



# **Course Selection Guide**

*School Year 2020-2021*



**UPPER DARBY**  
SCHOOL DISTRICT

## **COURSE ACCESSIBILITY AND AVAILABILITY**

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

The courses described in the following pages will only be scheduled if there is adequate student enrollment and teacher availability in each course offered. If enrollment is not sufficient or the 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 the needs and wishes of the student body at large. 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 roster every request that he or she makes.

Students who fail courses in the first semester can remediate them 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.

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## GRADUATION REQUIREMENTS

### Class of 2021, & 2022

Course Category	Credits/courses
English	5 credits (4-course minimum)
Social Studies	4 credits
Math	4 credits (3 consecutive courses)
Science	3 credits
Health/Physical Education	2 credits
Reading classes/electives	6 credits
Arts & Humanities	2 credits
<b>Total credits:</b>	<b>26</b>

### Class of 2023 and beyond

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

\*Counselors will assist in making sure students meet all graduation requirements.

\*\*Pending Board Approval Personal Finance courses in math or business can count as a graduation credit requirement for social studies, math, family and consumer science, and business starting with the Class of 2024 (New Business Courses Reviewed during February 2020 Education and Pupil Services Committee Meeting pending Board approval during the March Board meeting).

### **PROMOTION REQUIREMENTS Class of 2021/2022**

**10<sup>th</sup> to 11<sup>th</sup> Grade**

**11 Credit Units**

**11<sup>th</sup> to 12<sup>th</sup> Grade**

**18 Credit Units and projects  
graduation by June.**

### **PROMOTION REQUIREMENTS Class of 2023 and beyond**

**9<sup>th</sup> to 10<sup>th</sup> Grade**

**4 Credits- need to have  
at least 1 Math Credit and  
1 English Credit**

**10<sup>th</sup> to 11<sup>th</sup> Grade**

**10 Credit Units**

**11<sup>th</sup> to 12<sup>th</sup> Grade**

**13 Credit Units and  
project graduation by June**

## **CHOOSING YOUR COURSES**

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 not only an entire year of your high school life but also 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. ROSTER CHANGES NEXT YEAR WILL BE STRICTLY LIMITED TO ONLY THOSE DEEMED ABSOLUTELY ESSENTIAL. COURSE CHANGES WILL BE MADE BASED ON COURSE AVAILABILITY AND ADMINISTRATIVE APPROVAL.

#### **PLEASE NOTE:**

**Parental request 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.

# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

## CORE COURSES

Visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### DIVISION II

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at [ncaa.org/student-athletes/future/test-scores](http://ncaa.org/student-athletes/future/test-scores).

## TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.

### **Core Grade-Point Average:**

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<p style="text-align: center;"><b>DIVISION I</b></p> <p style="text-align: center;"><b>Core-Course Requirement (16)</b></p> <ul style="list-style-type: none"> <li>4 years of English</li> <li>3 years of math (Algebra I or higher)</li> <li>2 years of natural/physical science (1 year of lab if offered)</li> <li>1 year of additional English, math or natural/physical science</li> <li>2 years of social science</li> <li>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</li> </ul>	<p style="text-align: center;"><b>DIVISION I – 2016</b></p> <p style="text-align: center;"><b>Qualifier Requirements</b></p> <p><i>*Athletics aid, practice, and competition</i></p> <ul style="list-style-type: none"> <li>• 16 core courses               <ul style="list-style-type: none"> <li>○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.                   <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul> </li> </ul> </li> <li>• Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).</li> <li>• Graduate from high school.</li> </ul>	<p style="text-align: center;"><b>DIVISION I – 2016</b></p> <p style="text-align: center;"><b>Academic Redshirt Requirements</b></p> <p><i>*Athletics aid and practice (no competition)</i></p> <ul style="list-style-type: none"> <li>• 16 core courses               <ul style="list-style-type: none"> <li>○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul> </li> <li>• Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).</li> <li>• Graduate from high school.</li> </ul>
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### What is Naviance?

Naviance is a college and career readiness platform that helps students connect academic Unleveled 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 all the way to the college application process. The New PA Future Ready Index requires schools to collect data on college and career preparation through the creation of 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 by specific data Compares colleges
- Displays scattergrams and application statistics from UD, giving students an idea of how their numbers compare to those of past acceptances
- Compiles college plans
- Tracks application deadlines and status of submissions
- Details the list of colleges visiting UD and gives students the opportunity 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 across the United States and also gauge their chances of acceptance by comparing personal GPA/ACT/SAT statistics with those of 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

10th, 11th, 12th GRADE STUDENTS MAY CHOOSE FROM THE FOLLOWING ELECTIVE COURSES—See information on the following pages about descriptions of these courses

### Art

#### Semester Blocks

Studio Art (1101)  
 Visual Arts (1102)  
 3-D 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)

#### Year courses

Advanced Art (1191)  
 Advanced Placement Art (1190)  
 Advanced Placement Art History (1193)

### Business

#### Semester Blocks

Introduction to Accounting (0801)  
 Accounting 1 (0802)  
 Accounting 2 (0803)  
 Information Processing (0804)  
 Microsoft Office—*Core Level Training* (0805)  
 Introduction to Business (0814)  
 Marketing (0834)  
 Marketing 2 (0836)  
 Diversified Occupations (0820)  
 Entrepreneurship (0812)  
 Business Law and Management (0813)  
 Hospitality Marketing: Travel and Tourism (0850)  
 Personal Finance and Investing (0840)  
 Personal Finance and Investing (0841)  
 Personal Finance (0842)

#### Year course

Virtual Enterprise (0815)

### Computer Science

#### Semester Blocks

Fundamentals of Web Design (1373)  
 Essentials of Programming (1301)  
 Accelerated Programming (1302)

AP Computer Science Principles (1310)  
 AP Computer Science A(1320)

### English Electives

(Does not satisfy English requirement)  
 Broadcast Journalism 1 (0180)  
 Broadcast Journalism 2 (0183) & (0184)  
 Acting, Drama, & Playwriting (0185)  
 Creative Writing (0182)  
 Verbal SAT Prep & Public Speaking (0186)

### World Languages

#### Semester Blocks

Beginning Spanish (0734)  
 Spanish 1 (0731, 0732)  
 Spanish 2 Honors (0737)  
 Spanish 2 (0735, 0736)  
 Spanish 3 (0741, 0742)  
 Spanish 3 Honors (0740)  
 Spanish 4 (0748)  
 Spanish 4 Honors (0747)  
 Spanish 5 AP (0749)  
 Beginning French (0714)  
 French 1(0711, 0712)  
 French 2 Honors (0717)  
 French 2(0715, 0716)  
 French 3 (0721)  
 French 3 Honors (0720)  
 French 4 (0728)  
 French 4 Honors (0727)  
 French 5 AP (0729)  
 Beginning Mandarin (0770)  
 Mandarin 1 (0771)  
 Mandarin 2 (0772)  
 Mandarin 3 (0773)  
 Mandarin 4 (0774)

### Family & Consumer Sciences

#### Semester Blocks

Pre-School Practicum (1000)  
 Child Development (1001)  
 Introduction to Foods (1011)  
 Nutrition and Wellness (1010)  
 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)

## PE

### Semester Blocks

Strength and Conditioning (0510)  
 Lifetime Activities (0511)  
 Advanced Team Sports (0512)

## Social Studies

### Semester Blocks

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 (0281, 0282)  
 Sports In World History (0295, 0296)  
 Women In World History (0293, 0294)  
 Youth Court (0252)

## Technology Education

### Semester Blocks

Introductory Drafting and Design (0913)  
 Architectural Drafting and Design 1 (0914)  
 Architectural Drafting and Design 2 (0915)

## FRESHMEN MAY CHOOSE FROM THE FOLLOWING ELECTIVES:

## Art

### Semester Blocks

Studio Art (1101)  
 Visual Arts (1102)  
 3-D Sculpture Studio (1111)  
 Ceramics 1 (1113)  
 Art Major 1 (1181)  
 Introduction to Graphics (0936)  
 Photography(0950)

[No Digital Arts for Freshman](#)

## Business

### Semester Blocks

Introduction to Accounting (0801)  
 Accounting 1 (0802)  
 Microsoft Office: Word, Excel & Powerpoint (0804)  
 Introduction to Business (0814)

Engineering Drawing & Design 1 (0917)  
 Engineering Drawing & Design 2 (0918)  
 Computer Assisted Design (CADD) (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)

## Music

### Year course (no audition required)

Chorus (1225)  
 Concert Band (1205)  
 Jazz Fundamentals (1212)

### Semester Block (no audition required)

Piano Keyboard and Theory (1200)

### Year courses (audition required)

Wind Ensemble (1206)  
 Orchestra (1208)  
 Concert Choir (1235)  
 Encore Singers (1238)  
 AP Music Theory(1240)  
 Jazz Ensemble (1213)

## Computer Sciences

### Semester Blocks

Essentials of Programming (1301)  
 Accelerated Programming (1302)  
 AP Computer Science Principles (1310)

## English

### Semester Blocks

Broadcast Journalism 1 (0180)  
 Acting, Drama, & Playwriting (0185)  
 Creative Writing (0182)  
 Verbal SAT Prep & Public Speaking (0186)

## Family & Consumer Science

### Semester Blocks

Food & Nutrition (1011)  
 Contemporary Clothing and Fashion I (1021)

Interior Design (1031)  
Child Development (1001)

**Social Studies**

**Semester Blocks**

Films In World History (0291, 0292)  
Women In World History (0293, 0294)  
Sports In World History (0295, 0296)  
Global Conflicts In World History (0297, 0298)

**Technology Education**

**Semester Blocks**

Woodworking Technology (0921)  
Engines Technology 1(0931)  
Energy, Power, and Transportation (0926)  
Drafting & Design (0913)  
Basic Electronics (0946)

**World Languages**

**Semester Blocks**

Accelerated Spanish 1 (0731)  
Honors Spanish 2 (0737)  
Academic Beginning Spanish (0734)  
Academic Spanish 1 (0732)  
Academic Spanish 2 (0736)

Beginning French (0713)  
Accelerated French 1 (0711)  
Accelerated French 2 (0715)  
Honors French 2 (0717)  
Academic Beginning French (0714)  
Academic French 1 (0712)  
Academic French 2 (0716)  
Beginning Mandarin (0770)  
Mandarin 1 (0771)

**Music**

Year course (no audition required)  
Chorus (1225)  
Semester Block (no audition required)  
Piano Keyboard/Theory (1200)  
Jazz Fundamentals (1212)  
Year courses (audition required)  
Concert Band (1205)  
Wind Ensemble (1206)  
Orchestra (1208)  
Concert Choir (1235)  
Encore Singers (1238)  
Semester Block (audition required)  
Jazz Ensemble (1213)

**CORE COURSE LEVELING**

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 using Unleveled in class 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.**

In order to select courses that are appropriate to ability, please refer to the information below.

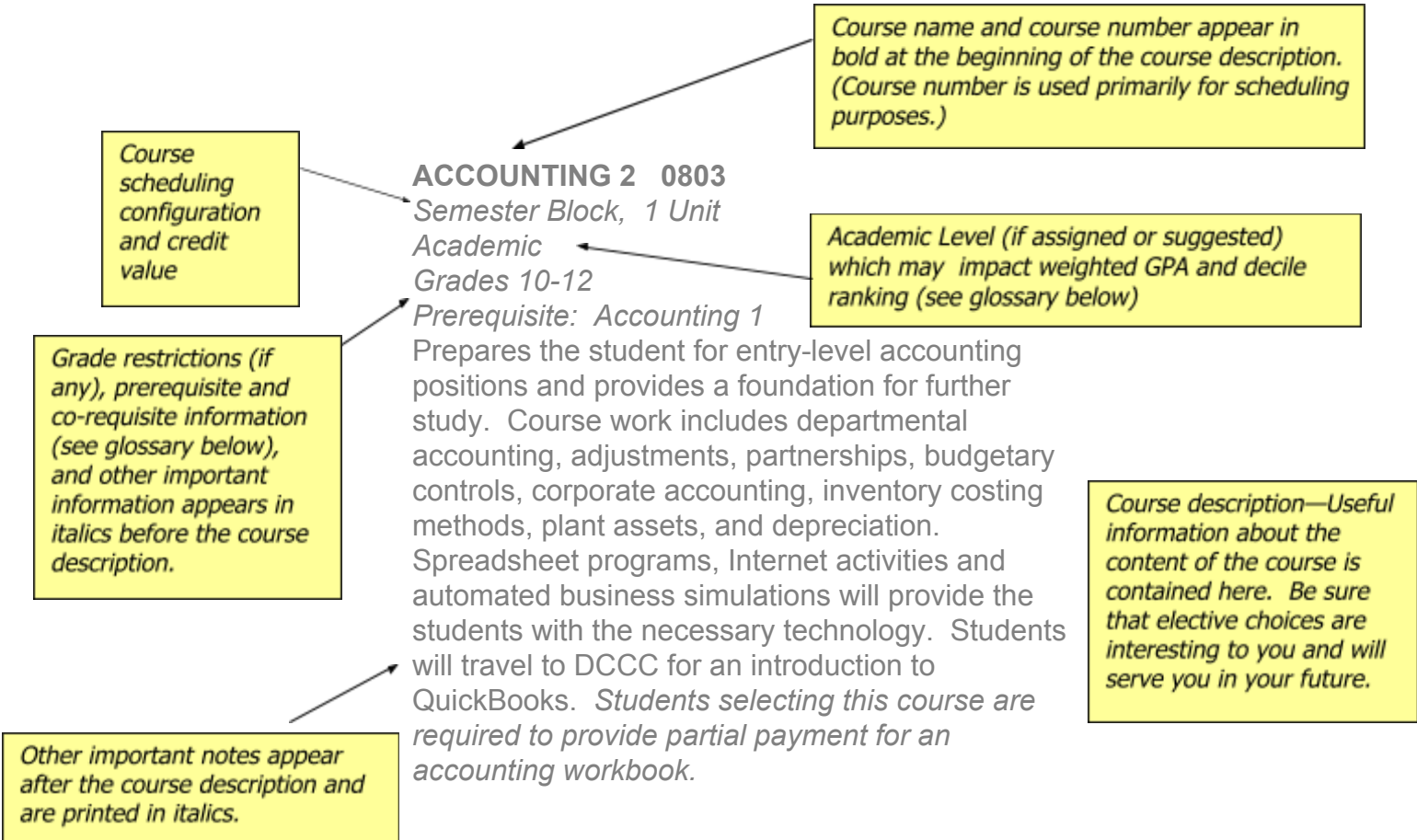
	GENERAL DESCRIPTION	THESE STUDENTS DISPLAY MOST OR ALL OF THE FOLLOWING CHARACTERISTICS:
<p><b>Advanced Placement (AP)</b></p> <p><i>*AP students are expected to meet the demands of college-level work and are encouraged to take the AP exam in May for college credit.</i></p>	<p>Students in AP courses 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</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>

	research papers and reports, and complete a variety of activities and projects. A high level of critical thinking, and writing skills, are required.	
<b>HONORS</b> (H)	<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. 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> </ul>
<b>ACCELERATED</b> (Accel)	<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 (written and verbal) 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</b> (Acad)	<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>• Adequate reading and communication (written and verbal) skills</li> <li>• Adequate 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> <li>• Proficient or Basic Keystone scores</li> </ul>

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### HOW TO READ AND USE COURSE DESCRIPTIONS

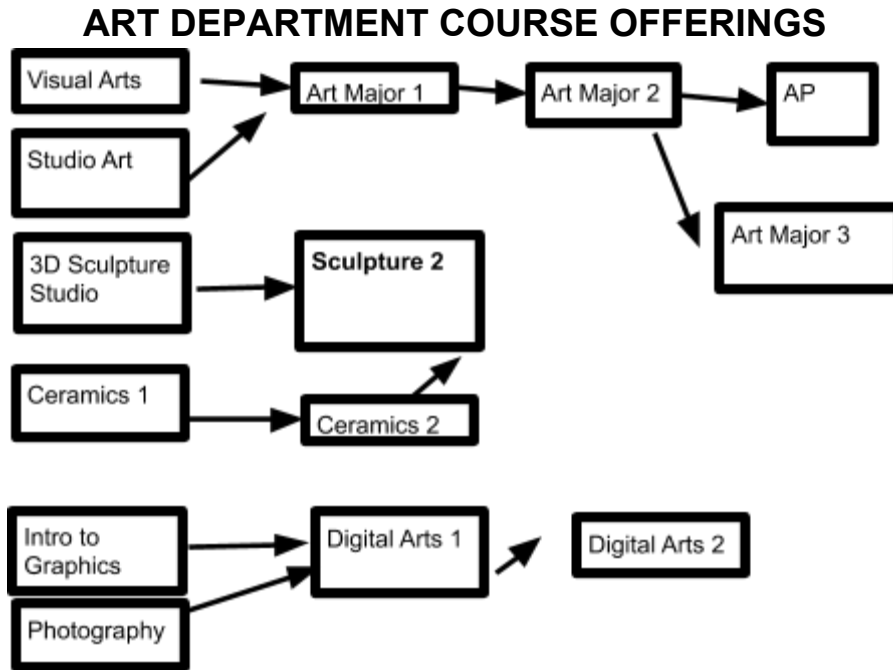
Course descriptions in this guide are designed to provide students, parents, and UDHS staff with all of the information required to make informed decisions about course selection. The various parts of the course description and the information are illustrated with the example course offering below:



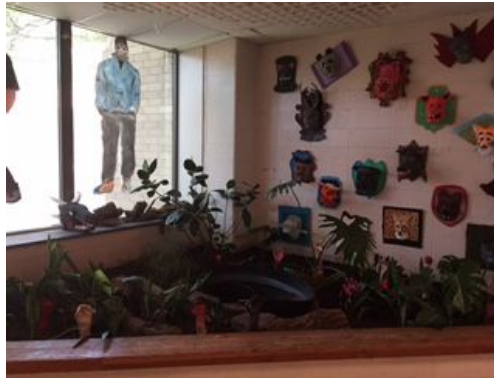
## GLOSSARY

<b>Semester</b>	Upper Darby High School's school 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 February through June.
<b>Block</b>	Each school day is divided into 5 blocks. Generally, students have 4 blocks each semester with classes, with the 5 <sup>th</sup> block devoted to lunch and a music elective, intervention, learning community, or seminar class.
<b>Seminar</b>	Some courses are offered as a "Semester Block + Seminar." A seminar is one period ( $\frac{1}{2}$ of a block) in length and typically is scheduled in the middle of the day (block 3 or block 4). Often, seminars replace a music elective, intervention, learning community and/or lunch in a student's schedule.
<b>Units</b>	Each course is worth a certain number of units. Generally, semester-block courses are worth 1 unit. Courses that are scheduled differently may carry different numbers of units. During each school year, most students are required to roster 8 units worth of courses.
<b>Level</b>	Some courses are offered at different levels of academic difficulty and are designed for students of different abilities. This is most common in "major" courses of English, Social Studies, Science, Mathematics, and World Language. Where "elective" courses include level designations (like the example above), the level indicates the overall difficulty and intensity of the course. Students who have "major" classes that are below the level designated in the description should consult with their counselors to make sure that the course is appropriate.
<b>Unleveled</b>	A course not offered in different ability groups. Not all courses are appropriate for all students, however, your counselor can help you choose courses that are appropriate for you.
<b>Core Course</b>	A course in the following departments: English, Math, Social Studies, Science.
<b>Weight</b>	Each course in our curriculum is assigned a "weight," which represents the academic challenge of the course. The higher the course's weight, the more quality points a student receives for his/her final grade in the course.
<b>Prerequisite</b>	A prerequisite is a course that a student must have COMPLETED before being eligible for another course.
<b>Co-requisite</b>	A co-requisite is a course that does not necessarily have to be completed 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



The Art Department course curriculum is organized in a two-year rotation. Each time a student takes a course, individual projects and areas emphasized will vary. An asterisk (\*) will indicate a course that can be taken ONLY ONCE, two asterisks (\*\*) will indicate a course that may be taken TWICE to provide greater depth of study



**STUDIO ART 1101\*\***  
Semester Block, 1 Unit  
Unleveled

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 an art history timeline. Even-numbered years (ex. 2014-2015) will cover ancient art history to the Renaissance. Odd-numbered years (ex. 2015-2016) will cover the Renaissance to the present. 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. Students may elect this course twice during high school, but not during the same year.



**VISUAL ARTS 1102\***  
Semester Block, 1 Unit  
Unleveled



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 and other techniques, while focusing on self-expression and building self-esteem. Students may elect this course once during high school.



**3D SCULPTURE STUDIO 1111\*\***  
Semester Block, 1 Unit  
Unleveled

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. Students may elect this course twice during high school, but not during the same year.

**CERAMICS 1 1113\***  
Semester Block, 1 Unit  
Unleveled

Students with an interest in ceramics have the opportunity to work in clay for a full 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.



**CERAMICS 2 1114\*\***  
Semester Block, 1 Unit

\*Academic Prerequisite: Ceramics 1  
Teacher recommendation required  
This course is for students who have successfully completed Ceramics 1 and have received a recommendation to hone their skill creating larger and more complex works in clay. Individual students will expand on hand-building techniques, 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.



**DIGITAL ARTS 1 1121\***  
Semester Block, 1 Unit  
Academic

**\*Prerequisite-** Intro to Graphics or Photography  
 This introductory course focuses on introducing the computer as a dynamic design tool. The digital design provides students the foundation of creating on the computer using image manipulation, graphic design visual literacy and the art elements and principles in art composition. Contemporary art history movements will also be studied as they relate to student projects. Students will create visually stimulating works using Adobe Illustrator and Photoshop, as well as sketching and collage.

**DIGITAL ARTS 2 1122\*\***

Semester Block, 1 Unit  
 Academic

**\*Prerequisite:** Digital Arts 1

Teacher recommendation required

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. Students may elect this course twice during high school.

**INTRODUCTION TO GRAPHICS 0936**

Semester Block, 1 Unit  
 Unleveled

This course exposes students to creating designs with technology, as well as hands-on printmaking projects, including exposure to career paths in the Graphic Arts. Students are introduced to Creative Suites software, various printmaking techniques, tools, materials, and processes such as dry-point, silk screen printing, engraving, and introductory desktop publishing (page layout, graphics editing, and design, etc.) Students will use Adobe Photoshop, Illustrator and InDesign as well as, working hands-on in Printmaking Processes to develop a 21st-century design and problem-solving skills necessary in an increasingly visual global community.

**PHOTOGRAPHY 0950**

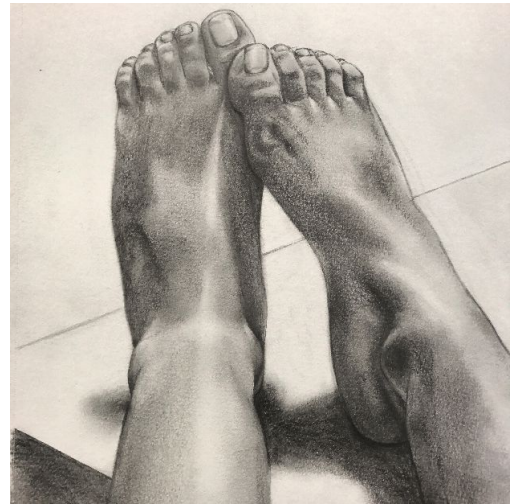
Semester Block, 1 Unit  
 Unleveled

Academic Grades 9-12

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 a variety of 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.

In this course, students develop 21st Century design, visual communication, and problem-solving skills, which are necessary in an increasingly visual global community.



**ART MAJOR 1 (Drawing) 1181\***

Semester Block, 1 Unit  
 Academic

**\*Teacher Recommendation from Middle School or High School Art Teacher**  
 2 Portfolio or Sketchbook entries are required for approval. This course provides a serious art student with the opportunity to draw from observation. Basic art theories focusing on techniques of various media, including but not limited to charcoal, conté crayon, graphite and ink to develop basic skills and tonal variation. Elements of line, tone, form, and composition will be used to develop landscape and perspective, light and shadow of the human form, experimentation of composition and tonal variation. A historical understanding of drawing is also part of the coursework. In-depth practice builds the foundation for further advance studies of art.



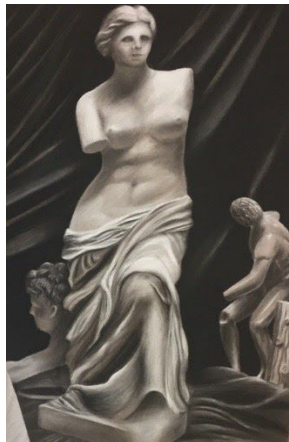
### **ART MAJOR 2 (Design) 1182\***

Semester Block, 1 Unit

Academic

\*Prerequisite: ArtMajor1 or teacher recommendation

This course reintroduces students to the elements and principles of art as they relate to the study of color theory and design. Solutions to design problems utilize historical references and foundation skills to allow for creative outcomes.



### **ART MAJOR 3 (Studio) 1183\*\***

Semester Block, 1 Unit

Academic

\*Prerequisite: Art Major 2 or Art Teacher recommendation

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. Students may elect this course twice during high school in order to further build their portfolio, but not during the same year.

### **ADVANCED ART 1191\*\***



Block, 2 Units

Accelerated

Teacher recommendation, portfolio and juried drawing with artist statements are a prerequisite to acceptance.

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.

### **ADVANCED PLACEMENT ART 1190\*\***

Full Year Block 2 Unit

Teacher recommendation, portfolio and juried drawing with artist statements are a prerequisite to acceptance.

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 is comprised of thirty to thirty-five original works of art, twelve of which must be completed based on a student-developed theme or concentration.



### **SCULPTURE 2 1115**

Semester Block 1 Unit Honors

Teacher Recommendation required.

This course is offered for students who wish to pursue Ceramics/Sculpture /3-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.

### **ADVANCED PLACEMENT ART HISTORY 1193**

Full Block + seminar, 1.5 Units

Teacher Recommendation Required

Advanced Placement Art History is a survey of the developments in artistic creation and architecture 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 lecture, discussion, 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.

## **BUSINESS EDUCATION DEPARTMENT COURSE OFFERINGS**

### **INTRODUCTION TO ACCOUNTING 0801**

Semester Block, 1 Unit

Unleveled

This course introduces students to many of the financial skills necessary to successfully run a household, as well as basic business skills. Topics include writing and recording checks for both business and personal accounts, including reconciling checking accounts; banking, including selecting an account, and depositing and withdrawing funds; budgeting for individuals, families, and businesses; and activities encountered in cashiering, retail sales, purchasing and payroll. The course provides an excellent foundation for Accounting 1 and may not be taken by students who have passed Accounting 1.

### **ACCOUNTING 1 0802**

Semester Block, 1 Unit

Academic

Grades 9-12

This course provides an understanding of basic accounting concepts in preparation for employment or further study. The student learns to classify and record financial information. Upon completion of the course, the student should be able to maintain a set of books for a service business organized as a proprietorship and for a merchandising business organized as a partnership. The student should also have acquired life skills for personal business use. The course will also include spreadsheet applications and Internet activities.

### **ACCOUNTING 2 0803**

Semester Block, 1 Unit

Accelerated

Grades 10-12

Prerequisite: Accounting 1

This course prepares the student for entry-level accounting positions and provides a foundation for further study. Coursework includes

departmental accounting, adjustments, partnerships, budgetary controls, corporate accounting, inventory costing methods, plant assets, and depreciation. Spreadsheet programs, Internet activities and automated business simulations will provide the students with the necessary technology.

### **MICROSOFT OFFICE: WORD, EXCEL & POWERPOINT 0804**

Semester block, 1 Unit

Unleveled Grades 9-12

This course is a foundational course for every subject, not exclusive to business subjects. This course provides proper keyboarding techniques on the computer. The touch-typing method is strongly emphasized. The course is designed for every student's computer needs. Students will create documents using Microsoft Office, an integrated software package for word processing (Word) and spreadsheet (Excel).

### **MICROSOFT OFFICE—Core Microsoft Certification 0805**

Semester Block, 1 Unit

Accelerated

Grades 10-12

Prerequisite: Microsoft Office

Teacher recommendation required

In this challenging course, students will be trained on the industry-standard Microsoft Office Professional software package, which includes Word, Excel, PowerPoint, and Access. 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 in the Business Department's approved Microsoft Authorized Testing Center.

### **ENTREPRENEURSHIP 0812**

Semester block, 1 Unit

Accelerated

Grades 9-12

This course promotes awareness of small business ownership and its importance in our economy by introducing the concept of entrepreneurship vs. business management, entrepreneurship as a career path, and a realistic framework for starting a business. Students will research and create a real product or service, which will then be sold in the local community. All profits will be donated to a

charity chosen by the students. Extensive use of Microsoft Office is utilized in this class, so students should be familiar with this program.

### **BUSINESS LAW AND MANAGEMENT 0813**

Semester Block, 1 Unit

Academic

Grades 10-12

This course provides students with an understanding of how laws affect businesses, the elements of an enforceable contract, how to avoid bad contracts, and remedies available when contracts are broken. Management decisions are discussed with regard to human resources, job descriptions, and employment. Students examine the advantages and disadvantages of business organization: the sole proprietorship, the partnership, and the corporation. Students will use the Internet to gather information for research projects.

### **INTRODUCTION TO BUSINESS 0814**

Semester Block, 1 Unit

Unleveled Grades 9-12

Prerequisites: None (students who have taken Marketing, Marketing 2, Entrepreneurship should not enroll in this class.)

This course is designed to introduce students to many different areas of business. The fundamentals of entrepreneurship, management, marketing, and the general economy will be introduced. Additionally, money management and risk management will be taught in order to help students become educated and aware consumers. Word processing, spreadsheets, and the Internet will be used as resources to explore the ever-changing world of business. Students considering a career in business will learn about the various career paths available to them. While many of the subjects offered through the Business Education Department are reserved for 11<sup>th</sup> and 12<sup>th</sup> graders, this is an opportunity to learn about business early in high school.

### **MARKETING 0834**

Semester Block, 1 Unit

Academic

Grades 9-12

This course is designed to offer students an opportunity to gain an understanding of the many positions available in marketing. Students will gain a business background while studying the various areas of marketing: fashion

merchandising; financial services marketing; hospitality and tourism; advertising and visual merchandising; retail merchandising; and entrepreneurship. Computer-based learning activities in databases, spreadsheets, word-processing and multimedia presentations including the Internet will be applied to marketing material. Students will also have the opportunity to explore careers and develop leadership training through participation in DECA, an association of marketing students. DECA participation provides an opportunity to travel to leadership conferences and competitions. This course is required for participation in Business Co-op in order to be placed in a marketing job.

### **MARKETING 2 0836**

Semester Block, 1 Unit

Accelerated

Grades 11 and 12 only

Prerequisite: Marketing (0834)

This course offers advanced study for serious marketing students in marketing functions of buying, selling, finance, management, promotion, product and service planning, and distribution as they relate to careers in Merchandising, Finance, Sports & Entertainment Marketing, Hospitality/Tourism, Services Marketing, and Management. Students will gain a comprehensive understanding of marketing and business in order to pursue post-secondary studies in business administration. Computer technology in databases, spreadsheets, word-processing and multimedia presentations along with the Internet will be applied to marketing material. Students will also have the opportunity to explore careers and develop leadership training through participation in DECA, an association of marketing students. DECA provides an opportunity to participate in Marketing conferences and competitions on the local, state and national levels.

### **PERSONAL FINANCE AND INVESTING**

Semester Block, 1 Unit

Accelerated (0841) Honors (0840)

Grades 9-12

This course helps prepare students for the challenges they will face, living in our complex capitalistic society after high school. This course, with its major emphasis on financial planning, saving, and investing, teaches students how to prepare for their financial future now at an early age. Some of the topics

covered include saving for the future, managing investments, investing in stocks, bonds, mutual funds, real estate, futures, and options, as well as retirement and estate planning. Using the Business Education Department's computer labs, students will also learn how to invest in their own children's future as parents. Personal family budgeting and investment analysis will be aided by the use of Microsoft Excel and various financial Internet sites including Yahoo Finance.com. Students in this course will have the option of purchasing the paperback textbook used in the course. This challenging course is recommended for all students regardless of future educational and career plans. Sophomores will be considered after counselor recommendation and teacher approval.

### **PERSONAL FINANCE (0842)**

Semester Block, 1 Unit

Academic

Upon completing this course, students will be able to make wise decisions related to managing personal finance, building earning capacity, protecting assets, and adapting to unexpected events. Students will discuss and apply sound financial decision making principles through the many stages of their life, and exhibit mindful money management behaviors that benefit themselves and their families. A solid understanding of personal finance helps ensure a successful and prosperous future.

### **HOSPITALITY MARKETING: TRAVEL AND TOURISM 0850**

Semester Block, 1 Unit

Academic

Grades 11 and 12 only

Prerequisite: Strongly recommend Marketing 1

This course is designed as an introduction to the exciting hospitality industry. Students will be introduced to various segments of the hospitality industry including hotels and resorts, airlines, restaurants, convention centers, sports, travel agencies, and more. Marketing, management, and pricing strategies required for success in the travel and tourism industry will be examined. Guest speakers may enhance this course with information about the industry and possible careers. Students will regularly use the internet as a resource tool to explore the exciting world of hospitality. Additionally, computer-based learning activities in spreadsheets, databases,

and word processing will be applied to hospitality lessons.

## CAREER AND TECHNICAL EDUCATION

The Upper Darby School District participates in career and technical education with the Delaware County Technical Schools. Each course is an extension of the high school program, and elective units towards high school graduation will be awarded. The courses are scheduled on a half-day basis. Career and Technical Education 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.

### **COSMETOLOGY 1610**

Full-Year, Double-Block, 4 units, Unleveled  
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 a certified cosmetologist and enter the workforce in any salon. The upfront cost is

approximately \$375.00 with possible added expenses as the year progresses.

### **DELAWARE COUNTY TECHNICAL SCHOOLS AM Session (1601), PM Session (1602)**

Full-Year, Double-Block, 4 units, Weight 3  
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.

### **School of Construction Technology**

- **Building Trades**— 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.

- **Carpentry**— 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.
- **Electrical Construction Technology**— 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.
- **Heating, Ventilation and Air Conditioning**—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 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 a second-year apprentice.

- **Environmental Landscape & Equipment Operations**—DCTS is preparing students for the growth of a new generation of careers dedicated to environmental sustainability. From building ponds to caring for plants in the school's on-site greenhouse, students experience hands-on design, construction, and installation. Through projects such as Ball and Burlap, students learn to manage a tree nursery for the community. Students gain valuable experience operating professional equipment used in landscape construction, horticulture and turf management industries.

#### **School of Logistics, Distribution, & Transportation**

- **Automotive Technology**—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.
- **Collision Repair Technology**—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. Using state-of-the-art equipment, students are taught MIG welding/cutting, metal repair, corrosion protection, masking, refinishing, undercoating, and unibody inspection. 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.

- **Logistics & Inventory Management**—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. Students operate a distribution center servicing the Southeast Delco School District. Upon completion, students will have the necessary skills to obtain an entry-level position in the field.

### School of Health & Bioscience

- **Health Sciences**—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.
- **Emergency and Protective Services Program**—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. Units 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.
- **Medical Careers “Where the Hospital becomes the Classroom”**- 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 health-care industry.
- **Dental Technology**- Students who enroll in the Dental Technology 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.

### **School of Hospitality, Tourism, & Human Services**

- **Cosmetology**—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 a salon professional. 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.
- **Culinary Arts and Hospitality**—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 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.
- **Culinary Arts & Food Service Management**- This program prepares students for culinary arts management fields. Students are taught food preparation, front-of-the-house management, inventory control, safety, sanitation, and business management skills. The use of hand tools

and instruction on culinary vocabulary take place on a daily basis. Students receive instruction in culinary math and the skills needed to organize and operate a successful facility. Students prepare soups and sauces, breakfast entrées, sandwich production, pies, cakes, yeast-raised products, entrée preparation, international dishes, vegetable preparation, proper garnishing, salads, and dressings. DCTS students have won state and national foodservice and preparation 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. The majority of our students graduate from college with Associate Degrees in Culinary Arts or Baking and Pastry Arts and many continue on to earn their bachelor' Degree in Food Service Management.

- **Early Childhood Education**— 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.

### **School of Engineering & Computer Science**

- **Engineering Technologies**- In the Engineering Technology program students will learn two skill sets that will prepare them for high-demand, life-sustaining, STEM careers in the engineering, welding & fabrication fields. Instruction includes, but is not limited to, safety, ethics, power, problem-solving, teamwork, drafting CAD, automated systems, fundamental electronics, welding, sheet metal fabrication,

and manufacturing systems. The engineering component will prepare college-bound students for advanced studies. Students primarily on the welding & fabrication track will enter the workforce competitively equipped with the ability to read and draw detailed blueprints. Students will be given opportunities to work with various materials and will be expected to use both skill sets to complete projects. At program completion, students will know how to apply engineering concepts and meet project requirements, while being conscious of the needs and demands of workers.

- **Computer Networking & Digital Forensics-** 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.

- **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.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11 and 12</b>
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Core: English 9 (Honors, Accel or Academic)	Core: -American Literature or American Studies (Honors, Accel, or Academic) -AP Language and Composition	Core (choose one each year from the list below): -African American Literature (Honors, Accel, Academic) -AP Language and Composition -AP Literature & Composition -British Literature (Honors, Accel) -English Skills & Composition (Academic) -Humanities (Accel, Academic) -Modern Literature (Accel, Academic) -Writing & Rhetoric (Accel)
Electives: -Broadcast Journalism 1 -Creative Writing -Acting, Drama, & Playwriting	Electives: -Broadcast Journalism 1 -Verbal SAT Prep & Public Speaking -Creative Writing -Acting, Drama, & Playwriting	Electives: -Acting, Drama, & Playwriting -Broadcast Journalism 2 (semester or full year) -Creative Writing -Verbal SAT Prep & Public Speaking -Writing & Rhetoric

\*If the course is taken as an ELECTIVE, it will not count as an ENGLISH credit

**ENGLISH 9/RESEARCH AND WRITING  
Full Year BLOCK,  
1 Unit English Req /1 Unit Elective  
Honors(0100/0105) Accelerated (0101/0103)**

Reading assignments will be frequent and demanding. Students' responses to the literature will be expected to go beyond the literal or the emotional. Assignments of a formal nature, i.e. literary analysis, should be expected. Several major literary periods will be featured, from the epic poetry of the ancient Greeks to the realistic novels of the twentieth century, poetry, short fiction, and drama. Nonfiction selections will be read and will occasionally serve as prompts for composition. Various forms of writing, especially those forms prominently featured in the Keystone tests, will be assigned periodically. Formal research techniques and practice will be integrated into the curriculum as well. Language study and vocabulary building will be major components of the accelerated coursework. Nightly homework should be expected. The accelerated student should be prepared for the academic challenges of a rigorous curriculum.

**Freshman Research & Writing**

**Course Description:**

This portion of the course is WRITING INTENSIVE, and designed to help students master the writing and analysis skills necessary to succeed on the high school level. It is paired with Freshman English 9, with study in one course complimenting 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 a variety of modes of writing, and will be expected to produce their own pieces in response to the course readings as well as 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. Grammatical skills will be addressed and remediated as necessary through the writing process.

**ENGLISH 9/RESEARCH AND WRITING  
Full Year BLOCK,  
1 Unit English Req /1 Unit Elective  
Academic (0102/0104)**

This extended course is of paramount importance to the incoming high school student. A good foundation in this freshman course will help the student beyond the English curriculum. A variety of literary forms will be studied: 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. Students will be presented with ample work in grammar, usage, and punctuation. Vocabulary study will be an integral part of their coursework as well. The course will also require that students learn effective research techniques as they prepare a research paper. Oral presentations will give the students an opportunity to develop good speaking and listening skills. Homework should be expected.

This WRITING INTENSIVE course is designed to help students master the writing and analysis skills necessary to succeed on the high school level. The course is paired with Freshman English 9, with study in one course complimenting 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 a variety of modes of writing, and will be expected to produce their own pieces in response to the course readings as well as 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. Grammatical skills will be addressed and remediated as necessary through the writing process.

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### **AP ENGLISH LANGUAGE & COMPOSITION 0123**

Semester Block + Seminar, 1.5 units  
This course is in preparation for the Advanced Placement (AP) Language and Composition exam taken in the first week of May. The purpose of this

course is 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. Over the span of the course, students will engage with challenging college-level material. Students will be expected to interpret an author's use of 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 a variety of 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 the drafting and revising process, and reflect critically upon their own writing. Overall, the course seeks not only to improve a student's critical literacy skills but also facilitate their journey towards informed citizenship.

### **HONORS AMERICAN LITERATURE 0120**

Semester Block, 1 Unit

Prerequisite: English 9

This challenging course is for high ability juniors, focusing on American Literature from the Colonial Period to the present. Reading assignments will be frequent and rigorous. 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. Oral assignments, class discussions, and group projects will form an integral part of the course. Nightly homework should be expected.

### **AMERICAN LITERATURE 0121, 0122**

Semester Block, 1 Unit

Accel (0121), Acad (0122)

Prerequisite: English 9

Note: Students who have taken American Studies may not take American Literature, as material overlaps. This course satisfies the sophomore English requirement. This course is a chronological look at American writings from the Puritan period to the present. Students will examine how American writers have represented and interpreted the American experience through their works.

### **HONORS AMERICAN STUDIES 0237ENG and 0237SS**

Semester Block, 2 Units, 2 blocks/day

Prerequisite: English 9

Satisfies Sophomore Year US History and English requirements.

This interdisciplinary course is designed to challenge the academically talented and motivated student. This course will cover the same material as American Studies, but in greater depth and detail with an emphasis on writing. The required reading in both English and Social Studies is extensive and challenging. Nightly homework should be expected.

**AMERICAN STUDIES 0221ENG-0221SS,  
0222ENG-0222SS,**

Semester Block, 2 Units, 2 blocks/day  
Accel (0221), Acad (0222)

Prerequisites: English 9

Satisfies Sophomore Year 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 both a thematic and a chronological approach. An emphasis is placed on the writing process and the integration of skills into the content material. Homework should be expected.

**AP ENGLISH LITERATURE & COMPOSITION  
0130**

Semester Block + seminar, 1.5 Units

Prerequisite: English 9

This course is a preparation 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-day. 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 in addition to 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. AP students should be fully prepared to be challenged by the rigorous demands of this course.

**BRITISH LITERATURE 0131, 0132**

Semester Block, 1 Unit

Honors/Accelerated

Prerequisite: American Literature

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. This course satisfies an English unit or Humanities elective.

**MODERN LITERATURE 0141,0142**

Semester Block, 1 Unit

Accel (0141), Acad (0142)

Prerequisite: American Literature

Modern Literature is an examination of works that reflect social, political and economic 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 historic and contemporary events as a backdrop which 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 articulating the themes through written and verbal expression.

**AFRICAN AMERICAN LITERATURE 0160,  
0161,0162**

Semester Block, 1 Unit

Honors(0160), Accel (0161), Acad (0162)

Prerequisite: American Literature

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 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. Students taking this course should expect a rigorous reading schedule and a multi-draft writing schedule, especially at the Honors and Accelerated levels.

**HUMANITIES 0171,172**

Semester Block, 1 Unit

Accel (0171), Acad (0172)

Prerequisite: American Literature  
Satisfies graduation requirements in English.  
This 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. This course is a college preparatory course for motivated students. Students selecting this class should be prepared for a variety of challenging assignments, including a rigorous reading schedule of classical literature, listening to and examining great works of music, and examining fine art, all in a historical context.

### **WRITING & RHETORIC 0181**

Semester Block, 1 Unit

Accelerated

Prerequisite: American Literature

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.

### **ENGLISH SKILLS AND COMPOSITION 0152**

Semester Block, 1 Unit

Acad (0152)

Prerequisite: American Literature

This course is structured in thematic units. Each unit will be comprised 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 expression. Communication skills will be taught with the goal of improving personal writing styles in the context of college writing requirements as well as in-class presentations. The development of reading comprehension skills will be achieved 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 the creation of cover letters and résumés, job search skills, and interviewing techniques. The student will hear presentations by several area post-secondary schools and will participate in mock interviews with volunteer members of the Upper Darby business community.

### **SPECIAL INTEREST ENGLISH ELECTIVE**

#### **BROADCAST JOURNALISM 1 0182**

0182—Semester Block, 1 Unit

Accelerated

This course satisfies the requirement in Arts and Humanities but does not count as an English graduation requirement.

Students will learn the practical, aesthetic, research, legal, ethical and technical aspects of journalism. They will research informational texts, analyze and interpret nonfiction writing, investigate current events both 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. There will be a series of video projects that 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.

#### **BROADCAST JOURNALISM 0184, 0183**

0184—Semester Block, 1 Unit,

0183—Year course, 2 Units

Accelerated

Prerequisite: Broadcast 1

Note: This course counts purely as an elective. English teacher recommendation required. This course is run in conjunction with the Media Services Dept. under the direction of Mr. Wismer, whose recommendation is also required.

This class is for the motivated and active learner. 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 actual production of the daily school broadcast of Upper Darby Update.

### **CREATIVE WRITING 0182**

Semester Block 1 Credit

Unleveled

Prerequisite - 9th grade English or teacher recommendation

This course satisfies the requirement in Arts and Humanities but does not count as an English graduation requirement.

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 will have the opportunity to 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. The ability to invent, to use class time effectively, and to meet deadlines will assure students' success.

### **ACTING, DRAMA AND PLAYWRITING 0185**

Semester Block, 1 Credit

Unleveled

Prerequisite: English 9 or teacher recommendation

This course satisfies the requirement in Arts and Humanities but does not count as an English graduation requirement.

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, as well as 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, as well as traditional and contemporary plays, will be studied, analyzed, and acted out.

### **PUBLIC SPEAKING/VERBAL SAT PREP 0186**

Semester Block 1 Credit

Prerequisites: American Literature

This course satisfies the requirement in Arts and Humanities but does not count as an English graduation requirement.

This elective 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 with a focus on vocabulary skills, basic grammar, and literary analysis. The second marking period will be devoted to learning and mastering public speaking skills. Students will be expected to be active participants in the course.

## **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 American culture. 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.

### **ENGLISH LEARNERS (EL):**

**1401/1402/1403/1451/1452/1453 - Level 1**

English Language Proficiency Levels

Entering/Beginning (Levels 1) 1 Unit, Unleveled

Teacher recommendation and testing required

The EL course of study is designed to develop the EL student's fluency and literacy in English in order to facilitate his/her inclusion in the American classroom. After initial testing, the

individual's needs are diagnosed, and the student is placed in a proper study group where he/she receives intensive instruction in listening, speaking, reading and writing. 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.

### **EL ENGLISH 1:**



1409 A/B Proficiency Level 1  
 1410 A/B Proficiency Level 2  
 ('A' = semester 1 and 'B' = semester 2)  
 Unleveled  
 Full-Year Block, 2 Units for semester A and B  
 This course is for proficiency level (1-2) EL 9th and 10th graders. The course curriculum with additional language support, adaptations, and modifications for EL students.

**EL ENGLISH 2: 1411 A/B**  
 ('A' = semester 1 and 'B' = semester 2)

*Unleveled*  
*Full-Year Block, 2 Units for semester A and B*  
 This course is for proficiency level (3-4) EL 9th and 10th graders. The course curriculum contains additional language support, adaptations, and modifications for EL students.

**EL ENGLISH 3: 1460 A/B**  
 ('A' = semester 1 and 'B' = semester 2)

*Unleveled*  
*Full-Year Block, 2 Units for semester A and B*  
 This course is for proficiency level (2-4) EL sophomores. The course curriculum is closely aligned with American Literature, with additional language support, adaptations, and modifications for EL students.

**EL ENGLISH 4: 1461 A/B**  
 ('A' = semester 1 and 'B' = semester 2)

*Full-Year Block, 2 Units for semester A and B*  
*Unleveled*  
 This course is for proficiency level (2-4) EL juniors. The course curriculum is closely aligned to American

Literature, with additional language support, adaptations, and modifications for EL students.

**EL ENGLISH 5: 1470 A/B**  
 ('A' = semester 1 and 'B' = semester 2)

*Unleveled*  
*Full-Year Block, 2 Units for semester A and B*  
 Teacher recommendation required  
 This course is for EL seniors (proficiency levels 2-4). It follows a curriculum that focuses on communicative and literacy skills, preparing the students for life after high school.

**EL INTERVENTION COURSES**

**EL SEMINAR: 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. These courses are scheduled during the intervention/enrichment periods only.

**EL SKILLS: 1404/1454**

Semester Period, .5 Unit  
 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.

**EL CONTENT AREA**

**EL ALGEBRA READINESS 1413A**

*Full-Year Block, 2 Units*  
*Unleveled*  
 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. This course is taught by a Math teacher supported by an EL teacher.

**EL ALGEBRA 1A: 1413B**

Semester Block course, 1 Unit  
 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.

**EL ALGEBRA 1B: 1414A**

Semester Block course, 1 Unit  
*Unleveled*  
 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.

**EL ALGEBRA 2: 1415**

Full-Year Block, 2 Units

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.

**EL BIOLOGY 1433**

Semester Block course, 1 Unit

Unleveled

This course is designed for ELL students to access the core curriculum in Biology while receiving additional language support, adaptations, and modifications for EL students. This course is co-taught by an EL teacher and a Biology teacher.

**EL ANATOMY 1463**

Semester Block course, 1 Unit

Unleveled

This course is designed for ELL students to access the core curriculum in Anatomy while receiving additional language support, adaptations, and modifications for EL students. This course follows the model of Sheltered Instruction for ELL students.

**EL GOVERNMENT & LAW: 1432**

Semester Block course, 1 Unit

Unleveled

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.

**EL US HISTORY: 1435**

Semester Block course, 1 Unit

Unleveled

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. Students are provided with the opportunity to work on computers to complete work under the guidance of teachers. This course follows the model of Sheltered Instruction for EL students.

**PEER TUTORING**

**EL CONTENT AREA TUTOR: 0698**

Semester Block, 1 Unit

As a volunteer 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.

**EL SEMINAR TUTOR: 0699**

Semester Period, .5 Unit,

As a volunteer tutor, you will work with students individually to help to reinforce vocabulary, concepts, and comprehension skills EL students will have learned in class.

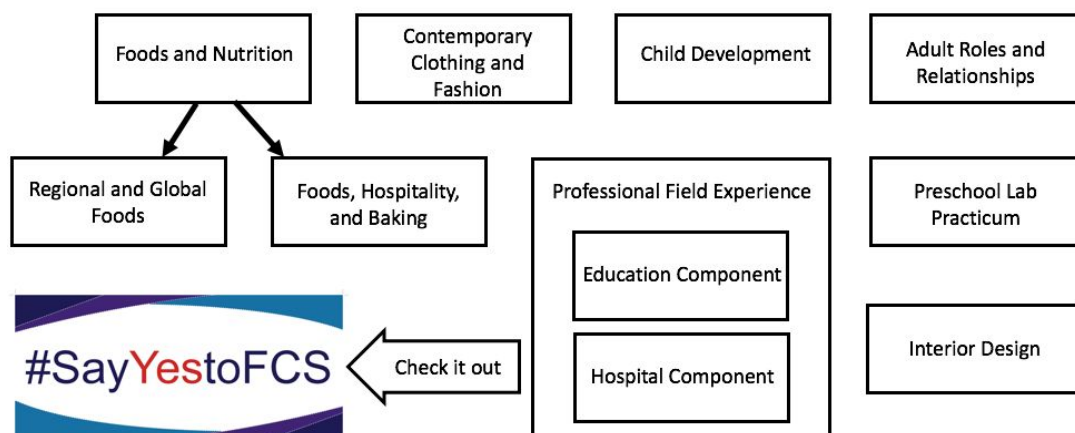
**EL PEER TUTORING 1499**

Semester Block, 1 Unit, Academic

Instructor recommendation required

As a volunteer English Language Learners tutor, you will help newly arrived foreign students learn to speak English and become acquainted with American customs and culture, will design teaching materials, and will serve as the teacher's aide in EL. See the EL instructor in Room 214 with your course card for the teacher's signature.

## FAMILY & CONSUMER SCIENCE COURSE OFFERINGS



The Family and Consumer Sciences department offer 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.

### FOODS & NUTRITION 1011

Semester Block, 1 Unit

Unleveled

Students will learn the principles of all types of foods, utensils, and equipment use, kitchen safety, sanitation, nutrition, and food preparation techniques. Consumer skills, environmental issues, food science, and career opportunities are explored.

### REGIONAL AND GLOBAL FOODS 1012

Semester Block, 1 Unit

Unleveled

Prerequisite: Foods & Nutrition

The customs and cuisine of many regions of the United States are investigated and sampled. In addition, appetizers, salads, soups, entrees, specialty yeast bread, and fancy desserts are prepared using gourmet techniques and advanced culinary skills. Computer and Internet research will be incorporated.

### FOODS, HOSPITALITY, and BAKING 1013

Semester Block, 1 Unit

Unleveled

Prerequisite: Foods & Nutrition

Teacher recommendation required

Students will learn about and prepare for careers in the foodservice and hospitality industries, and for entrance to culinary schools and food establishments. 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.

### CONTEMPORARY CLOTHING AND FASHION 1021

Semester Block, 1 Unit

Unleveled

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. Students must provide and purchase all their own materials for two sewing projects. For convenience, a fee will be collected by the teacher to purchase materials for each student who is unable to purchase his/her own.

### INTERIOR DESIGN 1031

Semester Block, 1 Unit

Unleveled

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.

### **CHILD DEVELOPMENT 1001**

Semester Block, 1 Unit

Unleveled

This course focuses on parenting skills and development from conception to age two. 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. Computer research will be used throughout this course.

### **PRESCHOOL PRACTICUM 1000**

Semester Block, 1 Unit

Accelerated

Grades 11 and 12 only

There are no prerequisites for this class.

Students who request this course requires administrative approval.

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. Parenting skills are learned in seminar classes and practiced in the nursery school lab. This course helps prepare students for future roles as parents and teachers.

### **ADULT ROLES AND RELATIONSHIPS 1041**

Semester Block, 1 Unit

Unleveled

Grades 11 and 12 only

Skills for independent living and for developing work and personal relationships are studied. Decision-making techniques are applied to career choice, housing, money management, car buying, dating, marriage, aging, and stress management.

### **PROFESSIONAL FIELD EXPERIENCE 1051, 1053**

Semester Block, 1 Unit

Academic

Grade 12 only

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. Various topics will be covered each week using the computer as a learning tool. Students must apply and be accepted into this program. Good attendance, character, and academic standing are essential. Weight 1 will require advanced course work. The areas most commonly pursued are described below:

#### **Hospital Component 1051**

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 Delaware County Memorial Hospital. 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.

#### **Education Component 1053**

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. Students must provide their own transportation to and from the work experience. Child Abuse clearances are required.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT OFFERINGS

### Class of 2020, 2021, and 2022

Must take:  
PE 1  
PE 2

After completing PE 2, students may take Advanced Team Sports, Lifetime Activities, and/or Strength & Conditioning to fulfill elective requirements.

### Class of 2023

Must take:  
Core PE course

After completing PE course, students may take Advanced Team Sports, Lifetime Activities, and/or Strength & Conditioning to fulfill elective requirements.

### PHYSICAL EDUCATION/HEALTH – PE CORE SEMESTER BLOCK, 1 UNIT 0500

#### ACADEMIC

Class of 2023 and on

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 on 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.

### PHYSICAL EDUCATION/HEALTH 1 0501

Semester Block, 1 Unit

#### Academic

Physical Education activities will focus primarily on improving and maintaining muscular strength and cardiovascular fitness in the cardio-fitness center. Emphasis will be placed on fitness programs that use a variety of weight training and cardiovascular equipment, including heart rate monitors. A fitness assessment system will provide feedback to students throughout the semester. Fitness testing will consist of

health-related fitness components. Physical Education will also include lifetime activities. These lifetime activities will emphasize cooperation, teamwork, discipline, personal development, and decision-making skills. Health instruction will coincide with Physical Education and deal directly with the basic principles of fitness and wellness. Health topics will also include nutrition, substance abuse, and AIDS education. The relationship between classroom principles and activities will be studied. Health and Physical Education is graded NUMERICALLY.

### PHYSICAL EDUCATION/HEALTH 2 0502

Semester Block, 1 Unit

#### Academic

Prerequisite: PE/Health 1

Physical Education activities will focus on fitness, sports games, lifetime activities, testing, and active games of low organization. Health topics will provide the students with information to assist the development of a Holistic lifestyle through appropriate behavior choices and responsible decision-making. Many of the topics of the course are timely as they impact on elements of the current lives of the students and their futures. Included are topics on risk behaviors, tobacco, alcohol, narcotics, AIDS, sexually transmitted infections, cancer, personal relationships, family planning, pregnancy, personality, self-concept, stress, and infectious disease. Health and Physical Education is graded numerically.

**STRENGTH AND CONDITIONING 0510**

Semester Block, 1 Unit

Unleveled

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.

**LIFETIME ACTIVITIES 0511**

Semester Block, 1 Unit

Unleveled

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. This course will include the following activities but not limited to: Badminton, Tennis, Pickleball, Frisbee, Golf, Table Tennis, Swimming, Dance, Aerobics, Games, and Fitness. Various other lifetime activities may be supplemented depending on space availability.

**ADVANCED TEAM SPORTS 0512**

Semester Block, 1 Unit

Unleveled

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 will include the following but not limited to: basketball, soccer, frisbee, football, hockey, lacrosse, softball, volleyball, and tennis. Various other vigorous team activities may be supplemented depending on space availability.

**CONTRACT PE1 0521**

Semester Block, 1 Unit

Unleveled

Course Graded- Outstanding/Pass/Fail

This course is designed for students who cannot take Physical Education/1 0501. This includes students who are on medical and/or who have been recommended by their counselor, administrator, or a PE teacher.

**CONTRACT PE2 0522**

Semester Block, 1 Unit

Unleveled

Course Graded- Outstanding/Pass/Fail

This course is designed for students who cannot take Physical Education/1 0501. This includes students who are on medical and/or who have been recommended by their counselor, administrator, or a PE teacher.

**ADAPTIVE PHYSICAL EDUCATION 0515A**

1 Unit, number of periods/week to be determined

No Weight

An individualized fitness program for students with physical limitations. Students participate in health classes but have modifications to the physical education components of the Health/Phys Ed curriculum. Students are admitted to this program upon the recommendation of their IEP team.

NOTE: Students with medical excuses from PE: PE 1 Students on medical excuses will be placed on contract PE1 0521. One unit earned. PE 2 Students on medical excuses will take PE2 0502. They will stay with the classroom teacher during health weeks and have a study hall during physical education weeks. One unit earned.

## LITERACY DEPARTMENT INTERVENTION OFFERINGS

Students in Upper Darby High School are expected to acquire the skills and strategies necessary to become proficient readers and writers and to meet the ever-increasing literacy demands of the 21<sup>st</sup> century. In order to achieve this, Response to Instruction and Intervention (RtII) was established in high school during the school year 2011-2012. This allows students who are below proficiency to gain the literacy skills needed to be successful in high school and beyond. It identifies student needs and then supports their development towards becoming *College and Career Ready*.

The interventions offered in this area are not electives. After careful analysis of multiple data points, students are placed in the intervention that will best address their identified needs. Intervention classes are half block (40 minutes) in duration. They could be semester-based or full year depending on the intervention and progress of the individual student.

The intervention programs that are offered include:

### WILSON

The Wilson Reading System (WRS) is the flagship program of Wilson Language Training and the foundation of all other Wilson programs. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. It follows a ten-part lesson plan that addresses decoding, encoding, oral reading fluency, and comprehension in a sensible and logical fashion.

### READ 180

(1 period daily)

Designed to offer a comprehensive system for mastering foundational reading skills and moving students toward literacy independence and the rigorous expectations of the Common Core.

Lessons begin and end in whole group instruction. In between, students break into groups and rotate through three stations.



1 ➔ Small-Group Differentiated Instruction is let to meet individual needs.

2 ➔ Read 180 Software adapts to students in the following zone areas:

Reading Zone- Scaffolded instruction on comprehension, vocabulary development, and fluency practice.

Word Zone- systematic instruction in decoding and word recognition as students build automaticity.

Spelling Zone- Students practice spelling and common patterns and receive immediate corrective feedback.

Success Zone- Focuses on comprehension and oral reading fluency are demonstrated in a final recording.

Writing Zone- Scaffolds students as they build competence and confidence to take a stand with their writing, support arguments, revise work, and publish.

3 ➔ Modeled and Independent Reading builds fluency and reading comprehension.

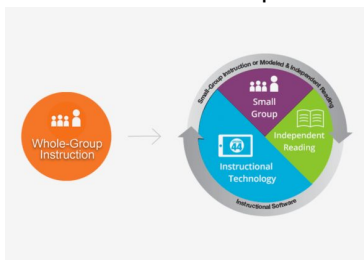
## SYSTEM 44

(1 period daily)

System 44 is multimedia, research-based program that is designed to help students master key foundational reading skills. This program focused on learning how to decode letters and sounds.

Instruction follows a rotational model that includes:

- Instructional Technology- Students work independently on the software and receive intensive, individualized reading instruction and skills practice.
- Modeled & Independent Reading-Students build fluency and reading comprehension through modeled and independent reading.
- Small-Group Instruction- Teachers present targeted small-group differentiated instruction based on data-driven reports.



\* More programs could be added as needs arise.

## MATHEMATICS DEPARTMENT COURSE OFFERINGS



### ALGEBRA READINESS 0303

Semester Block Full Year, 2 Units

Academic (0303)

This course is an expansion of grade 8 math. This course will focus on developing algebraic thinking, solving equations and inequalities, proportions, and graphs.

### ALGEBRA READINESS 0314

Semester Block, 1 unit

Academic (0314)

This course is an expansion of grade 8 math. 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. Students

must successfully complete the first-semester course (0314) before moving into the second-semester course (0312A).

### ALGEBRA 1

Semester Block, 1 Unit (each course)

Academic (0312A and 0312B)

Accelerated (0311 A and 0311B)

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 the first-semester course (A) before moving into the second-semester course (B).



**GEOMETRY**

Semester Block, 1 Unit

Honors (0330) Accelerated (0331) Academic (0332)

Prerequisite: Algebra 1A and Algebra 1B

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. Algebra 1 skills will be used in many of the geometry problem-solving scenarios.

**ALGEBRA 2**

Semester Block, 1 Unit

Academic (0323) Honors (0320) Accelerated (0321)

Corequisite: Geometry

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.

**ALGEBRA 2/FINANCIAL LITERACY**

Full Year Block, 1 Unit Algebra II/1 Unit

Financial Literacy

Academic (0322) Corequisite: Geometry

This Algebra 2 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

The education 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.

**ESSENTIALS OF PROGRAMMING 1301**

Semester Block, 1 Unit

Academic

Prerequisite: Geometry or Corequisite with administrative approval

This course is an entry-level course designed as a formal introduction to programming concepts. The Visual Basic programming language is 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.

**ACCELERATED PROGRAMMING 1302**

Semester Block, 1 Unit Accelerated

Prerequisite: Accelerated Geometry or Essentials of Programming Corequisite with administrative approval

This course is a high entry-level programming course for students who have completed Geometry. Coursework uses 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 will use learning resources and storage areas. Students are expected to read related technical articles, use basic Algebra in programming solutions, and develop narratives for completed programming projects. This course builds on students' skills of being able to work independently as well as collaboratively with peers.

**AP COMPUTER SCIENCE PRINCIPLES 1310**

Semester Block + seminar 1.5 Unit

Prerequisite: Honors Algebra 1 or Accelerated Programming 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 computing impacts. This course builds on students' skills of being able to work independently as well as collaboratively with peers.

**AP COMPUTER SCIENCE A 1320**

Semester Block + seminar 1.5 Unit

Prerequisite: AP Comp Sci Principles or Teacher Recommendation

This is a course based on 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 work with a professionally-developed AP Case Study help prepare students for the AP Examination. Students are provided with Internet connectivity to access programming information, view sample programs, and use university websites for programming and topical information. Students will use learning resources and storage areas on Royal Net. Students are expected to complete formal narratives for all programming projects. This course builds on students' skills of being able to work independently as well as collaboratively with peers.

### **COLLEGE ALGEBRA 0342**

Semester Block, 1 Unit

Academic (0342) Prerequisite: Algebra 2

This non-calculator course will strengthen a student's background knowledge of linear equations and inequalities. 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.

### **PRE-CALCULUS**

Semester Block, 1 Unit

Honors (0340) Accelerated (0341)

Prerequisite: Algebra 2 Honors or Accelerated Algebra 2

This course concentrates on functional analysis. Content includes an in-depth analysis of the trigonometric functions, conic sections and the development of polar coordinates. This course is designed to prepare students for Calculus.

### **CALCULUS 0365**

#### **CALCULUS AB 0360**

#### **CALCULUS BC 0380**

Semester Block, 1 Unit

Accelerated (0365) Honors (360/380)

Prerequisite: Accelerated/Honors Pre-Calculus

The accelerated course prepares the student for Calculus 1 at the college level. The honors classes prepare students for AP Calculus AB/BC. The focus of the courses is differential

calculus through the study of inequalities, limits, and functions. Honors also cover integrals.

### **AP CALCULUS AB 0370**

#### **AP CALCULUS BC 0381**

Semester Block + Seminar, 1.5 Units

Prerequisite: Pre-Calculus

This is a course for seniors planning a future study in mathematics, science, engineering, or medicine. This course covers methods of integration, application of the definite integral, differential equations, sequences, and series. The topics covered are those outlined by the College Board. Students enrolled in AP courses are strongly encouraged to take the Advanced Placement Test.

### **AP PROBABILITY AND STATISTICS 0390**

Semester Block + Seminar, 1.5 Units

Prerequisite: Accelerated Algebra 2

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 courses are strongly encouraged to take the Advanced Placement Test.

### **PROBABILITY AND STATISTICS 0391**

Semester Block, 1 Unit Accelerated (0391)

This course focuses on data collection, organization, and analysis. In addition concepts of independent and dependent events, compound events, and conditional probability. Both descriptive and inferential statistics will be used to analyze real sets of data as a consistent theme in this course. In addition topics such as experimental design and confidence intervals will be introduced.

### **MATH INTERVENTION 3303**

Based on individual data and need an intervention class is designed to reinforce objectives and skills typically learned in high school math classes. The course is designed to help students gain confidence in basic math skills required to perform algebraic problems with an emphasis being placed on gaps in learning that prevent students from fully understanding algebraic concepts.

## MUSIC DEPARTMENT COURSE OFFERINGS

PLEASE NOTE: All courses, except AP Music Theory, Jazz Ensemble and Piano Keyboard/Theory, will be offered for half a block throughout the year, and will take the place of enrichment, seminar and/or lunch, depending on the number of music courses taken.



### **PIANO KEYBOARD/THEORY 1200**

Semester Block, 1 Unit Unleveled  
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.

### **ORCHESTRA 1208**

Full-Year course, half block in duration, 5 periods/week, 1 Unit Academic  
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 the advanced organization that meets after school. Students must be willing to give extra time for rehearsals and performances.

### **CONCERT BAND 1205**

Full-year course, half block in duration, 5 periods/week, 1 Unit Academic  
Ability to read music 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.

### **WIND ENSEMBLE 1206**

Full-Year course, half block in duration, 5 periods/week, 1 Unit Academic  
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.

### **AP MUSIC THEORY 1240**

Semester Block + seminar 1.5 Unit  
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.

**CHORUS 1225**

Full-Year course, half block in duration, 5 periods/week, 1 Unit Unleveled  
No audition required.

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.

**CONCERT CHOIR 1235**

Full-Year course, half block in duration, 5 periods/week, 1 Unit Academic  
Audition required.

Members are drawn primarily from Chorus. The award-winning Concert Choir is the major 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.

**ENCORE SINGERS 1238**

Full-Year course, half block in duration, 5 periods/week, 1 Unit Academic  
Ability to read music and audition required.

Co-requisite: Concert Choir

The Encore Singers, a select group of UD's top singers, perform the 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.

**JAZZ FUNDAMENTALS 1212**

*Full Year, half block, 1 Unit*

*An understanding of musical notation and ability to an instrument or sing is required.*

Jazz Fundamentals is a training and rehearsal organization that does not perform. The group includes all instrumental and vocal students.

Membership in Wind Ensemble/Concert Band is NOT required.

**JAZZ ENSEMBLE 1213**

*Full Year, half block, 1 Unit*

*Open to Band and Orchestra members by audition*

All members except piano, bass and guitar are selected from these organizations. This small, select group of saxophones, trombones, trumpets, piano, bass, guitar and drums performs at school and community events, as well as concerts.

Musical selections include swing, latin, funk, pop and rock. *Students must be willing to give extra time for rehearsals and performances and festivals.*

In addition to the above mentioned ensembles and classes are auditioned ensembles that are not rostered and meet after school.

The String Ensemble is comprised of 10<sup>th</sup>through 12<sup>th</sup>grade students and is the advanced concert ensemble in the Orchestra program.

The Royal Blues Jazz Ensemble is open to students who play Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, Trombone, Guitar, Bass, Drum Set, Auxiliary Percussion, and Voice. The Royal Blues Jazz Ensemble is open to students who play the alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, guitar, bass, drum set, auxiliary percussion, and vocalists. Students will learn how to improvise and perform styles of music from several jazz genres such as funk, Latin and classic swing. The Royal Blues perform in several concerts during the school year as well as competitive adjudicated shows throughout the tri-state area.

## SCIENCE DEPARTMENT COURSE OFFERINGS

### GENERAL SCIENCE

Semester Block, 1 Unit

Accelerated (0401) Academic (0402)

This course emphasizes the means by which scientific knowledge is acquired while giving foundational knowledge in basic chemistry, biological concepts including macromolecules 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.

### EL GENERAL SCIENCE 1412

Semester Block, 1 Unit

Designed as a transitional course for students whose second language is English. Course content parallels that of General Science with an emphasis placed on vocabulary and writing skills.

### BIOLOGY 0431, 0432,

Semester Block, 1 Unit

Honors (0430) Accel (0431) Acad (0432)

Prerequisite: General Science for Acad Biology  
Students in this course will study the curriculum for the Keystone Biology test. The course includes Module A: Basic Biological Principles, Chemical Basis for Life, Bioenergetics, Homeostasis, and Transport. Module B: Cell Growth/Division, Genetics, Ecology, and Evolution. Students will be expected to achieve proficiency on the State Keystone Biology exam upon completion of this course.

### EL BIOLOGY 1413

Semester Block course, 1 Unit

Unleveled

Designed as a transitional course for English Language Learners. Course content parallels that of Biology I with an emphasis placed on interactive activities to build vocabulary and writing skills.

### ANATOMY & PHYSIOLOGY 0461, 0462

Semester Block, 1 Unit

Accel (0461) Acad (0462)

Prerequisite: Biology 1

A detailed study of the form and function of the systems of the human body, with emphasis on bio-medical terminology. Designed to prepare students for studies in medically related fields. Lab activities will be an integral part of the

course, including the dissection of a vertebrate organism.

### HONORS ANATOMY & PHYSIOLOGY 0460

Semester Block, 1 Unit

Prerequisite: Biology

It provides a solid understanding of how the body works, presented at a vigorous pace. This course is a detailed study of human body systems, hospital techniques, and biomedical terminology. It provides a foundation for any medically related field including a public health career. Dissection of a mammal enhances this curriculum.

### CHEMISTRY 1 0451

Semester Block, 1 Unit

Accel (0451)

Pre or Corequisite; Biology and Algebra 1

Requirement: A scientific calculator

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.

### CONCEPTUAL CHEMISTRY 0454

Semester Block, 1 Unit

(0454)Academic

Prerequisite: Biology and Algebra 1

Requirement: A scientific calculator

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. A systematic approach to laboratory practices teaches the proper techniques for using apparatuses, reporting results, and showing the application of chemical concepts.

### HONORS CHEMISTRY 1 0450

Semester Block, 1 Unit

Prerequisites: Accel Biology

Teacher recommendation required

Requirement: A scientific calculator

An advanced course covering material parallel to Chemistry 1, with an emphasis on arithmetic applications and the gas laws.

### **CHEMISTRY 2 0453**

Semester Block, 1 Unit

Accelerated Grades 11 and 12

Prerequisite: Chemistry 1 Co-requisite: Algebra 2. Teacher recommendation required

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.

### **EARTH SCIENCE 0425**

Semester Block, 1 Unit

Academic Prerequisite: 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.

### **ENVIRONMENTAL SCIENCE 1 0427, 0428**

**Semester Block, 1 Unit Accel (0427); Acad (0428)**

Prerequisite: Biology

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.

### **GENETICS 0436**

Semester Block, 1 Unit

Accelerated

Grades 11–12

Prerequisite: Accel Biology 1 or Acad Biology 1  
A course for students interested in further study of topics relating to Genetics. It is an appropriate course for those students who may pursue a Biology-related field in college.

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 *Drosophila melanogaster*, the common fruit fly.

### **HORTICULTURE 1 0438**

Semester Block, 1 Unit

Academic Prerequisite: Biology

A hands-on theory course offering 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, landscape design, exterior-scaping, hydroponics, and floral design.

### **HORTICULTURE 2 0439**

Full-Year course, one period each semester, 1 Unit

Academic

Prerequisite: Horticulture 1

Teacher recommendation required

Counts as one science course.

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, along with the scale of the students' work. The following units will be explored: soil science, perennial garden design, turf management, landscape design and construction, vegetable gardening and power tool certification and Intermediate Floral Design. Students will also design and construct projects that help support and beautify the school and community.

### **PHYSICS 1 0441**

Semester Block, 1 Unit

Accelerated

Pre or Co-requisites: Biology 1 and Algebra 2

Requirement: A scientific calculator

An introduction to classical topics in Physics, including kinematics, statics, dynamics, and the conservation of momentum and energy.

Inquiry-based laboratory experiences allow the student to discover and apply basic principles.

### **CONCEPTUAL PHYSICS 0444**

Semester Block, 1 Unit

Academic

Prerequisite: Biology and Algebra 1

Requirement: A scientific calculator

Provides a basic introduction to topics in Physics, including mechanics, work, power, energy, wave theory, with an emphasis on the ideas and theories behind these topics.

Frequent laboratory sessions allow the student to apply classroom theory to practical situations.

### **HONORS PHYSICS 1 0440**

Semester Block, 1 Unit

Prerequisite or Co-requisites: Accel Biology and Accel Algebra 2

Teacher recommendation required

Requirement: A scientific calculator

An advanced course for sophomores, providing an in-depth study of the topics covered in Physics 1.

### **PHYSICS 2 0443**

Semester Block, 1 Unit

Accelerated

Prerequisites: Algebra 2, Physics 1

Teacher recommendation required

Requirement: A scientific calculator

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. Inquiry-based lab experience allows the student to discover and apply basic principles.

### **AP ENVIRONMENTAL SCIENCE 0429**

Semester Block + seminar, 1.5 Units

Grade 11 or 12

Prerequisite: Accelerated Biology (85% or better)

Teacher recommendation required

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.

### **AP PHYSICS C: MECHANICS 0442**

Semester Block + seminar, 1.5 Units; Weight AP

Prerequisites: Physics 1 Honors, Honors

Calculus, Proficient in Algebra 1 Keystone Exam

Co-requisite: Pre-Calculus, Calculus Honors

Teacher recommendation required

Requirement: A scientific calculator, Webassign

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.

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.

### **AP PHYSICS C: ELECTRICITY & MAGNETISM 0445**

Semester Block (Spring semester only), 1 Unit

Prerequisites: Physics 1 Honors

Co-requisites: AP Calculus AB or AP Calculus BC

Requirement: Scientific Calculator

Teacher Recommendation Required

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.

### **AP BIOLOGY 0435**

Semester Block + seminar, 1.5 Units

Prerequisites: Accel Biology 1 (85% or better)

Co-requisite: Honors Chemistry

Teacher recommendation required

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 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.

**AP CHEMISTRY 2 0452**

Semester Block + seminar, 1.5 Units  
Grade 11/12

Prerequisites: Chemistry 1 Honors

Co-requisite: Pre-Calculus

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.

Students may earn college credit with an appropriate AP exam score.

**SERVICE LEARNING****VOLUNTEER PHYSICAL EDUCATION 1498PE**

Semester Block, 1 Unit

Course Graded – Outstanding/Pass/Fail

Prerequisite: Students must have passed both PE1 and PE2 with 90% or better. Contract classes not accepted as a prerequisite.

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.

**PEER TUTORING****EL CONTENT AREA TUTOR: 0698**

Semester Block, 1 Unit, Grade P/F

As a volunteer 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.

**EL SEMINAR TUTOR: 0699**

Semester Period, .5 Unit, Grade P/F

As a volunteer tutor, you will work with students individually to help to reinforce vocabulary, concepts, and comprehension skills EL students will have learned in class.

**EL PEER TUTORING 1499**

Semester Block, 1 Unit,

Instructor recommendation required

As a volunteer English Language Learners tutor, you will help newly arrived foreign students learn to speak English and become acquainted with American customs and culture, will design teaching materials, and will serve as the teacher's aide in EL. See the EL instructor in Room 214 with your course card for the teacher's signature.

**SPECIAL OPPORTUNITIES****INDEPENDENT STUDY**

Year or Semester, 1 Unit

Weight varies with the course

Grades 11 and 12 only

Certain rules apply regarding the scheduling of independent study work. See your counselor for details.

Independent Study is available to students who wish to take a course offered by UDHS but who cannot fit it into their regular schedule. The course selected must be one of the approved curricula in this high school. The students must complete a contract with an administrative

representative and a guidance counselor and must secure the signature of a faculty sponsor on that contract. May not be substituted for lunch.

**LEARNING COMMUNITY**

Semester, .5 credit

Pass/Fail

Grades 9, 10, 11, 12

Students are rostered into learning communities during the same block they are rostered for lunch. The block is split into two periods and the student participates in the learning community the period opposite to their lunch period. Not all



students have room in their schedule for learning communities due to AP classes, choir, etc. There are various categories of learning communities and students have the option to select their area of interest during course selection time. First choice selection is not guaranteed and students may need to select alternative options depending on the enrollment and staffing.

### **DUAL ENROLLMENT**

Grades 10, 11, & 12.

The Dual Enrollment Program is a partnership between Upper Darby High School and the Delaware County Community College in which “academically able” 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 sophomore, junior, or senior year. Students will take college courses enabling them to graduate from Upper Darby High School with college course(s) on their transcript. 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. Applicants to the Dual Enrollment Program must exhibit maturity and demonstrate above-average academic Unleveled to benefit from college-level classes. College officials will make an assessment of a student’s application by review of transcripts, courses are taken, grades earned in individual courses, overall GPA, and performance on the College’s entrance exam, the Accuplacer.

### **EARLY DISMISSAL OPTIONS for Class of 2020, 2021, & 2022**

#### **Early Dismissal (Single Block, full-year) 3501**

Students selecting this course still roster a complete 8 units. Early Dismissal replaces lunch and electives, learning community and seminar classes in the school day.

	Semester r 1	Semester r 2
Block 1	Class	Class
Block 2	Class	Class
Block 3	Class	Class
Block 4	Class	Class
Block 5	Early Dismissal	

#### **Early Dismissal (Single Block, Semester) 3502**

The early dismissal block will be randomly scheduled for either semester one or semester two. Students selecting this course still roster a complete 8 units. Early dismissal replaces the lunch and electives, learning community and seminar classes in the school day during one semester (the sample below shows S1). The computer will automatically attempt to place students in course 3502 (either semester) if they are unable to fit course 3501 in their schedules.

Block 1	Class	Class
Block 2	Class	Class
Block 3	Class	Class
Block 4	Class	Lunch/LC
Block 5	Early Dismissal	Class

**Early Dismissal (Double Block, Seniors only) 3503**

This early dismissal configuration is available to seniors only and may take place during either semester one or semester two (the sample below shows S2). Seniors selecting this course will only roster 7 units, as this early dismissal can replace an elective. Students still require 26 units to graduate. This request MAY be combined with course 3502.

Block 1	Class	Class
Block 2	Class	Class
Block 3	Class	Class
Block 4	Lunch/Adv	Early Dismissal
Block 5	Class	

**Early Dismissal Options for the Class of 2023 and beyond**

Early Dismissal options will only be available when the student has accumulated 21 credits. There will be an application and approval process for an early dismissal.

**Early Dismissal**

	Blocks- Student will be attending classes	Full Year vs. One semester
3501	1,2,3,4	Full Year
3502	1,2,3,4	One Semester
3503	1,2,3	Full Year
3504	1,2,3	One Semester
3505	1,2	Full Year
3506	1,2	One Semester
3507	1	Full Year
3508	1	One Semester

## SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

Social Studies plays a significant role in your high school experience, as a Social Studies course is required each year. Each course integrates current events with the subject matter and utilizes a variety of instructional methods, including computer applications. Students must take Government and Law & American History; these state graduation requirements.

### **AP WORLD HISTORY 0200**

Semester Block + seminar, 1.5 Units

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 and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order 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.

### **GLOBAL STUDIES 0201, 0202**

Semester Block, 1 Unit Grade 9

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.

### **AP US HISTORY 0230**

Semester Block, 1.5 Units (includes a seminar in opposite semester) Grade 10

This is a college-level course for high ability students emphasizing the role of politics, economics, and international relations in American history. Also included are highlights of literary, religious, and intellectual history. A research paper is required for all students.

Students are encouraged to take the AP examination in May.

### **US HISTORY 0231, 0232**

Semester Block, 1 Unit

Accel (0231); Acad (0232); Grade 10

This course provides a chronological survey of American History from 1890 to the present. The focus is on the political, diplomatic, social and religious forces operating in American society, with an emphasis on the twentieth century.

### **EL US HISTORY 1435**

Unleveled

Year course, 1 Unit Grades 10–12

This course is a survey of American history designed for English Language Learner students. This is a transitional class between the EL program and regular Social Studies classes. Topics include American geography, government, citizenship, and customs, with an emphasis on vocabulary and writing skills.

### **HONORS AMERICAN STUDIES 0237ENG and 0237SS**

Semester Block, 2 Units, 2 blocks/day

Satisfies Sophomore Year English and Social Studies requirements.

This interdisciplinary course is designed to challenge the academically talented and motivated student. This course will cover the same material as American Studies, but in greater depth and detail with an emphasis on writing. The required reading in both English and Social Studies is extensive and challenging.

### **AMERICAN STUDIES 0221ENG-0221SS, 0222ENG-0222SS,**

Semester Block, 2 Units, 2 blocks/day; Grade 10

Satisfies Sophomore Year English and Social Studies 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 both a thematic and a chronological approach. An emphasis is placed on the writing process and the integration of skills into the content material.

### **AP GOVERNMENT & POLITICS 0220**

Semester Block + seminar, 1.5 Units

This is a college-level course for high ability students. Higher-level reading and academic exercises heighten the workload. This course is designed to provide students with the basic information on how the U.S. Government and Constitution work, as well as 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.

### **GOVERNMENT & LAW 0211, 0212**

Semester Block, 1 Unit

Accel (0211), Acad (0212); Grade 11

This course is a study of 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, student rights, and participate in a mock trial.

### **AP EUROPEAN HISTORY 0240**

Semester Block, 1.5 Units (seminar in opposite semester)

Level AP Grade 10-12

This is a college-level course covering the period from 1450 to 1970. The focus is on the study of the intellectual, cultural, political, diplomatic, and socioeconomic trends of the period. Students will develop an understanding of the principal themes in modern European history, and 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.

### **EUROPEAN HISTORY 0241**

Semester Block, 1 Unit

Accelerated Grade 10-12

This course is designed for students interested in history who would like to acquire an understanding of Europe's past in order to

understand the present. Through reading, writing, and discussion, students explore Europe's development from early times to the present.

### **Youth Court 0252**

Full-year period, 1 Unit

Academic Grade 9-12

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 have the opportunity to participate in creating a positive school environment. Students will help other students make better decisions: Youth court relies on the power of positive peer pressure to help individual student offenders interrupt destructive patterns of behavior.

### **ECONOMICS 0271, 0272**

Semester Block, 1 Unit

Accel (0271), Acad (0272); Grade 10-12

This course investigates the US economic system of capitalism and free enterprise, focusing on such basic economic concepts as an opportunity, costs, supply and demand, and productivity. Students will explore personal economics and will create a budget, make investments on the stock market, and run a business. Students will understand more fully the economic world in which they live. This course offers students the opportunity to become informed and responsible consumers, sellers, investors, savers, and workers.

### **RACE, ETHNICITY & GENDER**

Semester Block, 1 Unit

Accel (0281); Acad (0282); Grade 10-12

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 the ways public educational institutions empower individuals and at the same time 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 own educational experiences in relationship 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?

**AP PSYCHOLOGY 0260**

Semester Block, 1.5 Units (includes a seminar in opposite semester) Grade 10-12

This is a college course that 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 an understanding of how these psychological factors affect daily living. As a result of class discussion, reflection, readings, surveys, experiments, and field trips, the students will gain insights into their own behavior and the behaviors of those around them.

**PSYCHOLOGY 0261, 0262**

Semester Block, 1 Unit  
Accel (0261); Acad (0262);  
Grade 10-12

This course is designed to give students an introduction to the world of 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 gain an understanding of 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.

**FILMS IN WORLD HISTORY 0291, 0292**

Semester Block, 1 Unit  
Accel (0291); Acad (0292);  
Grade 9-12

This course allows students to analyze films through a historical lens. The students will begin each unit by studying different time periods and topics in United States History. With a solid grasp on the period or topic, students will then analyze films and examine the accuracy or inaccuracy of the represented events in each. Instead of traditional multiple-choice tests, the class will require students to write film reviews dissecting numerous movies and will culminate

in producing a research paper on a topic of each student's choosing.

**WOMEN IN WORLD HISTORY 0293, 0294**

Semester Block, 1 Unit  
Accel (0293); Acad (0294);  
Grade 9-12

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 made an impact and changed the course of history.

Instead of traditional multiple-choice tests, the class will require students to write short research papers about a number of women in world history and will culminate in producing a research paper on a topic of each student's choosing.

**SPORTS IN WORLD HISTORY 0295, 0296**

Semester Block, 1 Unit  
Accel (0295); Acad (0296);  
Grade 9-12

In this course, students will analyze the history of sports. The students will begin each unit by studying different time periods of world history. Students will learn about how major sports were created, popularized, and 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 the development of numerous sports in world history and will culminate in producing a research paper on a topic of each student's choosing.

**GLOBAL CONFLICTS IN WORLD HISTORY 0297, 0298**

Semester Block, 1 Unit  
Accel (0297); Acad (0298);  
Grade 9-12

This course allows students to analyze major global conflicts in world history. The students will begin each unit by studying different time 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 a number of conflicts in world history and will culminate in producing a research paper on a topic of each student's choosing.

**Junior Reserve Officers' Training Corps (JROTC)\* Pending Application Approval  
0206,0207,0208,0209**

Full Year, 1 Unit

The JROTC curriculum emphasizes citizenship, character development, leadership development, and community service. Education classes introduce cadets to the elements of leadership, drill instruction, and ceremonies, military customs, uniform inspections, physical

fitness training, marksmanship, and military history. Classroom instruction is augmented throughout the year by community service activities, drill competition, field trips, marksmanship training, and other extracurricular activities. Cadets are required to participate in civic service, wear a uniform and dress up at least twice a month. -Department of Defense

## **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).

Course numbers and titles are listed here for reference by students, counselors, and teachers for filling out the course selection card.

Students in need of special education services will be rostered for courses dictated by their Individual Education Plans (IEPs).

## **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.

### **WOODWORKING TECHNOLOGY 0921**

Semester Block, 1 Unit

Grades 10–12- 9th grade with admin approval

Unleveled

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.



### **WOOD & MATERIALS TECHNOLOGY 0922**

Semester Block, 1 Unit

Unleveled

Grades 10–12

Prerequisite: Woodworking Technology

Teacher recommendation required

This course is an extension of Woodworking Technology, emphasizing the safe operation and application of machines and processes used in woodworking and other industries. The construction of specific products is required. Students use the Engineering Design Loop to solve problems and manufacture products.

### **CONSTRUCTION TECHNOLOGY 0923**

Semester Block, 1 Unit

Unleveled

Grades 10–12

Prerequisite: Woodworking Technology

Teacher recommendation required

This course provides an understanding of how construction impacts one's life socially and professionally. Both the positive and negative consequences of the construction industry will

be explored, as well as how the industry has an effect on daily life. Students will learn how construction is a managed system that draws upon many resources. Students will explore these resources and see how they affect and are affected by construction activities.

Construction Technology will be a course that utilizes both traditional textbook work and hands-on learning. Problem-solving activities will be used to learn how to design and engineering concepts are used in the construction industry.

### **HOME MECHANICS 0932**

Semester Block, 1 Unit

Unleveled

Grades 10–12

This course is designed to teach students how each system in modern home works together to make these homes functional, economical, attractive, and as comfortable as possible. Students will gain the basic understanding and skills necessary to repair everyday devices and fixtures in their homes. Wise consumers will know when to make repairs and modifications themselves, and when it would be more appropriate to hire a professional. House wiring circuits will first be constructed using computer simulation software and then real circuits will be constructed using actual tools and components. Hands-on activities and skill development in each of the areas of the home such as electrical, plumbing, drywall installation and finishing, caulking, and painting will be the focus of this course.

### **HOME MECHANICS 2 0938**

Semester Block, 1 Unit

Unleveled

Grades 11–12

Prerequisite: Home Mechanics

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.

### **ENGINES TECHNOLOGY 1 0931**

Semester Block, 1 Unit

Unleveled

Students are introduced to the fundamentals of 1- and 2-cylinder engine design, components, performance, service, and maintenance. The emphasis of this course is on troubleshooting and proper repair procedures. Major areas include 2-cycle and 4-cycle engines. Students will perform labs using various manufactures of 2-and-4 cycle engines. Instruction is also given in tools and equipment, careers, and various small engine applications, as well as in lawn and garden equipment, in which electrical systems will be explored. Aspects of consumer awareness and safety will be stressed. STEM will be stressed with major emphasis on math and measurement.

### **ENGINES TECHNOLOGY 2 0933**

Semester Block, 1 Unit

Unleveled Grades 10–12

Prerequisite: Engines Technology 1

Teacher recommendation required

Engines Technology 2 focuses on workmanship, craftsmanship, safety, and career information. Engines Tech 2 is a continuation of Engines Tech 1 leading to an introduction into systems and theory of the automobile. This course is a second-level course designed as a continuation for the student who has successfully completed Engines Technology 1 and would like to continue his/her education in automotive, small engine and power equipment repair, leading to a possible career in these industries. STEM will be stressed throughout the course. 12 Volt and 120 Volt electrical systems will be covered in detail.

### **ENERGY, POWER, AND TRANSPORTATION 0926**

Semester Block, 1 Unit

Unleveled

This course provides problem-solving experiences in land, sea, and air-based systems of transportation. Students will design, construct, and test a CO<sub>2</sub> 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.

**BASIC ELECTRONICS 0946**

Semester Block, 1 Unit  
 Academic Grades 10–12  
 Prerequisite: Algebra 1

This is an introductory course in the fundamentals of DC circuits. Includes practical hands-on activities, which complement traditional textbook learning. Explores electrical theory, Ohm's law, series, parallel and complex circuits, product design, breadboarding, and circuit troubleshooting. Power supplies and VOM meters are utilized for testing and experiments throughout the course. Supports and enhances the Physics curriculum through the application of Physics content. Problem-solving and reverse engineering of products complement the course.

**CAD (Computer-Aided Design) 0920**

Semester Block, 1 Unit  
 Academic Grades 10–12

Students will learn the fundamental skills of CAD to solve problems in many technical fields. CAD is a skills-based, hands-on course, which begins with the basics and ends with 3D solid modeling. Students will work on projects from specialized fields such as electronics, architecture, engineering, and product design. Most of the things we buy today are designed and drawn using CAD software by people who have CAD skills. DCCC states there is a great need for skilled CAD technicians in today's job market. Prior computer experience would be helpful but is not required. It is also recommended but not required that this class be taken prior to taking Engineering Drawing I.

**DRAFTING AND DESIGN 0913**

Semester Block, 1 Unit, Academic

This hands-on course is recommended for students with an interest in or a career orientation toward engineering, architecture, manufacturing, construction trades, art, design, and most technical fields. The course introduces students to the fundamental skills, tools, techniques, and materials of drafting and design. Technical sketching, machine drawing, multi-view drawing, pictorial drawing, design concepts, architecture, engineering, problem-solving techniques, and critical thinking skills will be explored. Students gain experience with traditional drafting tools and computer-aided design (CAD) using CAD design software. Engineering design events are also a part of this course.

**ARCHITECTURAL DRAFTING AND DESIGN 1 0914**

Semester Block, 1 Unit, Accelerated  
 Grades 10–12

Students will learn to produce working drawings, perform design with interiors and exteriors, calculate material use and stress, research related occupational trends, use building codes and develop a portfolio. CAD is used for many of the problems. A major project in a specialized field is selected for the second part of the course.

**ARCHITECTURAL DRAFTING AND DESIGN 2 0915**

Semester Block, 1 Unit  
 Accelerated  
 Grades 11–12

Prerequisite: Architectural Drafting 1  
 A continuation of Architectural 1 with emphasis on specifications, blueprint reading, and CAD. The student will explore real problems from residential and commercial situations. A major project in a specialized field is selected for the second part of the course.

**ENGINEERING DRAWING AND DESIGN 1 0917**

Semester Block, 1 Unit Accelerated Grades 10–12

This challenging course is strongly 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 in AutoCAD and Inventor drawing programs. Problem-solving activities include environmental crisis management, product design, bridge design and construction, and design challenges. It is recommended but not required that CAD (0920) be taken prior to taking Engineering Drawing I.

### **ENGINEERING DRAWING AND DESIGN 2 0918**

Semester Block, 1 Unit  
Accelerated Grades 11–12  
Prerequisite: Engineering Drafting and Design 1 and excellent preparation for a career in engineering. 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. Developing critical thinking skills is the focus of this course. 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.

### **ROBOTICS PROGRAMMING 1374**

Semester Block, 1 Unit

Accelerated Prerequisite: Algebra 1

A course designed to incorporate robot design and programming using the EDR Cortex VEX systems. Students will explore the limitations of robot design, i.e. mechanical physics, torque,



and gear ratios, and focus on programming robots to accomplish set design challenges. The course will use the Easy C language and explore the

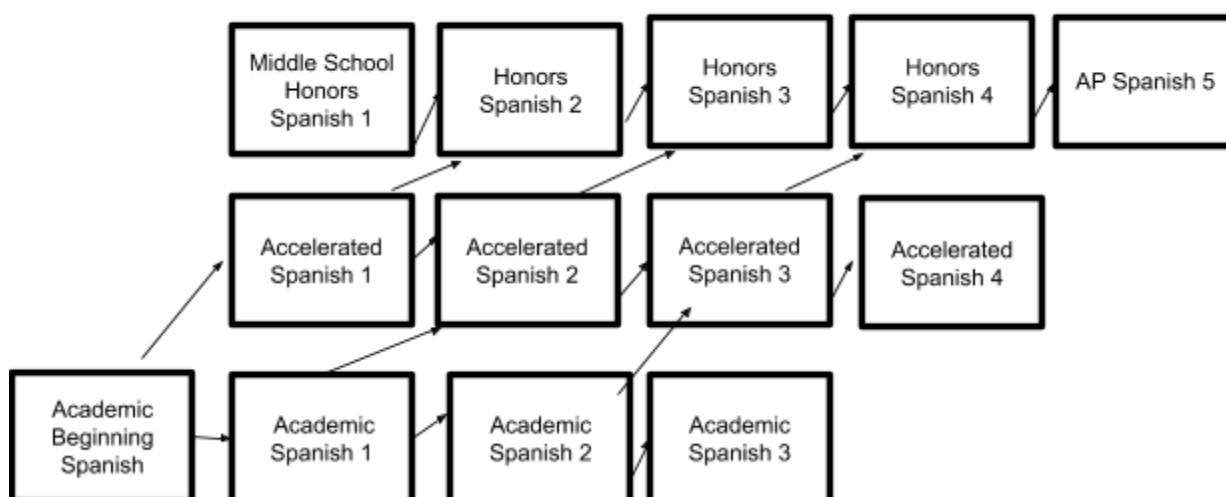
application of sensors such as touch, rotational, optical and ultrasonic. Students will also write and test code for the autonomous programming of a robot. Students are encouraged to join the VEX Robotics team, a group that solves problems based on real-world scenarios.

## WORLD LANGUAGE DEPARTMENT COURSE OFFERINGS GRADES 9-12

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 Beginning French, Beginning Spanish or Beginning Mandarin and then may continue with French 1, Spanish 1, or Mandarin 1.

### Spanish Language Sequence



#### **ACADEMIC BEGINNING SPANISH 0734**

Semester Block, 1 Unit

This course is for students who have never studied Spanish.

Students will learn to understand spoken Spanish, will speak Spanish and will read and write any Spanish that can be produced orally. The topics to be covered include talking about oneself, school, leisure activities, food, family, shopping, and vacations. The present tense is featured.

#### **ACCELERATED SPANISH 1 0731**

#### **ACADEMIC SPANISH 1 0732**

Semester Block, 1 Unit

Prerequisite: Beginning Spanish

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.

#### **HONORS SPANISH 2 0737**

Semester Block, 1 Unit

Prerequisite: Spanish 1.

This course 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. 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.

#### **ACCELERATED SPANISH 2 0735**

#### **ACADEMIC SPANISH 2 0736**

Semester Block, 1 Unit Prerequisite: Spanish 1

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.

### **HONORS SPANISH 3 0740**

Semester Block, 1 Unit

Prerequisite: Spanish 2 H/Spanish 2 Accel

This course 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. 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. The all indicative tenses are reviewed, and subjunctive mood in all tenses is taught. Spanish is spoken in the classroom.

### **SPANISH 3**

Semester Block, 1 Unit

Accel (0741) & Acad (0742) Prerequisite: Spanish 2.

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. The all indicative tenses are reviewed, and subjunctive mood in all tenses is taught. Spanish is spoken in the classroom.

### **HONORS SPANISH 4 0747**

Semester Block, 1 Unit

Prerequisite: Spanish 3 H

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. This course will prepare students for the Advanced Placement Spanish 5 course. Spanish is spoken in the classroom.

### **ACCELERATED SPANISH 4 0748**

Semester Block, 1 Unit

Prerequisite: Spanish 3 Accel

Has

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. Spanish is spoken in the classroom.

### **AP SPANISH 5 0749**

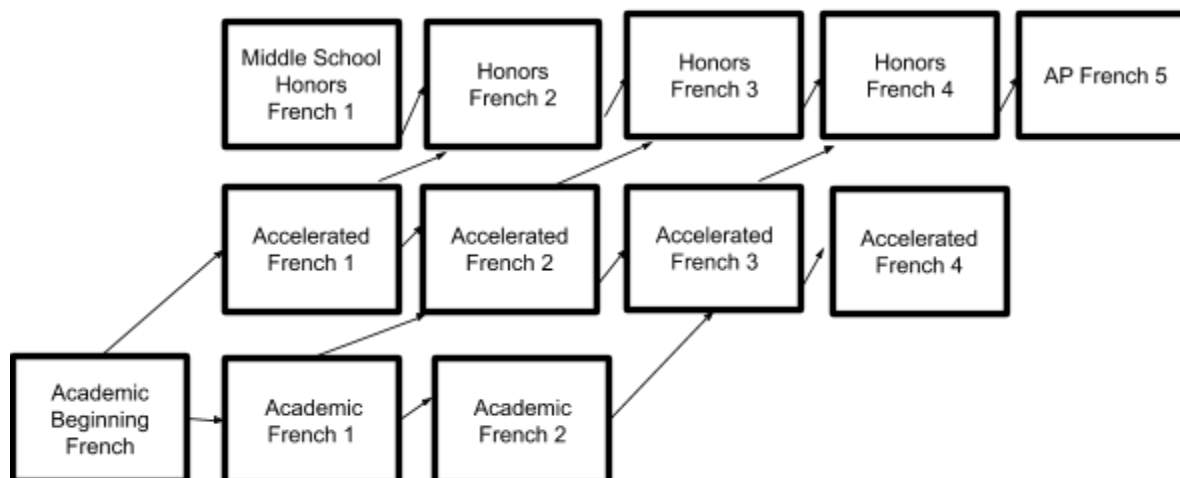
Semester Block + seminar, 1.5 Unit

Recommendation: a minimum grade of 90% in Spanish 4

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.

## French Language Sequence



### **ACADEMIC BEGINNING FRENCH 0714**

Semester Block, 1 Unit

This course is for students who have never studied French.

Students will learn to understand spoken French, will speak French and will read and write any French that can be produced orally. The topics to be covered include meeting people, family, food, and daily activities at home, at school and on weekends. The present tense is featured.

### **ACCELERATED FRENCH 1 0711**

#### **ACADEMIC FRENCH 1 0712**

Semester Block, 1 Unit

Prerequisite: Beginning French

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 & 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.

### **HONORS FRENCH 2 0717**

Semester Block, 1 Unit

Prerequisite: French 1

This course is for highly motivated students who have been successful in the study of French and who plan to continue on to higher levels of study. 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.

### **ACCELERATED FRENCH 2 0715**

#### **ACADEMIC FRENCH 2 0716**

Semester Block, 1 Unit

Prerequisite: French 1

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.

### **HONORS FRENCH 3 0720**

Semester Block, 1 Unit

Prerequisite: French 2

Teacher recommendation required

This course is for highly motivated students who have been successful in the study of French and who plan to continue on to higher levels of study. The topics to be covered include travel, daily routine, leisure activities, geography, ecology, family, health, arts, and sciences. All indicative tenses and the subjunctive mood are featured. French is spoken in the classroom.

**ACCELERATED FRENCH 3 0721**

Semester Block, 1 Unit, Grades 10–12

Prerequisite: French 2

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.

**HONORS FRENCH 4 0727**

Semester Block, 1 Unit

Prerequisite: French 3

Students will continue to develop their proficiency in listening, speaking, reading and writing French beyond the traditional high school level. 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. This course will prepare students for the Advanced Placement French 5 course.

**ACCELERATED FRENCH 4 0728**

Semester Block, 1 Unit

Prerequisite: French 3

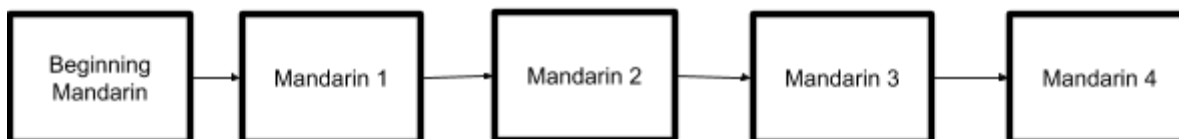
Students will continue to develop their proficiency in listening, speaking, reading, and writing French. The course includes a survey of the literature of the country and an introduction to contemporary topics in current publications, videos, and tapes. French is spoken in the classroom.

**AP FRENCH 5 0729**

Semester Block + seminar, 7. 1 Unit

Prerequisite: French 4

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.

**Mandarin Language Sequence****ACCELERATED BEGINNING MANDARIN 0770**

Semester Block, 1 Unit

This course is for students who have never studied Mandarin.

Students will learn and experience an introduction of tones, pinyin, and simplified characters. Class discussions will include geography, customs, and culture. Students will study all four language skills; reading, writing, listening and speaking. At the conclusion of the course, students will be able to respond to and ask questions about themselves, their families, their school, and their community.

**ACCELERATED MANDARIN 1 0771**

Semester Block, 1 Unit

Prerequisite: Beginning Mandarin

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.

**ACCELERATED MANDARIN 2 0772**

Semester Block, 1 Unit

Prerequisite: Mandarin 1

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.

**ACCELERATED MANDARIN 3 0773**

Semester Block, 1 Unit

Prerequisite: Mandarin 2

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.

**ACCELERATED MANDARIN 4 0774**

Semester Block, 1 Unit

Prerequisite: Mandarin 3

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.

**WORLD LANGUAGE LEVELING****BEGINNING LANGUAGE****ACADEMIC**

Academic Beginning Language students should have a good foundation in reading and writing English. Students will participate in class activities in the language, such as paired and group work and oral presentations. Homework is assigned regularly. Academic Language students will proceed, if successful, to Academic Language 1. Students who show exceptional skill and interest may proceed to the Accelerated Language 1, with teacher recommendation.

**FIRST YEAR LANGUAGE COURSES****ACCELERATED**

Students in Accelerated class are expected to demonstrate mastery of the skills taught at the Beginning Level. Accelerated students are expected to participate fully in classroom activities and in additional activities that include enrichment readings, paired and group work, and oral presentations in the target language. Homework is assigned on a daily and long-range basis. In accelerated classes, students will hear and use world language. There is a high expectation of students' cognitive synthesis and grammar as well as independent reasoning.

**ACADEMIC**

Students in Academic class are expected to have a strong understanding of the language taught at the Beginning Level. Some review of introductory concepts is given as needed. Academic students are expected to participate fully in classroom activities and in additional activities that include enrichment readings, paired and group work, and presentations in the target language. Homework is assigned on a daily and long-range basis. In Academic classes, students will hear and use the foreign language except for grammatical explanations as needed.

**SECOND YEAR LANGUAGE COURSES****ACCELERATED**

Students in Accelerated classes are expected to demonstrate mastery of skills as well as a superior ability to use the language of the first-year course. Accelerated students are expected to participate fully in classroom activities and in additional activities that include enrichment readings, paired and group work, and oral presentations in the target language. Homework is assigned on a daily and long-range basis. In Accelerated classes, students will hear and use the target language. There is a high expectation of students' cognitive synthesis of syntax and grammar as well as independent reasoning.

**ACADEMIC**

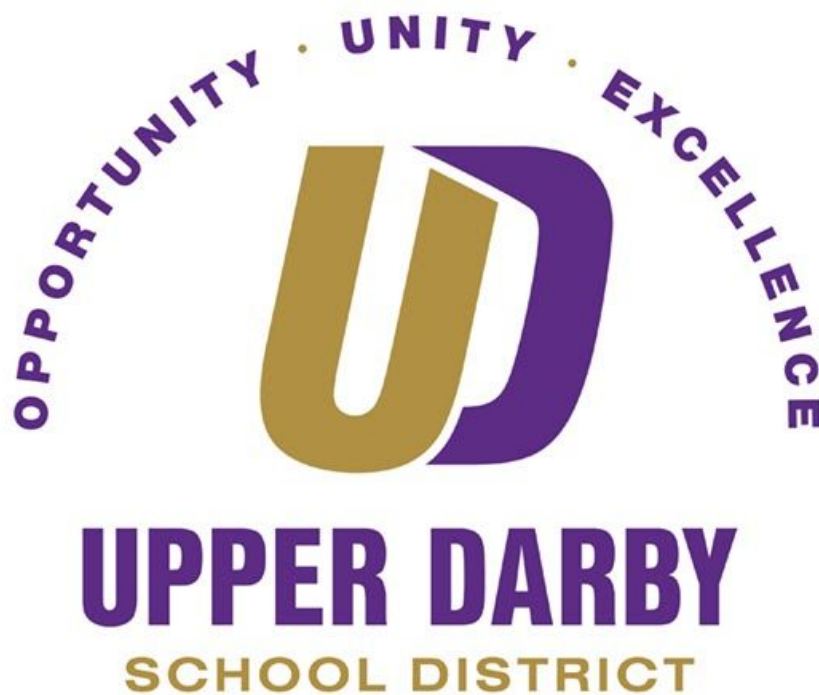
Students in Academic classes are expected to have a strong understanding of and ability to use the language of the first-year course. Some review of introductory concepts is given as needed. Academic students are expected to participate fully in classroom activities and in additional activities that include enrichment readings, paired and group work, and oral presentations in the target language. Homework is assigned on a daily and long-range basis. In Academic classes, students will hear and use the target language except for grammatical explanations as needed.

**THIRD YEAR LANGUAGE COURSES**

Students in the third year of French, Spanish, or Mandarin are expected to have superior knowledge of and the ability to use the language of the first two years of language instruction. The levels of instruction and of expected student participation are advanced. Homework and class projects are frequent and require the cumulative knowledge of previous language study. Additional outside reading and research will be required. Students will hear and use a foreign language at all times. English may be used for brief grammatical explanations as needed.

**FOURTH OR FIFTH YEAR LANGUAGE COURSES**

Students in the fourth, fifth, or sixth-year language courses are expected to have superior knowledge of and ability to use the language of the first three years of language instruction. The level of instruction and level of expected student participation are advanced. Fifth-year courses follow the College Board Advanced Placement curriculum. Homework and class projects are frequent and require the cumulative knowledge and skills of previous language study. Substantial outside reading and research are required. Students use the world language to study the history, art, geography, literature, and music of France, the Spanish-speaking world, or China. Students will hear and use a foreign language at all times.



# **Course Selection Guide**

*School Year 2020-2021*