspects of the course, students will also receive instruction in fundamental life skills that promote safety and resilience. These skills may include conflict resolution, communication skills, decision-making, critical thinking, and problem-solving, which are not only valuable for interacting with law enforcement but also essential for navigating everyday life situations.</p> <p>This course is particularly beneficial for students who have a career interest in working as police officers, as it provides them with a solid foundation in law enforcement principles and practices. Students will gain insight into the ethical considerations of law enforcement, the importance of community-oriented policing, and the role of law enforcement in promoting social justice and equality.</p>







## MATHEMATICS DEPARTMENT COURSE OFFERINGS

<p><b>ALGEBRA 1</b> Semester Block, 1 Credit each section Academic 0312A and 0312B Accelerated 0311 A and 0311B</p> 	<p>These courses will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. Students must successfully complete Algebra 1A before Algebra 1B.</p> <p>Algebra 1 A and Algebra 1 B together are considered one course in Mathematics</p> <p>Students will take the PA Algebra 1 Keystone Exam at the conclusion of Algebra 1 B</p>
<p><b>GEOMETRY</b> Semester Block, 1 Credit Academic 0332 Accelerated 0331 Honors 0330 Prerequisite: Algebra 1 B</p> 	<p>This course concentrates on basic geometric foundations and the system of proofs necessary for the study of mathematics. This course concentrates on the concepts of angles, polygons, perpendicular and parallel lines, perimeter, surface area, and volume.</p>
<p><b>ALGEBRA 2</b> Semester Block, 1 Credit Academic 0323 Accelerated 0321 Honors 0320 Prerequisite: Algebra 1 B</p> 	<p>This course will focus on quadratic equations and functions, polynomials, radical and exponential functions, exponents, and probability and statistics. The content is presented with representational and abstract applications of algebraic skills and concepts.</p> <p>Students will take the ACCUPLACER exam at the conclusion of this course to determine eligibility for participating in Dual Enrollment in a collegiate level mathematics course at DCCC.</p>
<p><b>FINANCIAL LITERACY</b> Semester Block, 1 Credit Academic 03222 Prerequisite: Algebra 1 B</p> 	<p>The educational objectives for Financial Literacy include money management, responsible borrowing, potential earning power, the risks and rewards of investment, knowledge of financial services, and the value of insurance.</p> <p>This course can count as a Math or a Social Studies course for PA Chapter 4 graduation requirements.</p>
<p><b>ESSENTIALS OF PROGRAMMING</b> Semester Block, 1 Credit Academic 1301 Prerequisite: Algebra 1 B or Corequisite with administrative approval</p>	<p>This course is an entry-level course designed as a formal introduction to programming concepts. Python and JavaScript programming languages are used to develop multi-level programming solutions to introductory programming problems. Students learn to use and develop programming modules in a structured manner. Basic programming concepts include logic and looping control structures, modular programming structures, and graphics input/output of data. Students are expected to read related technical articles, use basic mathematics in programming solutions, and develop narratives for completed programming projects.</p>



<b>ACCELERATED PROGRAMMING</b> Semester Block, 1 Credit Accelerated 1302 Prerequisite: Accelerated Geometry or Essentials of Programming Corequisite with administrative approval	This course is an advanced entry-level programming course using the Java programming language to develop multi-level programming solutions to standard programming problems. The coursework prepares the student with the necessary programming skills to take more advanced coursework, prepare for a job in the computer industry, or continue Computer Science, Engineering, or related coursework in college. Data structures, modular programming, loop, and logic control structures are used to develop basic algorithms. Students are expected to read related technical articles, use basic Algebra in programming solutions, and develop narratives for completed programming projects.
<b>AP COMPUTER SCIENCE PRINCIPLES</b> Semester Block + Flex, 1.5 Credits Advanced Placement 1310 Prerequisite: Honors Algebra 1 or Accelerated Algebra 1B or Accelerated Programming or 90% in Algebra 2 or teacher recommendation	AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and the impacts of computing.
<b>AP COMPUTER SCIENCE A</b> Semester Block + Flex, 1.5 Credits Advanced Placement 1320 Prerequisite: AP Comp Sci Principles or Accelerated Programming or PreCalculus or teacher recommendation	This course follows the College Board Advanced Placement curriculum to provide students with college-level course work and the opportunity for students to receive college credit. Students use the Java programming language to develop multi-level programming solutions to college-level programming problems. Students learn to use both static and dynamic data structures and develop standard and specialized object libraries. Programming projects and working with a professionally-developed AP Case Study helps prepare students for the AP Examination.
<b>COLLEGE ALGEBRA</b> Semester Block, 1 Credit Academic 0342 Prerequisite: Algebra 2 	This course will strengthen a student's background knowledge of linear equations and inequalities without the use of a calculator. In addition, it will expand concepts in polynomial, rational, exponential, and logarithmic functions. This course lays the foundation for students interested in post-secondary math courses.  Students will take the ACCUPLACER exam at the conclusion of this course to determine eligibility for participating in Dual Enrollment in a collegiate level mathematics course at DCCC.
<b>PRE-CALCULUS</b> Semester Block, 1 Credit Accelerated 0341 Honors 0340 Prerequisite: Honors Algebra 2 or Accelerated Algebra 2 	This course concentrates on functional mathematical analysis. The content includes an in-depth study of trigonometric functions, conic sections, and the development of polar coordinates. This course is designed to prepare students for higher-level mathematics coursework including Calculus.

<p><b>CALCULUS</b>  Semester Block, 1 Credit  Accelerated 0365  Honors AB 0360  Honors BC 0380  Prerequisite: Accelerated/Honors  Pre-Calculus</p> 	<p>The accelerated course prepares the student for Calculus 1 at the college level. The honors classes prepare students for AP Calculus AB/BC.</p> <p>Course content focuses on differential calculus through the study of inequalities, limits, functions, and integrals.</p>
<p><b>AP CALCULUS</b>  Semester Block + Flex, 1.5 Credits  Advanced Placement Calculus AB  0370  Advanced Placement Calculus BC  0381  Prerequisite: Honors Calculus</p> 	<p>This is a course for students planning for future study in mathematics, science, engineering, or medicine. This course covers methods of integration, application of the definite integral, differential equations, sequences, and series. Students enrolled in AP Calculus AB and BC are strongly encouraged to take the Advanced Placement Test.</p>
<p><b>AP PROBABILITY AND STATISTICS</b>  Semester Block + Flex, 1.5 Credits  Advanced Placement 0390  Prerequisite: Accelerated Algebra 2</p> 	<p>This AP course is intended to introduce students to the major components of collecting, analyzing, and drawing conclusions from data. The topics covered are those outlined by the College Board. Students enrolled in AP Probability and Statistics are strongly encouraged to take the Advanced Placement Test.</p>
<p><b>PROBABILITY AND STATISTICS</b>  Semester Block, 1 Credit  Accelerated 0391  Prerequisite: Algebra 2</p> 	<p>This course centers on the principles of data collection, organization, and analysis. It explores concepts such as independent and dependent events, compound events, and conditional probability. The curriculum incorporates both descriptive and inferential statistics to analyze actual datasets consistently throughout the course. Additionally, topics like experimental design and confidence intervals will be introduced, enhancing the understanding of statistical methods and their applications.</p>

## MUSIC DEPARTMENT COURSE OFFERINGS



### MUSIC ENSEMBLE CONCENTRATION

Music Ensemble Concentrations are open for students that want to take one or more musical performance ensembles during the same block on a three-day cycle format.

Students will report to the same teacher every day for attendance, then transition to their rotational ensemble.

Students are encouraged to roster for the Music Ensemble Concentration over a Flex Period Ensemble, as it will provide a more thorough and immersive musical experience and Flex Period Ensembles are non-credit bearing.

In-Person  
Only



#### MUSIC ENSEMBLE CONCENTRATION 1

Full-year Block, 2 Credits - 1241

Semester Block, 1 Credit - 1242

This course may include participation in any of the following on a rotational basis: Concert Choir, Orchestra, Concert Band.

#### MUSIC ENSEMBLE CONCENTRATION 2

Full-year Block, 2 Credits - 1243

Semester Block, 1 Credit - 1244

This course may include participation in any of the following on a rotational basis: Encore Singers, Orchestra (String Ensemble), Wind Ensemble.

### PIANO KEYBOARD THEORY








Semester Block, 1 Credit


Unleveled 1200

In-Person  
Only







Students will learn the basic fundamentals of piano playing in addition to exploring the elements of beginning music theory. Designed for those interested in exploring the inner workings of music reading, playing, and its components.








<b>ORCHESTRA</b> Ensemble Concentration and Flex Period - Academic 1208 <div>In-Person Only</div> 	Ability to read music and audition required. The UDHS Orchestra performs a wide variety of musical selections at concerts and assemblies. The class consists of stringed instruments (violins, violas, cellos, and double basses). The String Ensemble is an advanced organization that meets after school. Students must be willing to give extra time for rehearsals and performances.
<b>CONCERT BAND</b> Ensemble Concentration and Flex Period - Academic 1205 <div>In-Person Only</div> 	Ability to read music and audition required The Concert Band is open to all students who play a standard band instrument. Students will learn how to refine their musical skills and instrumental techniques through the performance of standard works from the classic band repertoire. The Ensemble performs in three major concerts per year. Students must be willing to give extra time for rehearsals and performances.
<b>WIND ENSEMBLE</b> Ensemble Concentration and Flex Period Academic 1206 <div>In-Person Only</div> 	Ability to read music and audition required. The Wind Ensemble is open to instrumentalists in 10th through 12th grade. Students will further hone their musicality and instrumental skills through the performance of advanced works of band literature. The ensemble performs in several concerts throughout the year. Students must be willing to give extra time for rehearsals and performances.
<b>AP MUSIC THEORY</b> Semester Block + Flex, 1.5 Credits Advanced Placement 1240 <div>In-Person Only</div> 	Open to all students who pass the entrance exam and have fundamental abilities in music reading and notation, in addition to basic performance skills in voice or on another instrument. AP Music Theory discusses different elements of music such as melody, harmony, texture, rhythm, form, musical analysis, composition, history, and style. There is also an emphasis on musical dictation, sight-singing, and piano/keyboard harmony. The course is concluded with an AP Music Theory exit exam.
<b>CHORUS</b> Flex Period Unleveled 1225 <div>In-Person Only</div> 	Open to any student who enjoys singing. Chorus provides the necessary background and training for the Concert Choir. Students learn to read music, along with other fundamentals. Members participate in three major concerts each year. Students must be willing to give extra time for rehearsals and performances.
<b>CONCERT CHOIR</b> Ensemble Concentration and Flex Period Academic 1235 Audition required. <div>In-Person Only</div> 	Audition required. The Concert Choir is the largest choral group in the high school, performing at concerts and assemblies throughout the year as well as participating in choral competitions and various community events. Students must be willing to give extra time for rehearsals and performances.
<b>ENCORE SINGERS</b> Ensemble Concentration Academic 1238 Corequisite: Concert Choir <div>In-Person Only</div> 	Ability to read music and audition required. The Encore Singers, a select group of UD's top singers, perform music of a wide variety and high caliber. Throughout the year this group participates in concerts, assemblies, and various community events. Students must be willing to give a great deal of extra time for rehearsals and performances.

<b>JAZZ ENSEMBLE</b> Flex Period Unleveled 1213 <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	This ensemble is open to all students who play an instrument and have experience reading music. This course is designed to introduce students to the fundamentals of performing, listening to, and understanding jazz and jazz-related musical styles. Topics include improvisation, small group/combo performance, standards, jazz history, and more.
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In addition to the above-mentioned ensembles and classes are auditioned ensembles that are not rostered and meet after school. The String Ensemble is composed of 10<sup>th</sup> through 12th-grade students and is the advanced concert ensemble in the Orchestra program.




## SCIENCE DEPARTMENT COURSE OFFERINGS

<b>GENERAL SCIENCE</b> Semester Block, 1 Credit Academic 0402 Accelerated 0401 	This course emphasizes the means by which scientific knowledge is acquired while giving foundational knowledge in basic chemistry, biological concepts and ecology. It introduces the information presented on the Biology Keystone Exam. This exam will be given after a semester of Biology. Students will come to understand the basic principles of science and technology.
<b>BIOLOGY</b> Semester Block, 1 Credit Academic 0432 Accelerated 0431 Honors 0430 	<p>Students in this course will study the curriculum for the Keystone Biology test. The course includes units in Structure &amp; Function, Growth &amp; Development, Energy Flow, Inheritance, and Natural Selection. Students will be expected to achieve proficiency on the State Keystone Biology exam upon completion of this course.</p> <p>Students will take the PA Biology Keystone Exam at the conclusion of this Course</p>
<b>ANATOMY &amp; PHYSIOLOGY</b> Semester Block, 1 Credit Academic 0462 Accelerated 0461 Honors 0460 Prerequisite: Biology 	This course provides a solid understanding of how the body works, with emphasis on biomedical terminology. Students will study the structure and function of the body systems and disorders within those systems. It provides a foundation for any student who wants to pursue a degree in medicine, nursing, or other medically related fields. Dissection of a mammal enhances this curriculum.
<b>CHEMISTRY 1</b> Semester Block, 1 Credit Academic 0454 Accelerated 0451 Honors 0450 Pre or Corequisite: Biology and Algebra 1 	An introductory course, utilizing the classroom, the laboratory, and the computer to examine the basic structure of matter and the material it forms. Topics include atomic theory, nomenclature, the periodic table, quantum chemistry, bonding, reactions, stoichiometry. A systematic approach to laboratory practices teaches the proper techniques for using apparatuses, reporting results, and showing the application of chemical concepts.

<b>CHEMISTRY 2</b> Semester Block, 1 Credit Accelerated 0453 Grades 11 and 12 Prerequisite: 80% in Chemistry 1 or Teacher recommendation Co-requisite: Algebra 2 	An extension of Chemistry 1, with more in-depth studies of topics such as Acids and Bases, Kinetics, equilibrium, thermochemistry, Organic Chemistry, Polymers, and Nuclear Chemistry. Laboratory experiments will demonstrate and reinforce concepts and principles.
<b>EARTH SCIENCE</b> Semester Block, 1 Credit Academic 0425 Co-requisite: Biology 	Topics to be covered include geological processes (volcanoes, earthquakes, etc.), rocks and minerals, and space. Students selecting this course should plan to be involved in both long- and short-term inquiry activities.
<b>ENVIRONMENTAL SCIENCE</b> Semester Block, 1 Credit Academic 0428 Accelerated 0427 Prerequisite: Biology  <div data-bbox="196 976 297 1073"> In-Person Only   </div>	A course for students interested in environmental study. Students will explore the diversity of life in freshwater and forest habitats. Field experiments will be conducted in Naylor's Run Park. Emphasis will be on environmental problems relating to air, water, land, and natural diversity.
<b>GENETICS</b> Semester Block, 1 Credit Accelerated 0436 Grades 11–12 (10th with Admin approval) Prerequisite: Biology 	A course for students interested in further study of topics relating to Genetics. Various topics in genetics, including DNA, RNA, Mitosis, Meiosis, Mendelian and non-Mendelian Genetics, and Biotechnology will be studied. The culminating project will involve applying knowledge of Genetics to the selective breeding of <i>Drosophila melanogaster</i> , the common fruit fly.
<b>HORTICULTURE 1</b> Semester Block, 1 Credit Academic 0438 Co-requisite: Biology <div data-bbox="118 1556 225 1661"> In-Person Only   </div>	A hands-on theory course offers the student an opportunity to explore and study numerous aspects of the horticultural industry. Everything learned in the classroom is applied in the greenhouse, the laboratory, or outside in the field. Students work in groups while exploring the following units: interior plantscaping, applied botany, plant propagation, and landscape design..
<b>HORTICULTURE 2</b> Semester Block, 1 Credit Academic 0439 Prerequisite: 80% in Horticulture 1 <div data-bbox="118 1843 225 1948"> In-Person Only   </div>	A course for those students interested in the further exploration and study of the horticulture industry; continuing where the first course left off. The focus is on the real-life application of what is learned in the classroom. The horticultural skills learned in the first course will be enhanced. . The following units will be explored: Hard scaping, perennial garden design, , landscape design and construction, vegetable gardening, and Intermediate Floral Design. Students will also design and construct projects that help support and beautify the school and community.



<p><b>PHYSICS 1</b>  Semester Block, 1 Credit  Academic 0444  Accelerated 0441  Honors 0440  Pre or Co-requisites: Biology and Geometry  Requirement: A scientific calculator</p> 	<p>This course provides an introduction to mechanics, work, power, kinematics, statics, dynamics, and the conservation of momentum and energy. This provides a foundation for students considering further science or engineering studies in college. Inquiry-based laboratory experiences allow the student to discover and apply classroom theory to practical situations.</p>
<p><b>PHYSICS 2</b>  Semester Block, 1 Credit  Accelerated 0443  Prerequisite: Physics 1 &amp; Algebra 2  Requirement: A scientific calculator</p> 	<p>A continuation of Physics 1 for students considering further science or engineering studies in college. Topics include waves, sound, light, electrostatics, circuits, magnetism, and modern physics.</p>
<p><b>AP BIOLOGY</b>  Semester Block + Flex, 1.5 Credits  0435  Prerequisites: 90% in Accelerated Biology 1 or 85% in Honors Biology 1 or Teacher recommendation  Co-requisite: Honors Chemistry</p> 	<p>Material presented places special emphasis on preparation for the AP exam. The primary emphasis will be on developing an understanding of concepts rather than memorizing terms and technical details. Unifying themes will integrate the major topics of biology and the application of biological knowledge and critical thinking to environmental and social concerns. AP Biology is a lab-based college-level course. Students may earn college credit with an appropriate AP exam score.</p>
<p><b>AP CHEMISTRY 2:</b>  Semester Block + Flex, 1.5 Credits  0452  Grade 11/12  Prerequisites: 90% in Accelerated Chemistry 1 or 85% in Honors Chemistry 1 or Teacher recommendation  Co-requisite: Pre-Calculus</p> 	<p>This is an advanced placement course for students wishing to study science, engineering, or medicine in college. The course is an expansion of topics covered in Chemistry 1, with emphasis on taking the AP Exam. AP Chemistry is a lab-based college-level course.</p> <p>Students may earn college credit with an appropriate AP exam score.</p>
<p><b>AP ENVIRONMENTAL SCIENCE:</b>  Semester Block + Flex, 1.5 Credits  0429  Prerequisite: 90% in Accelerated Biology 1 or 85% in Honors Biology 1 or Teacher recommendation  Grade 11 or 12</p>	<p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students may earn college credit with an appropriate AP exam score.</p>

	
<p><b>AP PHYSICS C: MECHANICS</b>  Semester Block + Flex, 1.5 Credits  0442  Prerequisite: 90% in Accelerated Physics 1 or 85% in Honors Physics  Co-requisite: Honors Calculus or Teacher recommendation</p> <p>Requirement: A scientific calculator</p> 	<p>An Advanced Placement course for students who plan to specialize in physical science, engineering, or medicine. The course explores topics such as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.</p> <p>Introductory differential and integral calculus are used throughout the course. AP Physics is a Calculus-based, lab-focused college-level course. Students may earn college credit with an appropriate AP Exam score.</p>
<p><b>AP PHYSICS C: ELECTRICITY &amp; MAGNETISM</b>  Semester Block (Spring semester only),  1 Credit  0445  Prerequisite: 90% in Accelerated Physics 1 or 85% in Honors Physics  Co-requisite: Honors Calculus or Teacher recommendation  Co-requisites: AP Calculus AB or AP Calculus BC  Requirement: Scientific Calculator  Teacher recommendation required</p> 	<p>An Advanced Placement course for students planning to specialize in physical sciences or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Differential and integral calculus issued throughout the course. AP Physics is a Calculus-based, lab-focused college-level course. Students may earn college credit with an appropriate AP Exam score.</p>





## SERVICE LEARNING








<p><b>MENTOR FIELD PLACEMENT</b>  1630 - Full Year All Day - 8 Credits  1631 - Full Year AM - 4 Credits  1632 - Full Year PM - 4 Credits  1633 - Semester All Day - 4 Credits  1634 - Semester AM - 2 Credits  1635 - Semester PM - 2 Credits  1636 - Semester Flexible Credits</p> <p>Course Graded –  Outstanding/Pass/Fail  Prerequisite: Students must have passed the PA Future Focus Course Series and satisfied their Graduation Requirements</p> <p>Accumulation of credit through Field Placement does not count towards the maximum total course credit earned of 28</p>	<p>This Field Placement is designed to provide students with valuable hands-on experience as classroom mentors in an elementary school setting. This course is structured to bridge theoretical knowledge with practical application, offering a unique opportunity for mentors to engage directly in their school community and gain essential mentoring skills. Students will serve as classroom mentors under the guidance of experienced teachers. The course focuses on developing key competencies, including effective communication, classroom management, instructional support, and reflective mentoring practices.</p> <p>Students can tailor this course to fit their individual schedules, allowing them to participate in the mentoring program on days and times that align with their availability due to Dual Enrollment, Internship, or Cooperative Education placements. Credit will be awarded proportionally based on their time commitment, allowing students to maintain a strong connection to Upper Darby School District while taking their first steps toward post-secondary success. Students need to obtain the following three background checks prior to Field Placement:</p> <ul style="list-style-type: none"> <li>• Department of Human Services Child Abuse History Clearance</li> <li>• Pennsylvania State Police Request for Criminal Records Check</li> <li>• Federal Criminal History Record Information (CHRI)</li> </ul> <p>Information regarding clearances can be found at the following link:  <a href="#">Clearances/ Background Checks</a></p>
<p><b>VOLUNTEER PHYSICAL EDUCATION 1498PE</b>  Semester Block, 1 Credit  Course Graded –  Outstanding/Pass/Fail Prerequisite: Students must have passed all required PE courses with 90% or better. Contract classes are not accepted as a prerequisite.</p>	<p>Students will be required to dress for Physical Education every day and will assist the Health and Physical Education instructor. Students will help in the following areas: setting up material in the health classroom, setting up equipment in the gymnasium, teaching basic skills, motivating students, officiating games, and assisting in the weight room. Students will work side by side with the classroom teacher.</p>
<p><b>EL CONTENT AREA TUTOR:</b>  Semester Block, 1 Credit  5001 - English  5002 - Social Studies  5003 - Mathematics  5004 - Science</p>	<p>As an EL Content Area tutor, you will be helping to reinforce vocabulary, concepts, and comprehension skills EL students will have learned in class. Depending on the block assignment, you may be assisting in an English, Math, Science, or Social Studies class. You will work with students individually or in small groups, design teaching materials, and serve as a teacher's aide in classes for these students.</p>
<p><b>SPECIAL OPPORTUNITIES</b>  <b>INDEPENDENT STUDY</b>  Year or Semester, 1 Credit, Weight</p>	<p>Independent Study is available to students who wish to take a course offered by UDHS but who cannot fit it into their regular schedule.</p>

varies with the course See your counselor for details. Grade 12 only	<b>Approval is awarded in alignment with Policy 118 and <a href="#">AR-118-0</a></b>
<b>PEER TUTOR</b> Semester Block, 1 Credit 0699	As a Peer Tutor, you will be helping to reinforce vocabulary, concepts, and comprehension skills students will have learned in class. Depending on the block assignment, you may be assisting in an English, Math, Science, or Social Studies class. You will work with students individually or in small groups, design teaching materials, and serve as a teacher's aide in classes for these students.
<b>DUAL ENROLLMENT</b> Grades 11 & 12	The Dual Enrollment Program is a partnership between Upper Darby High School and the Delaware County Community College. Eligible high school students can enroll in course work at the College while still enrolled in high school. The program is limited to high school students entering their junior or senior year. Students will take college courses enabling them to graduate from Upper Darby High School while also earning college credit(s). This program will enable a student to experience college while still in high school, earn credits toward college, and learn the independence of being in college.
<b>EARLY DISMISSAL AND LATE ARRIVAL OPTIONS</b>	Early Dismissal and Late Arrival options will only be available when the student is considered to be on track to meet the local graduation requirements. There will be an application and approval process for an early dismissal and late arrival. Parental permission is required. Transportation is not provided.







## SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

Social Studies plays a significant role in your high school experience. Each course integrates current events with the subject matter and utilizes various instructional methods, including computer applications. Students must take Government and Law & United States History; these are state graduation requirements.

<b>AP WORLD HISTORY</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0200 	In AP World History, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop the same skills, practices, and methods historians employ: analyzing primary and secondary sources, developing historical arguments, making historical comparisons, and utilizing reasoning about contextualization, causation, continuity, and change over time. The course provides five themes that students explore throughout the course to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.
<b>GLOBAL STUDIES</b> Semester Block, 1 Credit Academic 0202 Accelerated 0201 	The ninth-grade Global Studies course is designed to explore geography, history, and culture and to apply these to the world areas of the Commonwealth of Independent States, Asia, and the Middle East. Global themes and principles are studied. The course aims to ensure students' understanding of global interdependence and an appreciation of diversity.
<b>AP US HISTORY</b> Semester Block + Flex, 1.5 Credits	This is a college-level course for high-ability students emphasizing the role of politics, economics, and international relations in American history. Also

<p>Advanced Placement 0230</p> 	<p>included are highlights of literary, religious, and intellectual history. A research paper is required for all students.</p> <p>Students are encouraged to take the AP examination in May.</p>
<p><b>US HISTORY</b> Semester Block, 1 Credit Accelerated 0231</p>  <p>Academic 0232</p>	<p>This course provides a chronological survey of American History from 1890. The focus is on American society's political, diplomatic, social, and religious forces, emphasizing the twentieth century.</p>
<p><b>AMERICAN STUDIES</b> Semester Block, 2 Credits, Academic 0222ENG-0222SS, Accelerated 0221ENG-0221SS Honors 0237ENG-0237SS</p> 	<p>Satisfies Sophomore Year English and Social Studies requirements.</p> <p>This course provides an interdisciplinary study of American life, incorporating cultural, social, and political history with literature and the fine arts. A pair of teachers conduct this course using a thematic and a chronological approach. An emphasis is placed on the writing process and the integration of skills into the content material.</p>
<p><b>AP GOVERNMENT &amp; POLITICS</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0220</p> 	<p>This college-level course is for high-ability students. Higher-level reading and academic exercises heighten the workload. This course is designed to provide students with basic information on how the U.S. Government and Constitution work and the study of general concepts used to interpret U.S. Politics. Students will analyze and interpret challenging subject matter, including statistics. Students are encouraged to take the AP examination in May.</p>
<p><b>GOVERNMENT &amp; LAW</b> Semester Block, 1 Credit Academic 0212 Accelerated 0211</p> 	<p>This course studies the Constitution and how the governing institutions in this country operate. Students will explore our system of government at the local, state, and national levels, as well as the rights and responsibilities of citizenship, including voting procedures. The law component of the course deals with our fundamental freedoms and equal justice under the law. Students study landmark Supreme Court cases, our court system, and student rights.</p>
<p><b>AP EUROPEAN HISTORY</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0240 Grade 10-12</p> 	<p>This is a college-level course covering the period from 1450 to 1970. The focus is on studying the period's intellectual, cultural, political, diplomatic, and socioeconomic trends. Students will develop an understanding of the principal themes in modern European history, the ability to analyze historical evidence, and the ability to express that understanding and analysis in writing. Students are encouraged to take the AP examination in May.</p>
<p><b>EUROPEAN HISTORY</b> Semester Block, 1 Credit Accelerated 0241 Grade 10-12</p> 	<p>This course is designed for students interested in history who would like to understand Europe's past to understand the present. Students explore Europe's development from early times to the present through reading, writing, and discussion.</p>

<p><b>YOUTH COURT</b> Semester Block, 1 Credit Unleveled YouthCourt Grade 9-12</p> <div data-bbox="118 310 212 352" data-label="Text"> <p>In-Person Only</p> </div> <div data-bbox="118 359 212 407" data-label="Image"> </div>	<p>Youth Court is a student-run program that transforms student members into leaders within the school. They develop a sense of ownership over their school when they can participate in creating a positive school environment. Students will help other students make better decisions: Youth court relies on positive peer pressure to help individual student offenders interrupt destructive behavior patterns.</p>
<p><b>ECONOMICS</b> Semester Block, 1 Credit Academic 0272 Accelerated 0271 Grade 10-12</p> <div data-bbox="118 709 188 800" data-label="Image"> </div>	<p>This course investigates the US economic system of capitalism and free enterprise, focusing on such basic economic concepts as opportunity, costs, supply and demand, and productivity. Students will explore personal economics and create a budget, invest in the stock market, and run a business. Students will understand more fully the economic world in which they live. This course allows students to become informed and responsible consumers, sellers, investors, savers, and workers.</p>
<p><b>AP Africian American Studies</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0250 Grade 10-12</p> <div data-bbox="118 1150 188 1241" data-label="Image"> </div>	<p>This college-level course offers a rich, source-based encounter with African American experiences. Students will explore key topics ranging from early African kingdoms to contemporary challenges and achievements. Drawing from disciplines including history, literature, the arts, geography, science, and law, students will study the vital contributions and experiences of African Americans and members of Black communities within the broader context of the African diaspora. Students will examine different themes from various perspectives, ultimately choosing a topic of focus for an individual student project to research and present an argument.</p>
<p><b>RACE, ETHNICITY, &amp; GENDER</b> Semester Block, 1 Credit Academic 0282 Accelerated 0281 Grade 10-12</p> <div data-bbox="118 1451 188 1541" data-label="Image"> </div>	<p>This course examines the contemporary significance of race/ethnicity, class, and gender on the educational experience of men and women in the US. Drawing on history, literature, sociology, anthropology, philosophy, and public policy, it considers how public educational institutions empower individuals and simultaneously reproduce social inequalities. As examples, we will examine issues surrounding single-gender education, early childhood rearing practices, culturally relevant teaching, and feminist and critical pedagogies. This course requires candidates to critically examine their educational experiences in relation to privilege associated with class, race, and gender. Throughout the course, we will endeavor to answer the question: What are the possibilities and avenues for change?</p>
<p><b>AP PSYCHOLOGY</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0260 Grade 10-12</p>	<p>This college-level course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will learn about the ethics and methods psychologists use in their science and practice. An emphasis will be placed on the practical knowledge that can be gained from understanding how these psychological factors affect</p>

	<p>daily living. As a result of class discussion, reflection, readings, surveys, experiments, and field trips, the students will gain insights into their behavior and those around them.</p>
<p><b>PSYCHOLOGY</b> Semester Block, 1 Credit Academic 0262 Accelerated 0261 Grade 10-12</p> 	<p>This course is designed to introduce students to Psychology. They will explore the scientific study of the mind and behavior by being introduced to the scientific method and the core ideas and theories of psychology. As a result, students understand the complexities and diversity of human thought and behavior. Topics include the development of personality and identity, mental health, mental illness, and the nature of learning. Students will also examine social institutions and attitudes relating to such topics as race relations, marriage and divorce, sex roles, and religion.</p>
<p><b>FILMS IN US HISTORY</b> Semester Block, 1 Credit Academic 0292 Accelerated 0291</p> 	<p>This course allows students to analyze films through a historical lens. The students will begin each unit by studying different periods and topics in United States History. With a solid grasp of the period or topic, students will analyze films and examine the accuracy or inaccuracy of each represented event. Instead of traditional multiple-choice tests, the class will require students to write film reviews dissecting numerous movies. It will culminate in producing a research paper on a topic of each student's choosing.</p>
<p><b>WOMEN IN WORLD HISTORY</b> Semester Block, 1 Credit Academic 0294 Accelerated 0293</p> 	<p>In this course, students will have the opportunity to study historical women through different themes such as social history, politics, women in conflict, the arts, literature, and pop culture. In each theme, the teacher will present women who impacted and changed the course of history. Instead of traditional multiple-choice tests, the class will require students to write short research papers about many women in world history. It will culminate in producing a research paper on a topic of each student's choosing.</p>
<p><b>SPORTS IN WORLD HISTORY</b> Semester Block, 1 Credit Academic 0296 Accelerated 0295</p> 	<p>In this course, students will analyze sports history. The students will begin each unit by studying different periods of world history. Students will learn about how major sports were created and popularized and how they helped shape the culture of certain countries and the world. Instead of traditional multiple-choice tests, the class will require students to research events important to developing numerous sports in world history. It will culminate in producing a research paper on a topic of each student's choosing.</p>
<p><b>GLOBAL CONFLICTS IN WORLD HISTORY</b> Semester Block, 1 Credit Academic 0298 Accelerated 0297</p> 	<p>This course allows students to analyze major global conflicts in world history. The students will begin each unit by studying different periods and the global conflicts that helped define them. The course will cover wars and clashes between peoples and cultures from early civilizations to today. Instead of traditional multiple-choice tests, the class will require students to write short research papers about several conflicts in world history. It will culminate in producing a research paper on a topic of each student's choosing.</p>




## **SPECIAL EDUCATION DEPARTMENT COURSE OFFERINGS**

Special Education classrooms are designed to improve students' basic skills through an Individualized Education Plan (IEP). Placement is based on the academic evaluation by a Multidisciplinary Team (MDET).





Students in need of special education services will be rostered for courses dictated by their Individualized Education Program (IEP)

## TECHNOLOGY EDUCATION DEPARTMENT COURSE OFFERINGS




Technology Education courses are comprehensive activity-based programs that emphasize the practical applications of academic skills and problem-solving experiences enhanced by technology.



<p><b>WOODWORKING TECHNOLOGY</b>  Semester Block, 1 Credit  Unleveled 0921  Grades 10–12  9th with Assistant Principal Approval  <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div>  </p>	<p>This course introduces students to woodworking techniques, tools, materials, and careers in various industries. The emphasis is on working with portable power tools. Mass production and individual projects are used to develop skills and an understanding of woodworking, production, and design processes. Woodworking is used as a vehicle to understand engineering design and solve problems.</p>
<p><b>WOOD &amp; MATERIALS TECHNOLOGY</b>  Semester Block, 1 Credit  Unleveled 0922  Grades 10–12  9th with Assistant Principal Approval  Prerequisite: Woodworking Technology; Teacher recommendation required  <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div>  </p>	<p>This course is an extension of Woodworking Technology, emphasizing the safe operation and application of machines and processes used in woodworking and other industries. Through the construction of specific products, students learn to use the Engineering Design Loop as a critical method for problem solving and manufacturing.</p>
<p><b>CONSTRUCTION TECHNOLOGY</b>  Semester Block, 1 Credit  Unleveled 0923  Grades 10–12  Prerequisite: Woodworking  <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div>  </p>	<p>This course offers insights into how construction influences individuals both socially and professionally. It delves into the positive and negative impacts of the construction industry, examining its effects on daily life. Emphasizing that construction is a managed system utilizing various resources, students explore how these resources interconnect with and are influenced by construction activities.</p> <p>The Construction Technology course adopts a blended approach, incorporating traditional textbook learning and hands-on experiences. Problem-solving activities are employed to illustrate the application of design and engineering concepts in the construction industry.</p>



<p><b>HOME MECHANICS</b> Semester Block, 1 Credit Unleveled 0932 Grades 10–12</p> <p>In-Person Only</p> 	<p>This course is crafted to educate students on how various systems within a modern home collaborate to create functionality, efficiency, aesthetics, and comfort. Students will acquire foundational understanding and skills necessary for repairing common devices and fixtures in their homes. Emphasizing the importance of being savvy consumers, the course will teach students when to perform DIY repairs and modifications and when it's prudent to enlist professional help.</p> <p>The curriculum starts with constructing house wiring circuits using computer simulation software, progressing to hands-on activities involving real circuits, tools, and components. The course focuses on skill development and hands-on activities in key areas of home maintenance, including electrical work, plumbing, drywall installation and finishing, caulking, and painting.</p>
<p><b>HOME MECHANICS 2</b> Semester Block, 1 Credit Unleveled 0938 Grades 11–12 Prerequisite: Home Mechanics</p> <p>In-Person Only</p> 	<p>Home Mechanics 2 is a hands-on skill development course that is an extension of Home Mechanics 1. Upon completion of this course, students will have the confidence and know-how to make home repairs. Hand tools and power tools, as well as computer simulation design software, will be the focus of this course. Students will develop a basic understanding of blueprints, building codes, house anatomy, advanced wiring, low voltage wiring, drywall installation and finishing techniques, and basic carpentry.</p>
<p><b>ENGINES TECHNOLOGY 1</b> Semester Block, 1 Credit Unleveled 0931</p> <p>In-Person Only</p> 	<p>This course provides an introduction to the basics of designing, understanding, and maintaining 1- and 2-cylinder engines. Students will delve into the components, performance, service, and maintenance of these engines, with a primary focus on troubleshooting and proper repair procedures. The curriculum covers both 2-cycle and 4-cycle engines, and students will engage in hands-on labs working with engines from various manufacturers.</p> <p>The course also includes instruction on tools and equipment, explores potential careers in the field, and examines diverse applications of small engines, particularly in lawn and garden equipment. Electrical systems in these engines will be explored, emphasizing consumer awareness and safety. The STEM (Science, Technology, Engineering, and Mathematics) approach is highlighted, with a significant emphasis on mathematical concepts and measurements.</p>
<p><b>ENGINES TECHNOLOGY 2</b> Semester Block, 1 Credit Unleveled 0933 Grades 10–12 Prerequisite: Engines Technology 1; Teacher recommendation required</p> <p>In-Person Only</p> 	<p>Engines Technology 2 places a strong emphasis on workmanship, craftsmanship, safety, and career insights. Serving as a natural progression from Engines Technology 1, this course delves into systems and the theoretical aspects of automobiles. It is designed as a follow-up for students who have successfully completed Engines Technology 1 and wish to further their education in automotive, small engine, and power equipment repair, potentially leading to a career in these industries.</p> <p>The curriculum in Engines Tech 2 provides detailed coverage of 12 Volt and 120 Volt electrical systems, offering students a comprehensive understanding of these crucial components in automotive and related fields.</p>







<p><b>ENERGY, POWER, AND TRANSPORTATION</b> Semester Block, 1 Credit Unleveled 0926</p> <p>In-Person Only</p> 	<p>This course provides problem-solving experiences in land, sea, and air-based systems of transportation. Students will design, construct, and test a CO2-powered vehicle, a mousetrap vehicle, and various types of rockets. Experiments in sources of energy and electricity will be studied and explored. Drafting, metalworking, and basic woodworking skills will be developed and applied to the design and construction of the various projects.</p>
<p><b>BASIC ELECTRONICS</b> Semester Block, 1 Credit Unleveled 0946</p> <p>In-Person Only</p> 	<p>This is an introductory course in the fundamentals of DC circuits and includes practical hands-on activities, which complement traditional textbook learning. The course explores electrical theory, Ohm's law, series, parallel and complex circuits, product design, breadboarding, and circuit troubleshooting. Basic Electronics supports and enhances students' understanding of physics through real-world applications. Problem-solving and reverse engineering of products complement the course.</p> 
<p><b>CAD (Computer-Aided Design)</b> Semester Block, 1 Credit Academic 0920</p>	<p>This course focuses on imparting essential Computer-Aided Design (CAD) skills to students for problem-solving across various technical disciplines. It is a practical, hands-on course that commences with foundational concepts and progresses to advanced 3D solid modeling. Students engage in projects from diverse fields including electronics, architecture, engineering, and product design.</p> <p>CAD skills are crucial in designing many products available today, and individuals with proficiency in CAD software are in high demand in the current job market.</p> <p>*While it's recommended for students considering Engineering Drawing I to take this class, it's not a mandatory prerequisite.</p>
<p><b>DRAFTING AND DESIGN</b> Semester Block, 1 Credit Academic 0913</p>	<p>This hands-on course is recommended for students with an interest in engineering, architecture, manufacturing, construction trades, art, design, and other technical fields. The course introduces students to the fundamental skills, tools, techniques, and materials of drafting and design. Course activities include technical sketching, machine drawing, multi-view drawing, pictorial drawing, design concepts, architecture, engineering. Students gain experience with traditional drafting tools and computer-aided design (CAD) software.</p>
<p><b>ARCHITECTURAL DRAFTING AND DESIGN 1</b> Semester Block, 1 Credit Accelerated 0914</p>	<p>In this course, students utilize Computer-Aided Design (CAD) software to generate detailed working drawings. The curriculum extends to creating designs for both interior and exterior home spaces, as well as calculating material usage and stress considerations. Through hands-on, project-based activities, students explore occupational trends, design prototypes in specialized fields, and gain familiarity with building codes and requirements. This comprehensive approach equips students with practical skills and knowledge applicable to real-world design and construction scenarios.</p>







<b>ARCHITECTURAL DRAFTING AND DESIGN 2</b> Semester Block, 1 Credit Accelerated 0915 Grades 11–12 Prerequisite: Architectural Drafting 1	A continuation of Architectural Drafting and Design 1 with emphasis on specifications, blueprint reading, and Computer Aided Design. Students will explore real problems from residential and commercial situations culminating with a final project in a specialized field of interest.
<b>ENGINEERING DRAWING AND DESIGN 1</b> Semester Block, 1 Credit Accelerated 0917	<p>This challenging course is recommended for all students planning careers in engineering and related technical occupations. Elements of and preparation for engineering careers are stressed. Students learn drafting and problem-solving techniques used in engineering and manufacturing. Topics include sketching, multi-view drawing, pictorial drawing, sections, pattern development, auxiliary views, structures, fasteners, and working drawing development. Students gain experience with CAD software and computer drawing programs. Problem-solving activities focus on environmental crisis management, product design, and bridge design and construction.</p> <p>*It is recommended but not required that CAD (0920) be taken prior to taking Engineering and Drawing I.</p>
<b>ENGINEERING DRAWING AND DESIGN 2</b> Semester Block, 1 Credit Accelerated 0918 Prerequisite: Engineering Drafting and Design 1 and Teacher recommendation	Students continue to develop and expand skills in problem-solving, design, engineering processes, and computer drafting techniques. Students focus on advanced topics including computer automated manufacturing, robotics, 3D solid modeling, computer-assisted drafting, electronics, manufacturing development, gears, logic programming, working drawings, presentation skills, and career development. Students work in design teams to solve various problems in engineering, build robots, towers, and geodesic domes in a hands-on approach to technology and design.
<b>ROBOTICS PROGRAMMING</b> Semester Block, 1 Credit Accelerated 1374  <div data-bbox="110 1331 212 1434"> <div>In-Person Only</div>  </div>	<p>This course is specifically crafted to integrate robotics design and programming, employing the EDR Cortex VEX systems. Students delve into the intricacies of robotics design, considering factors like mechanical physics, torque, and gear ratios. The primary focus is on programming robots to meet designated design challenges. Utilizing the Easy C language, the course explores the integration of various sensors, including touch, rotational, optical, and ultrasonic. An essential aspect of the curriculum involves writing and testing code for the autonomous programming of a robot. This hands-on and collaborative approach aims to foster a comprehensive understanding of robotics design and programming principles.</p> <p>*Students are strongly encouraged to participate in the VEX Robotics team, providing them with the opportunity to collaboratively solve problems inspired by real-world scenarios.</p> 





## WORLD LANGUAGE DEPARTMENT COURSE OFFERINGS

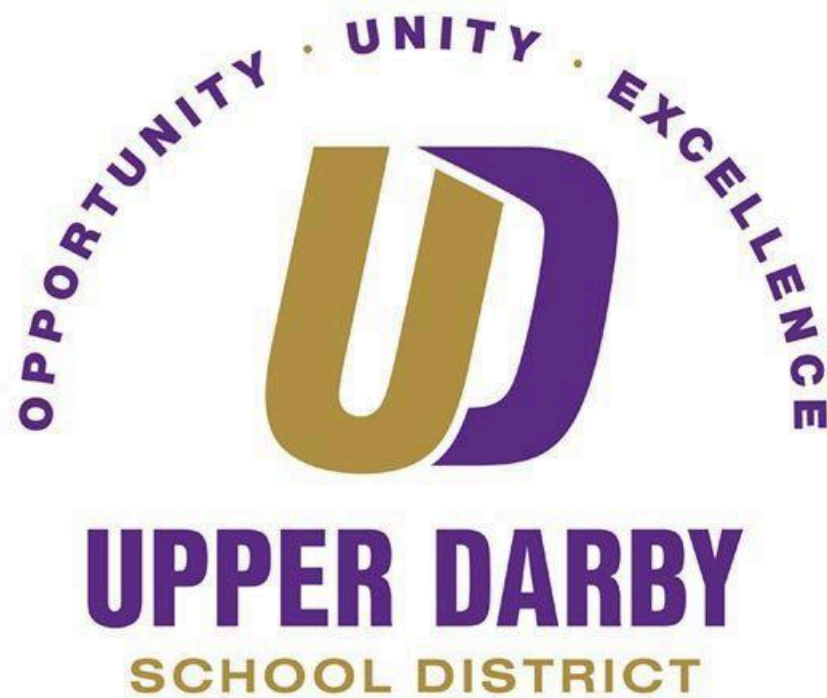
The World Language Program is designed to develop a student's proficiency in understanding, speaking, reading, and writing a language that is not his/her native tongue. Heritage speakers and transfer students are given a placement test for proper placement at the Department's discretion.

The world language sequence for students who completed the middle school program begins with French 2 or Spanish 2. Students without middle school experience must first take French 1, Spanish 1, or Mandarin 1.

<p><b>SPANISH 1</b> Semester Block, 1 Credit Academic 0732 Accelerated 0731</p> 	<p>The listening, speaking, reading, and writing skills previously introduced will be briefly reviewed and then further developed. The topics to be covered include health, vacations and leisure activities, television and movies, going shopping, airplane travel, and daily routines. The present and preterite tenses are featured.</p>
<p><b>SPANISH 2</b> Semester Block, 1 Credit Academic 0736 Accelerated 0735 Honors 0737 Prerequisite: Spanish 1</p> 	<p>This course is for students who have successfully completed Spanish 1. Students will begin to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural situations. The themes covered in Spanish 1 are revisited at a more advanced level and the following topics are added: train travel, eating in a restaurant, holidays, modern technology, staying in a hotel, life in the city and country. The preterite, imperfect, present perfect, future, and conditional tenses are featured. Spanish is used in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study.</p>
<p><b>SPANISH 3</b> Semester Block, 1 Credit Academic 0742 Accelerated 0741 Honors 0740 Prerequisite: Spanish 2 and Teacher Recommendation</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in Spanish and have been successful in Spanish 2. The themes covered in Spanish 2 are revisited at a more advanced level and the following topics are added: Hispanic cooking, health and wellness, life stages, manners and customs, art and literature, and Latin Americans in the US. All indicative tenses are reviewed, and subjunctive mood in all tenses is taught. Spanish is spoken in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study.</p>
<p><b>SPANISH 4</b> Semester Block, 1 Credit Accelerated 0748 Honors 0747 Prerequisite: Spanish 3 and Teacher Recommendation</p> 	<p>Students will continue to develop their proficiency in listening, speaking, reading, and writing Spanish beyond the traditional high school level. The course includes a survey of the regions of the Hispanic world and an introduction to contemporary topics in current publications, videos, and internet materials. The course features the history and culture of all Spanish-speaking countries, literary selections, and current event topics through newspapers, videos, and the Internet. Previously presented grammatical structures are reviewed and enriched. All tenses of the indicative and the subjunctive moods are featured.</p>

<p><b>AP SPANISH 5</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0749 Prerequisite: Spanish 4 and Teacher Recommendation</p> 	<p>Students may be asked to submit a writing sample. This is a course of college-level Spanish that will focus on advanced listening, speaking, reading, and writing skills. Students will interpret a variety of authentic materials including articles, essays, advertisements, videos, radio clips, and literary selections. No English is permitted in the class. This class prepares the student for the AP Examination in Spanish.</p>
<p><b>FRENCH 1</b> Semester Block, 1 Credit Academic 0711 Accelerated 0712</p> 	<p>The listening, speaking, reading, and writing skills previously introduced will be briefly reviewed and then further developed. The topics to be covered include meeting people, family, travel &amp; vacation, daily activities at home, at school, and on weekends, buying clothes, leisure activities, and food and meals. The present tense and the passé composé are featured.</p>
<p><b>FRENCH 2</b> Semester Block, 1 Credit Academic 0716 Accelerated 0715 Honors 0717 Prerequisite: French 1</p> 	<p>Students continue to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural readings and situations. The topics to be covered include family life, holidays and celebrations, eating and shopping for food, daily routine, childhood, leisure activities and vacations, health and wellness, movies, and television. The passé composé, imperfect, future, and subjunctive are featured. French is used in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study.</p>
<p><b>FRENCH 3</b> Semester Block, 1 Credit Accelerated 0721 Honors 0720 Prerequisite: French 2 and Teacher Recommendation</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in French and have been successful in French 2. The topics to be covered include travel, daily routine, leisure activities, geography, ecology, family, and health. The passé composé, imparfait, future, and conditional tenses and the present subjunctive are featured. French is spoken in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study. Teacher recommendation required.</p>
<p><b>FRENCH 4</b> Semester Block, 1 Credit Accelerated 0728 Honors 0727 Prerequisite: French 3 and Teacher Recommendation</p> 	<p>Students will continue to develop their proficiency in listening, speaking, reading, and writing French. The course includes a survey of the literature of the country and an introduction to contemporary topics in current publications, videos, and tapes. French is spoken in the classroom.</p> <p>The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study. Students will continue to develop their proficiency in listening, speaking, reading, and writing French beyond the traditional high school level. This course will prepare students for the Advanced Placement French 5 course.</p>
<p><b>AP FRENCH 5</b> Semester Block + Flex, 1.5 Credits Advanced Placement 0729 Prerequisite: French 4</p> 	<p>Students may be asked to submit a writing sample. This is a course of college-level French that will focus on advanced listening, speaking, reading, and writing skills. Students will read and discuss short stories, poems, and plays; listen to the narration, write compositions, and use French to talk about a wide range of subjects. No English is permitted in the class. This class prepares the student for the AP Examination in French.</p>

<p><b>MANDARIN 1</b> Semester Block, 1 Credit Accelerated 0771</p> 	<p>Students will continue to expand upon their prior knowledge and skills from the prerequisite course and be introduced to additional characters. A focus will be placed on listening and reading skills and will require prior knowledge, inference, and circumlocution.</p>
<p><b>MANDARIN 2</b> Semester Block, 1 Credit Accelerated 0772 Prerequisite: Mandarin 1</p> 	<p>Students continue to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural situations. Longer, more detailed conversations will be required and reading will consist of short newspaper and Internet articles. Current events in China will be discussed.</p>
<p><b>MANDARIN 3</b> Semester Block, 1 Credit Accelerated 0773 Prerequisite: Mandarin 2 and Teacher Recommendation</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in Mandarin and have been successful in Mandarin 2. The topics to be covered include travel, cuisine, shopping, and school life. New sentence patterns and key phrases will be introduced, and students will have frequent practice writing compositions and creating presentations in Chinese. Mandarin is spoken in the classroom.</p>
<p><b>MANDARIN 4</b> Semester Block, 1 Credit Accelerated 0774 Prerequisite: Mandarin 3 and Teacher Recommendation</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in Mandarin and have been successful in Mandarin 3. The topics to be covered include technology, the workplace, education, and Chinese geography. Supplemental readings about political, cultural, and economic issues will be featured as well. New sentence patterns and key phrases will be introduced, and students will have the opportunity to create longer essays and presentations in Chinese. Mandarin is spoken in the classroom.</p>



# **Course Selection Guide School Year 2025-2026**