



# **Course Selection Guide**



***School Year 2021-2022***

## TABLE OF CONTENTS

<a href="#">Course Accessibility and Availability</a>	3
<a href="#">Bell Schedule</a>	4
<a href="#">Graduation Requirements by Grade Level</a>	5
<a href="#">Act 158</a>	6
<a href="#">Promotion Requirements</a>	7
<a href="#">Learning Environment Selection</a>	7
<a href="#">Choosing Courses and NCAA Guidelines</a>	8
<a href="#">Naviance</a>	10
<a href="#">Choosing Your Electives</a>	11
<a href="#">Course Leveling Descriptions</a>	14
<a href="#">Glossary</a>	15
<a href="#">Departmental Course Offerings</a>	
<a href="#">Art</a>	16
<a href="#">Business</a>	20
<a href="#">Career Technical Education (CTE)</a>	23
<a href="#">English</a>	28
<a href="#">English Learners (EL)</a>	34
<a href="#">Family and Consumer Science</a>	38
<a href="#">Health and Physical Education</a>	40
<a href="#">Literacy</a>	42
<a href="#">Mathematics</a>	42
<a href="#">Music</a>	46
<a href="#">Science</a>	49
<a href="#">Service Learning and Special Opportunities</a>	52
<a href="#">Social Studies</a>	55
<a href="#">Special Education</a>	58
<a href="#">Technology Education</a>	59
<a href="#">World Languages</a>	63

## COURSE ACCESSIBILITY AND AVAILABILITY

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

The courses described in the following pages will only be scheduled if 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 teacher availability and student interest. The construction of the master schedule is conducted in such a way as to fulfill the requests of the maximum number of students. While every effort is made to minimize course conflicts, there is no guarantee, expressed or implied, that every student will be able to 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.

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

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

## BELL SCHEDULE

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

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

**Flex/Lunch:** Students are assigned a Flex period every day between 11:55 AM and 12:31 PM. During this period students will eat lunch and have various courses of study. Lunch will be available at various stations throughout the building. Students rotate in and out of the Flex period, depending on the day of the week and the need for intervention, academic support, or AP extension.

## GRADUATION REQUIREMENTS BY GRADE LEVEL

### Class of 2022 Cohort

Course Category	Credits/Courses
English	5 credits (4-course minimum)
Social Studies	4 credits (4-course minimum)
Math	4 credits (3-course minimum)
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, 2024, and 2025

Course Category	Credits/Courses
English	4 credits (4-course minimum)
Social Studies	3 credits (3-course minimum)
Math	3 credits (3-course minimum)
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.

## Act 158 - Class of 2023 and Beyond

For students graduating in June 2023 and beyond, students must meet all course credit requirements as well as satisfy one of the following options to meet the statewide graduation requirements as detailed in [Act 158 of 2018](#):

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

**Keystone Composite (4452) Pathway:** Earning a satisfactory composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

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

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

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

One of the following:

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

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

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

[Students who do not meet Act 158 state graduation requirements through Keystone testing will be required to participate in the Evidence-Based Pathway as described in Pathway 5.](#)

<b>PROMOTION REQUIREMENTS Class of 2022 Cohorts</b>	
<b>10th to 11th Grade</b>	<b>11 credits</b>
<b>11th to 12th Grade</b>	<b>18 Credit Units and projects graduation by June</b>
<b>PROMOTION REQUIREMENTS Class of 2023 and beyond</b>	
<b>9th to 10th Grade</b>	<b>4 Credits- need to have at least 1 Math Credit and 1 English Credit</b>
<b>10th to 11th Grade</b>	<b>10 Credit Units</b>
<b>11th to 12th Grade</b>	<b>13 Credit Units and project graduation by June</b>

## LEARNING ENVIRONMENT SELECTION

Upper Darby High School recognizes that students and families should have the flexibility to choose the learning environment that provides the best student learning results. Students can choose from the following learning environments: students select the learning environment as part of the course selection process each year in course selection meetings with their counselors.

<b>LEARNING ENVIRONMENT</b>	<b>DESCRIPTION</b>
<b>In-Person Learning</b>	<p>This learning model is available to all students in the Upper Darby School District. Students attend a district building each school day and participate in all of their classes.</p> <p>Courses marked with an “In-Person Only” icon are available in the brick and mortar setting only and not available through Synchronous Online Learning</p>
<b>Synchronous Online Learning</b>	<p>This learning model is available to all students in the Upper Darby School District. This model requires students to attend online at specified times and follow the school’s In-Person schedule. Staff will utilize the technology (i.e, video and audio equipment) to provide opportunity, unity, and excellence in education to all students. Students do not report to the building in this model.</p> <p>Courses marked with an “In-Person Only” icon are available in the brick and mortar setting only and not available through Synchronous Online Learning.</p>
<b>Asynchronous Online Learning</b>	<p>This learning model is available to all students in the Upper Darby School District. The courses are written by Upper Darby School District teachers and delivered through Schoology, our Learning Management System (LMS). School assignments will be released weekly. Check-ins will be required for students in the asynchronous model. Students do not report to the building in this model.</p> <p>Students who wish to participate in Asynchronous Online Learning need to contact UDSD central registration at 610-352-2400 to enroll in this learning environment.</p>

	Courses marked with an “In-Person Only” icon are available in the brick and mortar setting only and not available through Synchronous Online Learning.
<b>Home Education</b>	A home education program (sometimes referred to as homeschooling) is not considered a nonpublic school under the home education law. Homeschooling is a program ( <a href="#">24 P.S. § 13-1327.1 (b)</a> ) and is a right, as long as the required documentation is submitted in the notarized affidavit ( <a href="#">Secondary 7-12</a> ). For more information, please visit the <a href="#">Pennsylvania Department of Education Website</a> . <a href="#">Please see our district policy by clicking on this link.</a>

## 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 an entire year of your high school life and your extended future as a student and member of the workforce. Please choose your courses wisely, considering four crucial areas:

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

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

IT IS IMPORTANT TO PICK YOUR COURSES CAREFULLY. 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 requests to override the recommended level of the course and/or make a course selection change must be made in writing by May 1<sup>st</sup> to the grade level Assistant Principal.**

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

	This indicates the course is NCAA approved.
	This indicates the course is only offered in person. Students electing this course must participate in the building and not have the option to participate synchronously online or asynchronously.

# 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 [naaa.org/student-athletes/future/test-scores](http://naaa.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.

## WHAT IS NAVIANCE?

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

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

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

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

## CHOOSING YOUR ELECTIVES

**10th, 11th, 12th GRADE STUDENTS MAY CHOOSE OF THE FOLLOWING ELECTIVE COURSES**—See information on the following pages about descriptions, pre or co-requisites, and grade-level requirements for these courses. Students may only take additional electives if Chapter 4 requirements have been satisfied. All English classes count toward Chapter 4 English requirements. There are additional math and science electives available and described in the course section of this document. Students may select additional courses once they have fulfilled their graduation requirements.

### 9th GRADE STUDENTS MAY CHOOSE COURSES MARKED WITH AN ASTERISK (\*)

Content Area	Semester Courses	Full-Year Courses
<b>Art</b>	Studio Art (1101)* Visual Arts (1102)* 3D Sculpture Studio (1111)* Ceramics 1 (1113)* Ceramics 2 (1114) Advanced Sculpture Studio (1115) Digital Art 1 (1121) Digital Art 2 (1122) Art Major 1 (1181)* Art Major 2 (1182) Art Major 3 (1183) Intro to Graphics (0936)* Photography (0950)*	Advanced Art (1191) Advanced Placement Art (1190) Advanced Placement Art History (1193) “co-requisite
<b>Business</b>	Introduction to Accounting (0801)* Accounting 1 (0802)* Accounting 2 (0803) Information Processing (0804)* Microsoft Office— <i>Core Level Training</i> (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) Honors Personal Finance and Investing (0840) Personal Finance (0841)	Virtual Enterprise (0815)
<b>Computer Science</b>	Fundamentals of Web Design (1373) Essentials of Programming (1301)* Accelerated Programming (1302)*	AP Computer Science Principles (1310)* AP Computer Science A (1320)
<b>Family &amp; Consumer Sciences</b>	Pre-School Practicum (1000) Child Development (1001)* 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)	
<b>Music</b>	(no audition required) Piano Keyboard and Theory (1200)*	(no audition required) Chorus (1225)* Concert Band (1205)* Jazz Fundamentals (1212)*  (audition required) Wind Ensemble (1206)* Orchestra (1208)* Concert Choir (1235)* Encore Singers (1238)* AP Music Theory(1240) Jazz Ensemble (1213)*
<b>PE</b>	Strength and Conditioning (0510) Lifetime Activities (0511) Advanced Team Sports (0512)	
<b>Social Studies</b>	Economics (0271, 0272) European History (0241)* Films In World History (0291, 0292)* Global Conflicts in World History (0297, 0298)* Psychology (0261, 0262) Race, Ethnicity & Gender (0281, 0282) Sports In World History (0295, 0296)* Women In World History (0293, 0294)* Youth Court (0252)	AP European History (0240) AP Psychology (0260)
<b>Technology Education</b>	Introductory Drafting and Design (0913)* Architectural Drafting and Design 1 (0914) Architectural Drafting and Design 2 (0915) Engineering Drawing & Design 1 (0917) Engineering Drawing & Design 2 (0918) Computer Assisted Design (CAD) (0920) Woodworking Technology (0921)* Wood & Materials Technology (0922) Construction (0923) Energy, Power, and Transportation (0926)* Engines Technology (0931)* Engines Technology 2 (0933) Home Mechanics (0932) Home Mechanics 2 (0938) Basic Electronics 1 (0946)* Robotics Programming (1374)	

<b>World Language</b>	Beginning Spanish (0734)* Spanish 1 (0731, 0732)* Spanish 2 (0735, 0736, 0737)* Spanish 3 (0740, 0741, 0742) Spanish 4 (0747, 0748) Beginning French (0714)* French 1(0711, 0712)* French 2(0715, 0716, 0717)* French 3 (0720, 0721) French 4 (0727, 0728) Beginning Mandarin (0770)* Mandarin 1 (0771)* Mandarin 2 (0772) Mandarin 3 (0773) Mandarin 4 (0774)	AP Spanish 5 (0749) AP French 5 (0729)
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## 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 and standardized test scores. Teachers make leveling recommendations late in the first semester and again early in the second semester. All levels and leveling recommendations are then re-examined late in the spring. To select courses that are appropriate to ability, please refer to the information below.

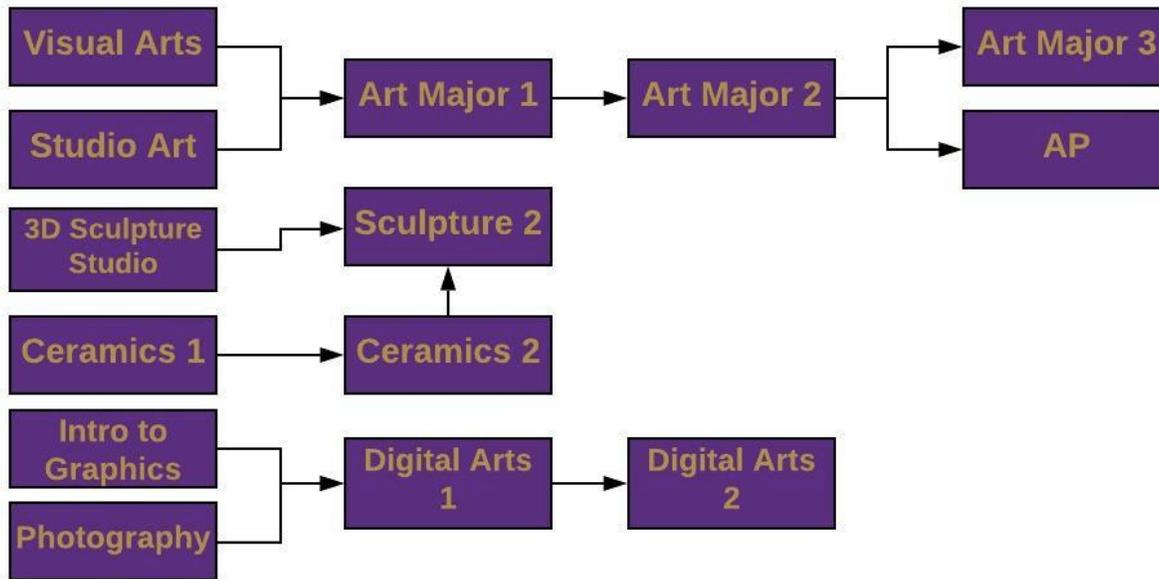
	GENERAL DESCRIPTION	STUDENT CHARACTERISTICS
<b>Advanced Placement (AP)</b>	<p>Students in AP courses are expected to be highly motivated, able to meet the demands of college-level work and achieve above-average grades. Students should display curiosity and motivation that drives them beyond meeting requirements.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

## GLOSSARY

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

## DEPARTMENTAL COURSE OFFERINGS

### ART DEPARTMENT COURSE OFFERINGS

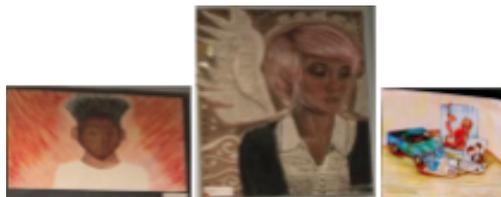


The Art Department course curriculum is organized in a two-year rotation. Each time a student takes a course, individual projects and areas emphasized will vary. An asterisk (\*) will indicate a course that can be taken ONLY ONCE, two asterisks (\*\*) will indicate a course that may be taken TWICE to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

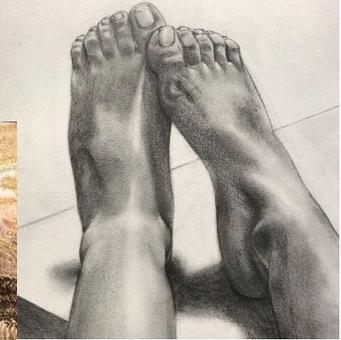
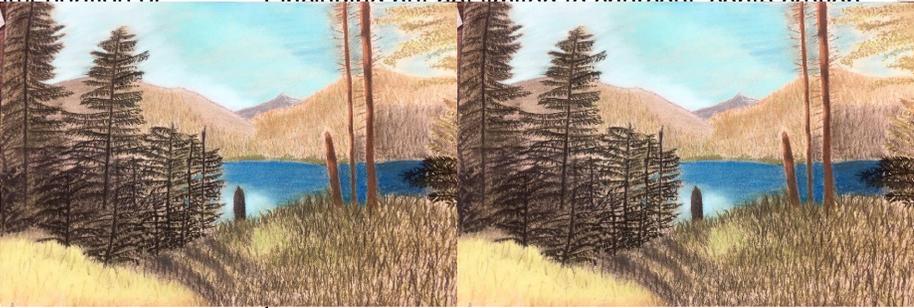
#### STUDIO ART

Semester Block, 1 Unit  
Unleveled 1101\*\*

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. 2022-2023) will cover ancient art history to the Renaissance. Odd-numbered years (ex. 2023-2024) 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.



<p><b>VISUAL ARTS</b> Semester Block, 1 Unit Unleveled 1102*</p>	<p>Using a variety of different cultures throughout history, this course explores the creative process and the role it plays in our own identity, as well as the importance of art as it relates to our humanity, cultures, and the world. Projects develop student skills in drawing, painting, printmaking, mixed-media, and other techniques while focusing on self-expression and building self-esteem. Students may elect this course once during high school.</p>	
<p><b>3D SCULPTURE STUDIO</b> Semester Block, 1 Unit Unleveled 1111**</p> <p>In-Person Only</p> 	<p>This course will use the elements and principles of art and design as they apply to three-dimensional art (3-D). Fundamentals of additive and subtractive sculptural techniques and construction forms will be explored in concert with mentor artworks from history. Students may elect this course twice during high school but not during the same year.</p>	
<p><b>CERAMICS 1</b> Semester Block, 1 Unit Unleveled 1113*</p> <p>In-Person Only</p> 	<p>Students with interest in ceramics have the opportunity to work in clay for an entire semester developing hand-building skills and ceramics techniques. Projects will include methods for surface decoration, color schemes, and glaze application. A focus will be placed on art criticism, planning, and self-expression.</p>	
<p><b>CERAMICS 2</b> Semester Block, 1 Unit Unleveled 1114** Prerequisite: Ceramics 1</p> <p>In-Person Only</p> 	<p>This course is for students who have successfully completed Ceramics 1 and have received a recommendation to hone their skill in creating larger and more complex works in clay. Individual students will expand on hand-building techniques, project planning and will be introduced to wheel throwing. A focus will be placed on creative problem solving and the creation of refined works of art combining both form and function.</p>	
<p><b>INTRODUCTION TO GRAPHICS</b> Semester Block, 1 Unit Unleveled 0936</p>	<p>This course exposes students to creating designs with technology and 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, design, etc.) Students will use Adobe Photoshop, Illustrator, and InDesign and work hands-on in Printmaking Processes to develop 21st-century design and problem-solving skills necessary in an increasingly visual global community.</p>	

<p><b>DIGITAL ARTS 1</b> Semester Block, 1 Unit Academic 1121* Prerequisite: Intro to Graphics or Photography</p>	<p>This course focuses on introducing the computer as a dynamic design tool. 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.</p>
<p><b>DIGITAL ARTS 2</b> Semester Block, 1 Unit Academic 1122** Prerequisite: Teacher recommendation required</p>	<p>This course will expand the foundation skills of DIGITAL ARTS 1 and provide a comprehensive combination of Adobe Photoshop and Illustrator. Students will prepare a portfolio of work suitable for post-high school study. Students may elect this course twice during high school.</p>
<p><b>PHOTOGRAPHY</b> Semester Block, 1 Unit Unleveled 0950*</p> <p>In-Person Only</p> 	<p>This course is designed to give students professional-level technical and artistic skills in digital photography. Students learn and apply the elements of art and design and use the classic rules of photography to create sophisticated compositions. They use digital single-lens reflex (DSLR) cameras with advanced camera modes, to take photographs and videos for various creative and real-world purposes in various settings. Students will learn post-production techniques in Adobe Lightroom, Adobe Photoshop, and iMovie. Assignments will be completed in and out of the classroom and school. In this course, students develop 21st Century design, visual communication, and problem-solving skills necessary for an increasingly visual global community.</p>
<p><b>ART MAJOR 1 (Drawing)</b> Semester Block, 1 Unit Academic 1181* Teacher Recommendation or Portfolio or Sketches required for approval</p> <p>In-Person Only</p> 	<p>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, and pencil.</p>  <p>Work. In-depth studies of art.</p> 
<p><b>ART MAJOR 2 (Design)</b> Semester Block, 1 Unit Academic 1182* Prerequisite: Art Major 1 or teacher recommendation</p> <p>In-Person Only</p> 	<p>This course reintroduces students to the elements and principles of art as they relate to the study of color theory and design. Solutions to design problems utilize historical references and foundation skills to allow for creative outcomes.</p> 

<p><b>ART MAJOR 3 (Studio)</b> Semester Block, 1 Unit Academic 1183** Prerequisite: Art Major 2 or Art Teacher recommendation</p> <p>In-Person Only</p> 	<p>This course expands the foundation skills, the artistic relationships of historical and cultural influences, and the development and understanding of the student's own artistic skills. This course provides the opportunity to develop proficiency beyond the skills of drawing and design and to produce a portfolio of art suitable for post-high school study. Students may elect this course twice during high school in order to further build their portfolio, but not during the same year.</p>	
<p><b>ADVANCED ART</b> Full Year Block, 2 Units Accelerated 1191** Teacher recommendation</p> <p>In-Person Only</p> 	<p>This course is appropriate for college-bound students interested in the study of art. It is structured to prepare the student for the foundation year at a professional art school. Students will amass a college entrance portfolio, complete written assignments based on art history, and maintain a sketchbook. The full year provides the additional studio time necessary for an in-depth exploration of a wide variety of media and techniques required for individualized student portfolios. Visits by professional artists and art school representatives further enhance this course.</p>	
<p><b>Advanced Placement Art</b> Semester Block + Flex, 1.5 Units Advanced Placement 1190 Teacher recommendation</p> <p>In-Person Only</p> 	<p>This college-level course is an independent study that meets with the Advanced Art class. Students will complete all Advanced Art assignments as well as the works required for either the General or Drawing Portfolio of the Advanced Placement Studio Art Portfolio. This portfolio consists of thirty to thirty-five original works of art, twelve of which must be completed based on a student-developed theme or concentration.</p>	
<p><b>SCULPTURE 2</b> Semester Block, 1 Unit Honors 1115** Teacher recommendation</p> <p>In-Person Only</p> 	<p>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.</p>	
<p><b>ADVANCED PLACEMENT ART HISTORY</b> Semester Block + Flex, 1.5 Units Advanced Placement 1193 Teacher recommendation</p>	<p>Advanced Placement Art History is a survey of artistic creation and architecture developments throughout the World from Prehistory to Contemporary movements. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Students will be exposed to a gambit of works through slideshows and will discover their significance in lectures, discussions, and critical readings. Students will be challenged with big ideas and essential questions, considering such issues as patronage, gender, and the functions and effects of works of art, requiring them to conduct research using the Art Historical skills valued by historians and higher education faculty today.</p>	

## BUSINESS EDUCATION DEPARTMENT COURSE OFFERINGS

<p><b>INTRODUCTION TO ACCOUNTING</b> Semester Block, 1 Unit Unleveled 0801</p>	<p>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.</p>
<p><b>ACCOUNTING 1</b> Semester Block, 1 Unit Academic 0802</p>	<p>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.</p>
<p><b>ACCOUNTING 2</b> Semester Block, 1 Unit Accelerated 0803 Grades 10-12 Prerequisite Accounting 1</p>	<p>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.</p>
<p><b>MICROSOFT OFFICE: WORD, EXCEL &amp; POWERPOINT</b> Semester Block, 1 Unit Unleveled 0804</p>	<p>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).</p>
<p><b>MICROSOFT OFFICE–Core Microsoft Certification</b> Semester Block, 1 Unit Accelerated 0805 Grades 10-12 Prerequisite: Microsoft Office Teacher recommendation required</p>	<p>Students will be trained on the industry-standard Microsoft Office Professional software package in this challenging course, 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.</p>
<p><b>ENTREPRENEURSHIP</b> Semester Block, 1 Unit Accelerated 0812</p>	<p>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.</p>

<p><b>BUSINESS LAW AND MANAGEMENT</b> Semester Block, 1 Unit Academic 0813</p>	<p>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 organizations: the sole proprietorship, the partnership, and the corporation. Students will use the Internet to gather information for research projects.</p>
<p><b>INTRODUCTION TO BUSINESS</b> Semester Block, 1 Unit Unleveled 0814 Prerequisites: None (students who have taken Marketing, Marketing 2, Entrepreneurship should not enroll in this class.)</p>	<p>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.</p>
<p><b>MARKETING</b> Semester Block, 1 Unit Academic 0834</p>	<p>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.</p>
<p><b>MARKETING 2</b> Semester Block, 1 Unit Accelerated 0836 Grades 11 and 12 only Prerequisite: Marketing (0834)</p>	<p>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 &amp; 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.</p>
<p><b>PERSONAL FINANCE AND INVESTING</b> Semester Block, 1 Unit Grades 11-12, 10th with approval Honors 0840</p>	<p>This course helps prepare students for the challenges they will face living in our complex capitalistic society after high school. With its major emphasis on financial planning, saving, and investing, this course 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</p>

	<p>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.</p> <p>Sophomores will be considered after counselor recommendation and teacher approval.</p> <p>Personal Finance courses in math or business can count as a graduation credit requirement for social studies, math, family and consumer science, and business, starting with the Class of 2024.</p>
<p><b>PERSONAL FINANCE</b> Semester Block, 1 Unit Accelerated 0841 Academic 0842</p>	<p>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.</p> <p>Personal Finance courses in math or business can count as a graduation credit requirement for social studies, math, family and consumer science, and business, starting with the Class of 2024.</p>

## CAREER AND TECHNICAL EDUCATION

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

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

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

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

<p><b>COSMETOLOGY</b>            Full-Year, Double-Block, 4 units, Unleveled            AM Session 1610            PM Session 1612            Grades 10-12</p>	<p>Articulated with Delaware County Community College            Students in the cosmetology program learn all of the necessary skills to be successful workers in the field of cosmetology. All aspects of cosmetology are discussed, including hair and nail care, cuts, waxes, colors, and other chemical treatments. Basic salon management is also discussed. Upon completion of a full three years in the cosmetology program, students can take the cosmetology license exam to be certified cosmetologists and enter the workforce in any salon. The upfront cost is approximately \$375.00 with possible added expenses as the year progresses.</p>
<p><b>DELAWARE COUNTY TECHNICAL SCHOOLS</b>            Full-Year Double Block, 4 units            AM Session 1601            PM Session 1602            Grades 11-12</p>	<p>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.</p>

## 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

In-Person  
Only



**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 second-year apprentices.

**Welding-** The welding industry can be extremely rewarding due to the fact that employers have a constant need for skilled welders. Welding is used in manufacturing, construction, and many other industries. In the Welding Technology program, students are taught oxy-fuel gas cutting principles and practices, arc cutting principles and practices, and welding inspection and testing principles. Welding Technology students research careers in the welding field and learn how to weld in all positions. Further, they learn how to interpret blueprints and layout projects from cutting to tacking to full completion of projects. Students learn about precision cuts in steel plates using superheated gases and learn how steel is formed from a liquid to a solid. Students also gain hands-on training in a variety of welding procedures including shielded metal arc welding (STICK), gas metal arc welding (MIG), flux-cored arc welding (FCAW), and gas tungsten arc welding (TIG). In this program, students learn how to use the

	<p>proper equipment for testing welds, destruction, and hardness testing. They gain experience in reading and understanding manuals and specification charts for the welding process. The students learn how to use grinders and chemical baths for surface cleaning, proper clamping techniques, and welding standards established by the American Welding Society.</p>
<p><b>School of Logistics, Distribution, &amp; Transportation</b></p> <p>In-Person Only</p> 	<p><b>Automotive Technology-</b> DCTS has the distinct honor of being among a small number of schools and colleges to be selected to participate in AYES, a partnership with General Motors, Daimler Chrysler, BMW, Honda, Hyundai, Subaru, Toyota, Mitsubishi Motors, Nissan, Volkswagen, Audi, and Mercedes Benz Corporations. DCTS students gain a competitive edge by allowing them to work directly on new cars with technicians experienced in the field and at dealerships. Students prepare for the NATEF/ASE accredited instructional program that emphasizes learning skills to diagnose, service, and maintain all types of automobiles. Upon graduation, students will be eligible to take the NATEF/ASE exam after completing one year of employment in the automotive field. Graduates of this program will be qualified to enter the automotive field as entry-level service technicians in new car dealerships or related automotive businesses.</p> <p><b>Collision Repair Technology-</b> Collision Repair Technology is based on an occupational analysis of the auto body field and reflects the entry-level job requirements of the Inter-Industry Conference on Auto Collision Repair (I-CAR) and the Automotive Collision Technology standards. Students are taught MIG welding/cutting, metal repair, corrosion protection, masking, refinishing, undercoating, and unibody inspection using state-of-the-art equipment. They are taught safety compliance and tools and equipment identification. Each student will gain the knowledge, understanding, and training needed to secure a position in the collision repair field, and/or enter a post-secondary institution.</p> <p><b>Logistics &amp; Inventory Management-</b> Materials and Inventory Control introduces students to the distribution service industry. The course curriculum prepares students to work in distribution centers, warehouses, and supply rooms. Students learn safety standard compliance, tool, and equipment identification, operation of industrial lift/transport equipment, data entry, and communication skills. The students develop these skills while managing and operating the DCIU Distribution Center and the Science Material Center for Delaware County. 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.</p>
<p><b>School of Health &amp; Bioscience</b></p> <p>In-Person Only</p> 	<p><b>Health Sciences-</b> Students will be submerged in a rich curriculum created to prepare them to be career and college-ready during their training and exploration of various health-related occupations. Anatomy and physiology, patient care skills, emergency response, disease control, medical ethics, documentation and records management, pharmacology, EKG, and phlebotomy are just some of the topics students will study. Health Science is a foundation for all health career pathways where students will have the opportunity to train for a Clinical Medical Assisting Certification or a Nursing Assistant Certification.</p> <p><b>Emergency and Protective Services Program-</b> This program offers a comprehensive public safety education to students interested in pursuing a career or volunteering in the Emergency Medical, Law Enforcement, Fire, Security, Industrial Safety, or Emergency Management services. Students work with protective service professionals to gain first-hand experience in all areas of these exciting professions. 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.</p> <p><b>Medical Careers “Where the Hospital becomes the Classroom”-</b> This program is offered only to high school seniors who are interested in attending college to prepare for a career in health care. It has been nationally recognized by the Life Science Career Alliance, won teaching awards from the Pennsylvania Department of Education (PDE), and achieves 100% college placement. This year-long program is offered at one of six area hospitals. Students attend class daily at their assigned hospital and the curriculum offers a combination of lectures, patient care skills, and clinical rotations. Students benefit from career-based presentations from an array of healthcare professionals including nurses,</p>

	<p>physicians, physician assistants, physical therapists, medical technologists, and pharmacists. The curriculum includes anatomy, physiology, pathophysiology, medical terminology, safety, infection control, and medical law and ethics. Students graduate from the program with a solid understanding of the integral relations of the hospital team and a vision of their potential role in the healthcare industry.</p> <p><b>Dental Occupations-</b> Students who enroll in the Dental Occupations Program learn a variety of skills that will enable them to become dental assistants, dental laboratory technicians, and/or pursue a career as a dental hygienist, EFDA, or dentist. The dental assistant program focuses on patient-centered care in support of improving oral health as a key to personal health and well-being. The major areas of study in the course include dental radiology, oral pathology, chairside dental assisting, anatomy and physiology, dental materials, sterilization, and dental office business procedures. The dental assistant works directly with the dentist, performing a variety of tasks from helping the dentist examine and treat patients to completing laboratory and office work.</p> <p><b>Exercise Therapy and Sports Science -</b> This program provides both a theoretical and lab component and is designed for those students whose career objective includes college and a career within Sports Medicine, Athletic Training, Physical Therapy, Occupational Therapy, Exercise Physiology, Fitness Training, and/ or Nutrition fields. Program graduates are prepared to pursue post-secondary education while developing a foundation of technical knowledge.</p> <p><b>Biomedical Technology and Laboratory Sciences-</b>This program provides students with the knowledge and hands-on experience necessary to be successful in medical technology and laboratory science careers. Students will use state of the art equipment to learn the principles of scientific investigation and how it is applied to agriculture, environmental health, forensics, genetic engineering and medicine. An emphasis will be placed on DNA fingerprinting, polymerase chain reaction, microbiology and immunology. Students leaving this program will have the strong foundation necessary to pursue postsecondary and career opportunities in pathology, biomedical engineering, genetics, medical technology, molecular and cellular biology.</p>
<p><b>School of Hospitality, Tourism, &amp; Human Services</b></p> <p>In-Person Only</p> 	<p><b>Cosmetology-</b> Guided by industry professionals and an interactive, student-driven curriculum, Cosmetology focuses on the fundamentals of the profession. This enables students to confidently begin working with hair, skin, and nails early in their training. Technical skill development blends with applied sciences to guide them toward a successful career as salon professionals. During this three-year, 1250-hour training program, students learn hair sculpture, color application, chemical texture, and skin and nail procedures. We study a wide variety of scientific applications, such as the chemistry of cosmetics, biology, human anatomy, and physiology. Upon completion, graduates are fully prepared to take the Pennsylvania State Board of Cosmetology examination.</p> <p><b>Culinary Arts-</b> Prepares students for success in the foodservice and hospitality industry. Students are taught food preparation, dining service, inventory control, safety, and sanitation. Our students also learn nutrition, healthy cooking, equipment identification, use of hand tools, and culinary vocabulary. Students prepare soups and sauces, breakfast entrees, sandwich production, pies, cakes, yeast-raised products, entrée preparation, international dishes, vegetable preparation, garnishing, salads, and dressings. Over the past several years DCTS students have won state and national food preparation and service competitions. DCTS participates in the Careers through Culinary Arts Program (C-CAP), which provides a professional culinary network connecting students with internships, college programs, and scholarships. Upon graduation, students may seek immediate employment, enter an apprentice program or continue culinary or management studies at the post-secondary level.</p> <p><b>Early Childhood Education-</b> Prepares students to work in a variety of settings that require an understanding of how children grow, learn and develop. The curriculum is aligned with the National Child Care Association's core of 15 "Professional Abilities." Field experience and practicum provide opportunities to become involved in actual work with children. The program also prepares students for pre-certification as a Child Development Associate (CDA). ECE students operate the Tot Stop</p>

	<p>preschool, an on-site program that serves as a first school experience for three-to-five-year-old children. The student teachers plan, prepare, and perform all aspects of this three-day-a-week program. Early Childhood Education prepares students to enter the workforce or continue their education in career areas related to childcare and guidance.</p>
<p><b>School of Engineering &amp; Computer Science</b></p> <p>In-Person Only</p> 	<p><b>Engineering and Robotics-</b> This program prepares students for high-demand, life sustaining, STEM careers in the engineering and advanced manufacturing fields. Students have the opportunity to take an invention from concept to design to production by utilizing hi-tech equipment such as 3D printers and after Computer Numerical Control (CNC) machines. This comprehensive curriculum covers topics such as engineering philosophy, principles, ethics, safety and quality control. Students learn a variety of topics, including computer-aided design, electronics, hydraulics, mechanical drawing, robotics, and precision measurement. Students in the Engineering Technologies program have the opportunity to complete STEM- enhanced curriculum through five Project Lead The Way (PLTW) modules. Students have the opportunity to choose from Introduction to Engineering, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics, Civil Engineering &amp; Architecture. Students are introduced to problem solving, learning about engineering principles, teamwork, and Computer-Aided Design (CAD).</p> <p><b>Computer Networking &amp; Digital Forensics-</b> This program offers a wide variety of career options in information technology. Guided by industry standards set forth by CompTIA, AccessData, and Microsoft, the program prepares students for employment in network administration, desktop support, telecommunications, and IT security. With a solid foundation in computer networking, students branch off to explore advanced opportunities in digital civil and criminal investigations including operating systems, hard drive, and mobile device forensics. This unique program is exciting, challenging and forms the basis for success in any information technology post-secondary endeavor.</p> <p><b>Management Information Systems-</b> This program offers a series of methods of collecting, compiling, and analyzing large quantities of data to satisfy our society’s ever-increasing need for information. With increasing frequency, it is apparent that an understanding of technology is a necessary part of general education for students who live and work in our technological society. Students acquire the skills to analyze, design, implement, test, and document an application solution. The students utilize a state-of-the-art network computer system and its associated peripheral equipment to work on live problems, utilizing business software and object-oriented integrated development environments. Concepts delivered to provide the basis of understanding in the area of computer programming and are applicable to business applications, mobile applications, and video gaming. Students will create a relational database, receive instruction in a variety of computer programming languages including writing, testing, and debugging code; writing-related system user documentation; demonstrating an understanding of core computer concepts to include the internet and the basic functions of business desktop applications; and analyzing common hardware, software, and network processes. Students will receive instruction in business ethics and law, economics, office procedures, and communications. Students will learn office safety, computer fundamentals, database administration, and computer maintenance/troubleshooting.</p> <p><b>Advertising Design and Commercial Art –</b> 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.</p>

## ENGLISH DEPARTMENT COURSE OFFERINGS

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

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

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

<p><b>ENGLISH 9/RESEARCH AND WRITING</b>                      Full Year Block, 1 Unit                      English 9/1 Unit Research and Writing                      Academic 0102/0104                      Accelerated 0101/0103                      Honors 0100/0105</p> 	<p>Students will study a variety of literary forms: the epic, the drama, the short story, the novel, the poem, as well as a series of nonfiction selections. Appropriate personal and analytical responses will be assigned. Special emphasis will be given to the five domains of effective writing: focus, content, organization, style, and mechanics. Students will be given practice in the different essay forms found in the Keystone tests. 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.</p>
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This WRITING INTENSIVE course is designed to help students master the writing and analysis skills necessary to succeed at the high school level. The course is paired with Freshman English 9, with study in one course 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.

This WRITING INTENSIVE course is designed to help students master the writing and analysis skills necessary to succeed at the high school level. The course is paired with Freshman English 9, with study in one course 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 WITH READING CONCENTRATION**

Full Year Block, 1 Unit English 9/1 Unit Research and Writing



This extended course will study a variety of literary forms. Appropriate personal and analytical responses will be assigned. Special emphasis will be given to the five domains of effective writing: focus, content, organization, style, and mechanics. Students will be presented with ample work in grammar, usage, and punctuation. The course will also require that students master critical reading and writing skills and apply these skills to unfamiliar non-fiction pieces. Students will learn to develop an essay, design a thesis statement, begin to master self-revision, research a topic, synthesize source material, and properly document sources utilizing MLA style (summarizing, paraphrasing, quoting, in-line citations, works cited/works consulted). Students will be introduced to a variety of modes of writing and will be expected to produce their own pieces in response to the course readings.

**Reading Concentration:** Individualized reading instruction (Read 180/System 44) will be provided in this course through a blended learning model that engages students, provides feedback and reinforces a growth mindset.

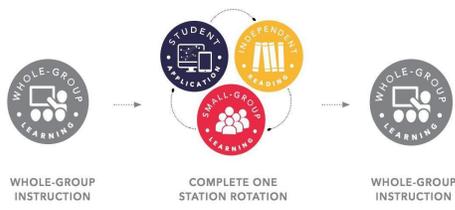
**READ 180**

Read 180 is a research-based program 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:

	<ul style="list-style-type: none"> <li>• Small group differentiated instruction</li> <li>• Read 180 software adapts to the students reading needs</li> <li>• Modeled and Independent reading builds fluency and reading comprehension</li> </ul> <p><b>SYSTEM 44</b></p> <p>System 44 is a 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.</p> <p>Instruction follows a rotational model that includes:</p> <ul style="list-style-type: none"> <li>• Instructional Technology- Students work independently on the software and receive intensive, individualized reading instruction and skills practice.</li> <li>• Modeled &amp; Independent Reading-Students build fluency and reading comprehension through modeled and independent reading.</li> <li>• Small-Group Instruction- Teachers present targeted small-group differentiated instruction based on data-driven reports.</li> </ul>
<p><b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b> Semester Block + Flex, 1.5 units Advanced Placement 0123</p> 	<p>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 to facilitate their journey towards informed citizenship.</p>
<p><b>AMERICAN LITERATURE</b> Semester Block, 1 Unit Academic 0122 Accelerated 0121 Honors 0120 Prerequisite: English 9</p> 	<p>This course satisfies the sophomore English requirement. This course is a chronological look at American writings from the Puritan period to the present. Students will examine how American writers have represented and interpreted the American experience through their works. Students will learn to organize ideas and express them clearly and correctly through work on analytical papers, a major research paper, and selected creative writing assignments. Note: Students who have taken American Studies may not take American Literature, as material overlaps.</p>
<p><b>AMERICAN LITERATURE WITH READING CONCENTRATION</b> Full Year Block, 2 Units Academic 0122S Prerequisite: English 9</p> 	<p>This course satisfies the sophomore English requirement. This course is a chronological look at American writings from the Puritan period to the present. Students will examine how American writers have represented and interpreted the American experience through their works. Students will learn to organize ideas and express them clearly and correctly through work on analytical papers, a major research paper, and selected creative writing assignments. Note: Students who have taken American Studies may not take</p>

	<p>American Literature, as material overlaps.</p> <p><b>Reading Concentration:</b> Individualized reading instruction (Read 180/System 44) will be provided in this course through a blended learning model that engages students, provides feedback, and reinforces a growth mindset.</p> <p><b>READ 180</b></p> <p>Read 180 is a research-based program 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.</p> <p>Lessons begin and end in whole group instruction. In between, students break into groups and rotate through three stations:</p> <ul style="list-style-type: none"> <li>• Small group differentiated instruction</li> <li>• Read 180 software adapts to the students reading needs</li> <li>• Modeled and Independent reading builds fluency and reading comprehension</li> </ul>  <p><b>SYSTEM 44</b></p> <p>System 44 is a 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.</p> <p>Instruction follows a rotational model that includes:</p> <ul style="list-style-type: none"> <li>• Instructional Technology- Students work independently on the software and receive intensive, individualized reading instruction and skills practice.</li> <li>• Modeled &amp; Independent Reading-Students build fluency and reading comprehension through modeled and independent reading.</li> <li>• Small-Group Instruction- Teachers present targeted small-group differentiated instruction based on data-driven reports.</li> </ul>
<p><b>AMERICAN STUDIES</b>  Semester Block, 2 Units, 2 blocks/day  Academic 0221ENG-0221SS  Accelerated 0222ENG-0222SS  Honors 0237ENG-0237SS  Prerequisites: English 9</p> 	<p>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.</p>
<p><b>AP ENGLISH LITERATURE &amp; COMPOSITION</b>  Semester Block + Flex, 1.5 Units  Advanced Placement 0130  Prerequisite: English 9</p>	<p>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</p>

	<p>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.</p>
<p><b>BRITISH LITERATURE</b> Semester Block, 1 Unit Accelerated 0132 Honors 0131 Prerequisite: American Literature</p> 	<p>This course is appropriate for college-bound students who want to study English literature from its beginnings to the present. Students will be expected to read, discuss, and respond in writing to the works of English writers in the Anglo-Saxon, Medieval, Renaissance, Classical, Romantic, Victorian, and Modern literary periods.</p>
<p><b>MODERN LITERATURE</b> Semester Block, 1 Unit Academic 0142 Accelerated 0141 Prerequisite: American Literature</p> 	<p>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 that explains the inspiration and intellectual shaping of modern authors. In turn, students use the literature to develop their reading comprehension, writing, listening, and verbal communication skills. Students at all levels should expect nightly reading and writing assignments designed to increase their proficiency in articulating the themes through written and verbal expression.</p>
<p><b>AFRICAN AMERICAN LITERATURE</b> Semester Block, 1 Unit Academic 0162 Accelerated 0161 Honors 0160 Prerequisite: American Literature</p> 	<p>This English course is focused solely on literature written by African Americans. The units are structured chronologically, starting with American Colonialism and ending with Modern African-American Literature. Students enrolled in this course will learn about each of the African-American literary movements, and use these movements as a starting point for academic discourse about the course texts. Through this course's content and literacy skills, students will develop critical reading, writing, and analysis skills that are necessary for college success. Students will be expected to compose a variety of literary analysis and research essays that are supported by evidence. Students will examine novels, short stories, essays, plays, literary criticism, autobiographies, poems, speeches, nonfiction, and visual art created by African Americans.</p>
<p><b>HUMANITIES</b> Semester Block, 1 Unit Academic 0172 Accelerated 0171 Prerequisite: American Literature</p> 	<p>The challenging course provides students the opportunity to explore our world's rich cultural heritage. The students will study the great world themes through an integrated curriculum of literature, fine arts, music, history, and philosophy. The works of significant writers, artists, and thinkers throughout the ages will be examined from the Classical period through the Middle Ages and the Renaissance to the modern era.</p>
<p><b>WRITING &amp; RHETORIC</b> Semester Block, 1 Unit Accelerated 0181 Prerequisite: American Literature</p> 	<p>This course is designed for college-bound students who want to prepare themselves for the writing and speaking demands that await them in their academic and career pursuits. Students will be instructed in the most recent research techniques and will be closely supervised as they prepare several analytical and persuasive essays, as well as a research paper. Students will also read, discuss and analyze nonfiction through the use of current magazines and newspaper articles. Other writing exercises include a biography unit and an in-depth analysis of a major literary genre; both of these will reinforce the</p>

	students' ability to research a subject efficiently and to communicate their feelings effectively.
<p><b>ENGLISH SKILLS AND COMPOSITION</b> Semester Block, 1 Unit Academic 0152 Prerequisite: American Literature</p>	<p>This course is structured in thematic units. Each unit will consist of selections from novels, short stories, poetry, literary reviews, magazines, and newspapers. An essay and an objective test will accompany the units. The essays will involve the use of informational, persuasive, and narrative forms of writing. Students will work on complete, clear, and correct expressions. Communication skills will be taught 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.</p>
<p><b>BROADCAST JOURNALISM 1</b> Semester Block, 1 Unit Accelerated 0180</p>	<p>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.</p>
<p><b>BROADCAST JOURNALISM 2</b> Semester Block, 1 Unit Academic 0184</p> <p>Full Year course, 2 Units Accelerated 0183 Prerequisite: Broadcast 1 Note: English teacher recommendation required</p>	<p>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 motivated and active learners. Students will apply extensive writing skills as they learn how to gather, record, revise, and edit news stories, press conferences, editorials, features, and sports stories and tailor their reporting for the broadcasting arena. Students will analyze selected radio and television programs. They will also investigate the history of broadcasting and its effects on modern society. A final project replaces the traditional exam. The students will participate in the actual production of the daily school broadcast of the Upper Darby Update.</p>
<p><b>CREATIVE WRITING</b> Semester Block, 1 Unit Unleveled 0182 Prerequisite - English 9 or teacher recommendation required</p> 	<p>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.</p>

<p><b>ACTING, DRAMA AND PLAYWRITING</b> Semester Block, 1 Unit Unleveled 0185 Prerequisite: English 9 or teacher recommendation.</p> <p>In-Person Only</p> 	<p>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.</p>
<p><b>PUBLIC SPEAKING/VERBAL SAT PREP</b> Semester Block, 1 Unit Unleveled 0186 Prerequisites: American Literature</p> <p>In-Person Only</p> 	<p>This course is appropriate for any student wishing to better their public speaking skills and to prepare for the VERBAL portion of the SAT Test. The first marking period will be devoted to SAT Test preparation 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.</p>

## ENGLISH LEARNERS

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

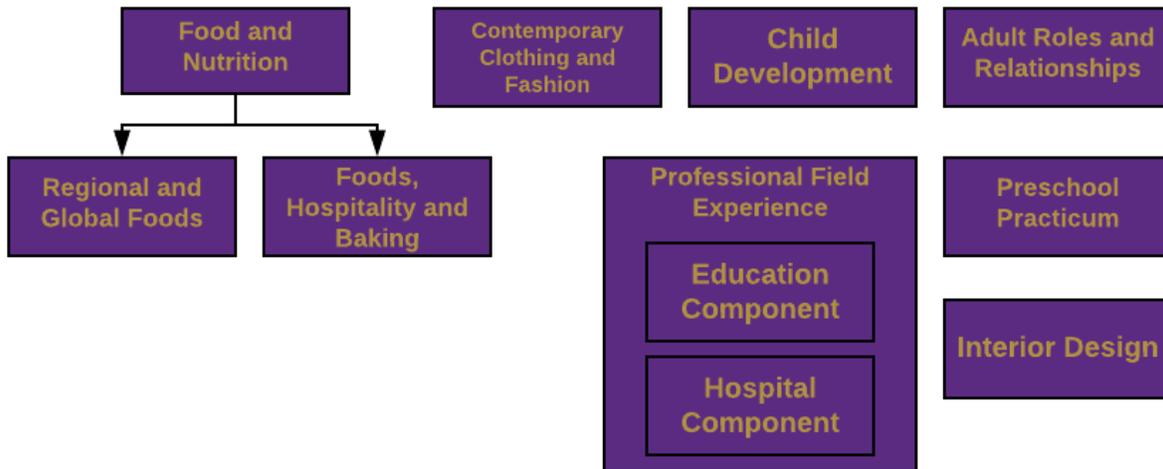
<p><b>EL ENGLISH 100:</b> 9th and 10th graders: 1481 11th and 12th graders: 1482 (‘A’ = semester 1 and ‘B’ = semester 2) Unleveled Full-Year Block, 2 Units for semester A and B</p>	<p>The course, designed for Level 1 Entering English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature and non-fiction. Grammar and vocabulary instruction should be integrated in each unit and aligned with texts. Units begin with an essential question related to the theme, and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>
<p><b>EL ENGLISH 200:</b> 9th and 10th graders: 1483 11th and 12th graders: 1484 (‘A’ = semester 1 and ‘B’ = semester 2) Full-Year Block, 2 Units for semester A and B</p> 	<p>The course, designed for Level 2 Emerging English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated in each unit and aligned with texts. Units begin with an essential question related to the theme, and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>

<p><b>EL ENGLISH 300:</b>  9th and 10th graders: 1485  11th and 12th graders: 1486  ('A' = semester 1 and 'B' = semester 2)  Full-Year Block, 2 Units for semester A and B</p> 	<p>The course, designed for Level 3 Developing English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated in each unit and aligned with texts. Units begin with an essential question related to the theme, and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>
<p><b>EL ENGLISH 400:</b>  9th and 10th graders: 1487  11th and 12th graders: 1488  ('A' = semester 1 and 'B' = semester 2)  Full-Year Block, 2 Units for semester A and B</p> 	<p>The course, designed for Level 4 Expanding English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated in each unit and aligned with texts. Units begin with an essential question related to the theme, and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation.</p>
<p><i>EL INTERVENTION COURSES</i></p> <p><b>EL SEMINAR:</b> 1480A / 1480B  ('A' = semester 1 and 'B' = semester 2)</p>	<p>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.</p>
<p><b>EL SKILLS:</b> 1404/1454  Flex Period, .5 Unit</p>	<p>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.</p>
<p><b>EL ALGEBRA READINESS</b>  Full-Year Block, 2 Units  Unleveled 1413A</p>	<p>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.</p>
<p><b>EL ALGEBRA 1A</b>  Semester Block, 1 Unit  Unleveled 1413B</p> 	<p>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.</p>
<p><b>EL ALGEBRA 1B</b>  Semester Block, 1 Unit Unleveled</p>	<p>This course is designed for identified EL students. This course will focus on developing the tools of algebra, linear functions and equations, inequalities,</p>

<p>1414A</p> 	<p>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.</p>
<p><b>EL ALGEBRA 2</b> Full-Year Block, 2 Units Unleveled 1415</p> 	<p>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.</p>
<p><b>EL BIOLOGY</b> Semester Block, 1 Unit Unleveled 1433</p> 	<p>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.</p>
<p><b>EL GENERAL SCIENCE</b> Semester Block, 1 Unit Unleveled 1412</p> 	<p>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.</p>
<p><b>EL ANATOMY</b> Semester Block, 1 Unit Unleveled 1463</p> 	<p>This course is designed for ELL students to access the core curriculum in Anatomy while receiving additional language courses and follows the model of Sheltered Instruction for ELL students. Support, adaptations, and modifications for EL students.</p>
<p><b>EL GOVERNMENT &amp; LAW</b> Semester Block, 1 Unit Unleveled 1432</p> 	<p>This course is designed for EL students to access the core curriculum in Government &amp; Law while receiving additional language support, adaptations, and modifications for EL students. This course follows the model of Sheltered Instruction for EL students.</p>
<p><b>EL US HISTORY</b> Semester Block, 1 Unit Unleveled 1435</p> 	<p>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.</p>
<p><i>PEER TUTORING</i> <b>EL CONTENT AREA TUTOR: 0698</b></p>	<p>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</p>

Semester Block, 1 Unit	block assignment, you may be assisting in an English, Math, Science, or Social Studies class. You will work with students individually or in small groups, design teaching materials, and serve as a teacher's aide in classes for these students.
<b>EL SEMINAR TUTOR:</b> 0699 Flex, .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.
<b>EL PEER TUTORING:</b> Semester Block, 1 Unit Academic 1499 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 offers and provides an opportunity for students to manage with reason and creativity the challenges across the lifespan of living and working in a global society. The department's goals are to help students to become independent in order to balance work and family. Emphasis is on teaching life skills, career exploration, and preparation of marketable skills.

<p><b>FOODS &amp; NUTRITION</b> Semester Block, 1 Unit Unleveled 1011</p>	<p>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.</p>
<p><b>REGIONAL AND GLOBAL FOODS</b> Semester Block, 1 Unit Unleveled 1012 Prerequisite: Foods &amp; Nutrition <b>In-Person Only</b> </p>	<p>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.</p>
<p><b>FOODS, HOSPITALITY, and BAKING</b> Semester Block, 1 Unit Unleveled 1013 Prerequisite: Foods &amp; Nutrition Teacher recommendation required <b>In-Person Only</b> </p>	<p>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.</p>

<p><b>CONTEMPORARY CLOTHING AND FASHION</b> Semester Block, 1 Unit Unleveled 1021 Note: 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</p>	<p>This course is for the student who enjoys sewing and wants to develop basic sewing skills and techniques. Students will select and furnish patterns, fabric, and supplies needed to complete projects suitable for personal needs and tastes. Basic hand stitches and machine sewing are presented. This course will develop personal skills and is recommended for any student interested in clothing and merchandising, textiles, or fashion design careers.</p>
<p><b>INTERIOR DESIGN</b> Semester Block, 1 Unit Unleveled 1031</p>	<p>Students will study and design the interior and exterior of today's homes as they examine future housing trends. The principles and elements of design are applied through projects utilizing color, architectural design, use of space, energy conservation, floor plans, furniture styles, and landscaping.</p>
<p><b>CHILD DEVELOPMENT</b> Semester Block, 1 Unit Unleveled 1001</p>	<p>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.</p>
<p><b>PRESCHOOL PRACTICUM</b> Semester Block, 1 Unit Accelerated 1000 Grades 11 and 12 only Administrative approval required</p> <p> </p>	<p>The focus of this course is to provide positive guidance techniques when teaching young children in an organized preschool program. Students are required to plan and present a themed lesson for the children. 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.</p>
<p><b>ADULT ROLES AND RELATIONSHIPS</b> Semester Block, 1 Unit Unleveled 1041 Grades 11 and 12 only</p>	<p>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.</p>
<p><b>PROFESSIONAL FIELD EXPERIENCE</b> Semester Block, 1 Unit Academic 1051, 1053 Grade 12 only Application Required</p> <p> </p> <p>Note: For Both Components - Students must provide their own transportation to and from the work experience. Students must be in good health, have health insurance, immunization records, a recent physical exam, and a TB test prior to entry. Child abuse clearances are required.</p>	<p>Professional Field Experience provides responsible seniors with the opportunity to spend part of their school day as an unpaid intern/observer in the professional career area of their choice. Students also attend a weekly academic seminar run by the Professional Field Experience coordinator. Students must apply and be accepted into this program. Good attendance, character, and academic standing are essential.</p> <p><b>Hospital Component 1051</b> Students interested in a future in allied health/health care (e.g. surgery, nursing, respiratory, physical or occupational therapy, lab technician, radiology, or pharmacy) gain exposure by rotating as an unpaid participant/observer in various departments at Delaware County Memorial Hospital.</p> <p><b>Education Component 1053</b> Students interested in the teaching profession can serve as an intern in district elementary and middle schools. Preschool Lab and Child Development are recommended but not required.</p>

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT OFFERINGS

Class of 2022	Class of 2023 and Beyond
<p>Must take: PE 1 and PE 2</p> <p>After completing PE 2, students may take Advanced Team Sports, Lifetime Activities, and/or Strength &amp; Conditioning to fulfill elective requirements.</p>	<p>Must take: Core PE course</p> <p>After completing PE course, students may take Advanced Team Sports, Lifetime Activities, and/or Strength &amp; Conditioning to fulfill elective requirements.</p>
<p><b>Synchronous Health and PE courses will be offered if and when there are enough students to satisfy the section enrollment requirements. If a student selects synchronous instruction, and this enrollment threshold is not met, students will be scheduled into Contract PE, which is an asynchronous/self-paced course.</b></p>	

<p><b>HEALTH PE CORE</b> Semester Block, 1 Unit Academic 0500 Class of 2023 and on</p>	<p>Physical Education activities will focus on cardiovascular and muscular fitness, sports, games, lifetime activities, testing, and active games of low organization. Lifetime activities will emphasize cooperation, teamwork, discipline, personal development, and decision-making skills. Health topics will provide students with information to assist in the development of a Holistic lifestyle through appropriate behavior choices and responsible decision-making. Many of the topics are timely as they impact elements of the current lives of students and their futures. Included are topics on nutrition, self-esteem, stress, risky behaviors, tobacco, alcohol, narcotics, personal relationships, family planning, pregnancy, HIV/AIDS, sexually transmitted infections, first aid, and CPR.</p>
<p><b>PHYSICAL EDUCATION/HEALTH 1</b> Semester Block, 1 Unit Academic 0501</p>	<p>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.</p>
<p><b>PHYSICAL EDUCATION/HEALTH 2</b> Semester Block, 1 Unit Academic 0502 Prerequisite: PE/Health 1</p>	<p>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,</p>

	pregnancy, personality, self-concept, stress, and infectious disease. Health and Physical Education are graded numerically.
<b>STRENGTH AND CONDITIONING</b> Semester Block, 1 Unit Unleveled 0510	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.
<b>LIFETIME ACTIVITIES</b> Semester Block, 1 Unit Unleveled 0511 <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	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.
<b>ADVANCED TEAM SPORTS</b> Semester Block, 1 Unit Unleveled 0512 <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	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.
<b>CONTRACT PE1</b> Semester Block, 1 Unit Unleveled 0521	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.
<b>CONTRACT PE2</b> Semester Block, 1 Unit Unleveled 0522	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.
<b>ADAPTIVE PHYSICAL EDUCATION</b> 1 Unit, number of periods/week to be determined No Weight 0515A	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.

## MATHEMATICS DEPARTMENT COURSE OFFERINGS



<p><b>ALGEBRA READINESS</b> Full year Block, 2 Units Academic 0303</p>	<p>This course is an expansion of grade 8 math. This course will focus on developing algebraic thinking, solving equations and inequalities, proportions, and graphs.</p>
<p><b>ALGEBRA READINESS</b> Semester Block, 1 Unit Academic 0314</p>	<p>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.</p>
<p><b>ALGEBRA 1</b> Semester Block, 1 Unit (each course) Academic 0312A and 0312B Accelerated 0311 A and 0311B</p>	<p>These courses will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. Students must successfully complete the courses in order, A and then B.</p>

	
<p><b>GEOMETRY</b>  Semester Block, 1 Unit  Academic 0332  Accelerated 0331  Honors 0330  Prerequisite: Algebra 1A and Algebra 1B</p> 	<p>This course concentrates on basic geometric foundations and the system of proofs necessary for the study of mathematics. This course concentrates on the concepts of angles, polygons, perpendicular and parallel lines, perimeter, surface area, and volume. Algebra 1 skills will be used in many of the geometry problem-solving scenarios.</p>
<p><b>ALGEBRA 2</b>  Semester Block, 1 Unit  Academic 0323  Accelerated 0321  Honors 0320  Corequisite: Geometry</p> 	<p>This course will focus on quadratic equations and functions, polynomials, radical and exponential functions, exponents, and probability and statistics. The content is presented with representational and abstract applications of algebraic skills and concepts.</p>
<p><b>ALGEBRA 2/FINANCIAL LITERACY</b>  Full Year Block, 1 Unit  Algebra II/1 Unit Financial Literacy  Academic 0322  Corequisite: Geometry</p>	<p>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.</p>
<p><b>ESSENTIALS OF PROGRAMMING</b>  Semester Block, 1 Unit  Academic 1301  Prerequisite: Geometry or  Corequisite with administrative approval</p>	<p>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.</p>
<p><b>ACCELERATED PROGRAMMING</b>  Semester Block, 1 Unit  Accelerated 1302  Prerequisite: Accelerated Geometry or Essentials of Programming Corequisite with administrative approval</p>	<p>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</p>

	programming projects. This course builds on students' skills of being able to work independently as well as collaboratively with peers.
<b>AP COMPUTER SCIENCE PRINCIPLES</b> Semester Block + Flex 1.5 Unit Advanced Placement 1310 Prerequisite: Honors Algebra 1 or Accelerated Programming or teacher	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.
<b>AP COMPUTER SCIENCE A</b> Semester Block + Flex 1.5 Unit Advanced Placement 1320 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.
<b>COLLEGE ALGEBRA</b> 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.
<b>PRE-CALCULUS</b> Semester Block, 1 Unit Accelerated 0341 Honors 0340 Prerequisite: Honors Algebra 2 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.

<p><b>CALCULUS</b>  Semester Block, 1 Unit  Accelerated 0365  Honors AB 360  Honors BC 380  Prerequisite: Accelerated/Honors  Pre-Calculus</p> 	<p>The accelerated course prepares the student for Calculus 1 at the college level. The honors classes prepare students for AP Calculus AB/BC. The focus of the courses is differential calculus through the study of inequalities, limits, and functions. Honors also cover integrals.</p>
<p><b>AP CALCULUS</b>  Semester Block + Flex, 1.5 Units  Advanced Placement Calculus AB  0370  Advanced Placement Calculus BC  0381  Prerequisite: Honors Calculus</p> 	<p>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.</p>
<p><b>AP PROBABILITY AND STATISTICS</b>  Semester Block + Flex, 1.5 Units  Advanced Placement 0390  Prerequisite: Accelerated Algebra 2</p> 	<p>This AP course is intended to introduce students to the major components of collecting, analyzing, and drawing conclusions from data. The topics covered are those outlined by the College Board. Students enrolled in AP courses are strongly encouraged to take the Advanced Placement Test.</p>
<p><b>PROBABILITY AND STATISTICS</b>  Semester Block, 1 Unit  Accelerated 0391</p> 	<p>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.</p>
<p><b>MATH INTERVENTION</b>  Intervention 3303</p>	<p>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.</p>

## MUSIC DEPARTMENT COURSE OFFERINGS



### MUSIC ENSEMBLE CORE

Music Ensemble Concentrations are open for students that want to take multiple musical performance ensembles.

Students can be scheduled for up to three performance ensembles per year without consuming more than one block during the day.

Music teachers who are not rehearsing their ensembles on that cycle day will supervise individual music rehearsal (IMR) or small sectional rehearsals for the same group of students.

Students enrolled in a Musical Performance Concentration (MPC) will receive either:

- One ensemble rehearsal and two days of practice/sectional time OR
- Two ensemble rehearsals and one day of practice/sectionals OR
- Three ensemble rehearsals

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

Students will rotate through the Ensembles on a 3-Day Cycle Format.

Students are encouraged to roster for the Music Ensemble Core over a Flex Period Ensemble, as it will provide a more thorough and immersive musical education.

In-Person  
Only



### MUSIC ENSEMBLE CORE 1

Full year Block, 2 Units - 1241

Semester Block, 1 Unit - 1242

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

### MUSIC ENSEMBLE CORE 2

Full year Block, 2 Units - 1243

Semester Block, 1 Unit - 1244

This course may include participation in any of the following on a rotational basis: Encore, Chorus, Wind Ensemble.

<p><b>PIANO KEYBOARD/THEORY</b> Semester Block, 1 Unit Unleveled 1200</p>	<p>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.</p>
<p><b>ORCHESTRA</b> Ensemble Core and Flex Period Academic 1208</p> <p>In-Person Only</p> 	<p>Ability to read music and audition required. The UDHS Orchestra performs a wide variety of musical selections at concerts and assemblies. The class consists of stringed instruments (violins, violas, cellos, and double basses). The String Ensemble is an advanced organization that meets after school. Students must be willing to give extra time for rehearsals and performances.</p>
<p><b>CONCERT BAND</b> Ensemble Core and Flex Period Academic 1205</p> <p>In-Person Only</p> 	<p>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.</p>
<p><b>WIND ENSEMBLE</b> Ensemble Core and Flex Period Academic 1206</p> <p>In-Person Only</p> 	<p>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.</p>
<p><b>AP MUSIC THEORY</b> Semester Block + Flex 1.5 Unit Advanced Placement 1240</p>	<p>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.</p>
<p><b>CHORUS</b> Ensemble Core and Flex Period Unleveled 1225</p> <p>In-Person Only</p> 	<p>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.</p>
<p><b>CONCERT CHOIR</b> Ensemble Core and Flex Period Academic 1235 Audition required.</p> <p>In-Person Only</p> 	<p>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.</p>
<p><b>ENCORE SINGERS</b> Music Concentration</p>	<p>Ability to read music and audition required. The Encore Singers, a select group of UD's top singers, perform music of a</p>

<p>Academic 1238 Corequisite: Concert Choir</p> <p>In-Person Only</p> 	<p>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.</p>
<p><b>JAZZ FUNDAMENTALS</b> Flex Period Unleveled 1212</p> <p>In-Person Only</p> 	<p>An understanding of musical notation and the ability to play an instrument or sing is required.</p> <p>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.</p>
<p><b>JAZZ ENSEMBLE</b> Flex Period Unleveled 1213</p> <p>In-Person Only</p> 	<p>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.</p>

In addition to the above-mentioned ensembles and classes are auditioned ensembles that are not rostered and meet after school. The String Ensemble is composed of 10<sup>th</sup> through 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

<p><b>GENERAL SCIENCE</b> Semester Block, 1 Unit Academic 0402 Accelerated 0401</p> 	<p>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.</p>
<p><b>BIOLOGY</b> Semester Block, 1 Unit Academic 0432 Accelerated 0431 Honors 0430 Prerequisite: General Science for Academic Biology</p> 	<p>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.</p>
<p><b>ANATOMY &amp; PHYSIOLOGY</b> Semester Block, 1 Unit Academic 0462 Accelerated 0461 Honors 0460 Prerequisite: Biology</p> 	<p>This course provides a solid understanding of how the body works, with emphasis on biomedical terminology. Students will study the structure and function of the body systems and disorders within those systems. It provides a foundation for any student who wants to pursue a degree in medicine, nursing, or other medically related fields. Dissection of a mammal enhances this curriculum.</p>
<p><b>CHEMISTRY 1</b> Semester Block, 1 Unit Academic 0454 Accelerated 0451 Honors 0450 Pre or Corequisite; Biology and Algebra 1 Requirement: A scientific calculator</p> 	<p>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.</p>
<p><b>CHEMISTRY 2</b> Semester Block, 1 Unit Accelerated 0453 Grades 11 and 12 Prerequisite: Chemistry 1 Co-requisite: Algebra 2</p> 	<p>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.</p>

<p><b>EARTH SCIENCE</b> Semester Block, 1 Unit Academic 0425 Co-requisite: Biology</p> 	<p>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.</p>
<p><b>ENVIRONMENTAL SCIENCE</b> Semester Block, 1 Unit Academic 0428 Accelerated 0427 Prerequisite: Biology</p> 	<p>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.</p>
<p><b>GENETICS</b> Semester Block, 1 Unit Accelerated 0436 Grades 11–12 Prerequisite: Biology</p> 	<p>A course for students interested in further study of topics relating to Genetics. Various topics in genetics, including DNA, RNA, Mitosis, Meiosis, Mendelian and non-Mendelian Genetics, and Biotechnology will be studied. The culminating project will involve applying knowledge of Genetics to the selective breeding of <i>Drosophila melanogaster</i>, the common fruit fly.</p>
<p><b>HORTICULTURE 1</b> Semester Block, 1 Unit Academic 0438 Co-requisite: Biology</p> <div data-bbox="120 1184 212 1230" style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	<p>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.</p>
<p><b>HORTICULTURE 2</b> Semester Block, 1 Unit Academic 0439 Prerequisite: Horticulture 1 Teacher recommendation required</p> <div data-bbox="120 1520 212 1566" style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	<p>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.</p>
<p><b>PHYSICS 1</b> Semester Block, 1 Unit Academic 0444 Accelerated 0441 Honors 0440 Pre or Co-requisites: Biology and Geometry Requirement: A scientific calculator</p>	<p>This course provides an introduction to mechanics, work, power, kinematics, statics, dynamics, and the conservation of momentum and energy. This provides a foundation for students considering further science or engineering studies in college. Inquiry-based laboratory experiences allow the student to discover and apply classroom theory to practical situations.</p>

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

<p>0442 Prerequisites: Physics 1 Honors, Honors Calculus Co-requisite: Pre-Calculus, Honors Calculus Teacher recommendation required Requirement: A scientific calculator</p> 	<p>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.</p>
<p><b>AP PHYSICS C: ELECTRICITY &amp; MAGNETISM</b> Semester Block (Spring semester only), 1 Unit 0445 Prerequisites: Physics 1 Honors Co-requisites: AP Calculus AB or AP Calculus BC Requirement: Scientific Calculator Teacher recommendation required</p> 	<p>An Advanced Placement course for students planning to specialize in physical sciences or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Differential and integral calculus issued throughout the course. AP Physics is a Calculus-based, lab-focused college-level course. Students may earn college credit with an appropriate AP Exam score.</p>

## SERVICE LEARNING

<p><b>VOLUNTEER PHYSICAL EDUCATION 1498PE</b> Semester Block, 1 Unit Course Graded – Outstanding/Pass/Fail Prerequisite: Students must have passed all required PE courses with 90% or better. Contract classes not accepted as a prerequisite.</p>	<p>Students will be required to dress for Physical Education every day and will assist the Health and Physical Education instructor. Students will help in the following areas: setting up material in the health classroom, setting up equipment in the gymnasium, teaching basic skills, motivating students, officiating games, and assisting in the weight room. Students will work side by side with the classroom teacher.</p>
<p><b>PEER TUTORING</b></p>	<p><b>EL CONTENT AREA TUTOR</b> Semester Block, 1 Unit, Grade P/F 0698 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</p>

	<p>Studies class. You will work with students individually or in small groups, design teaching materials, and serve as a teacher’s aide in classes for these students.</p> <p><b>EL SEMINAR TUTOR:</b> Semester Flex Period, .5 Unit, Grade P/F 0699 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.</p> <p><b>EL PEER TUTORING</b> Semester Block, 1 Unit 1499 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 an EL instructor for approval.</p>
<p><b>SPECIAL OPPORTUNITIES</b> <b>INDEPENDENT STUDY</b> Year or Semester, 1 Unit, Weight varies with the course Certain rules apply regarding the scheduling of independent study work. See your counselor for details. Grades 11 and 12 only</p>	<p>Independent Study is available to students who wish to take a course offered by UDHS but who cannot fit it into their regular schedule. 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.</p>
<p><b>FLEX PERIOD LEARNING COMMUNITY</b> Semester, .5 credit Pass/Fail Grades 9, 10, 11, 12 *Starting with the Class of 2023, credit will not be awarded for this course.</p>	<p>Students are rostered into learning communities during the Flex 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.</p> <p>**Starting with the class of 2023, this course will not earn credit.</p>
<p><b>DUAL ENROLLMENT</b> Grades 10, 11, &amp; 12</p>	<p>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</p>
<p><b>EARLY DISMISSAL AND LATE ARRIVAL OPTIONS</b></p>	<p>Early Dismissal and Late Arrival options will only be available when the student is considered to be on track to meet the local graduation requirements. There</p>

will be an application and approval process for an early dismissal.

<b>Early Dismissal</b>	<b>In-Person Blocks that Student will be attending</b>	<b>Full Year vs. One Semester</b>
3501	1,2,Flex,3	Full Year
3502	1,2,Flex,3	One Semester
3503	1,2,Flex	Full Year
3504	1,2,Flex	One Semester
3505	1,2	Full Year
3506	1,2	One Semester
3507	1	Full Year
3508	1	One Semester
<b>Late Arrival</b>	<b>In-Person Blocks that Student will be attending</b>	<b>Full Year vs. One Semester</b>
3509	2,Flex,3,4	Full Year
3510	2,Flex,3,4	One Semester
3511	Flex,3,4	Full Year
3512	Flex,3,4	One Semester
3513	3,4	Full Year
3514	3,4	One Semester
3515	4	Full Year
3516	4	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 & United States History; these state graduation requirements.

<p><b>AP WORLD HISTORY</b> Semester Block + Flex, 1.5 Units Advanced Placement 0200</p> 	<p>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.</p>
<p><b>GLOBAL STUDIES</b> Semester Block, 1 Unit Academic 0202 Accelerated 0201 Grade 9</p> 	<p>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.</p>
<p><b>AP US HISTORY</b> Semester Block + Flex, 1.5 Units (includes a seminar in opposite semester) Advanced Placement 0230 Grade 10</p> 	<p>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.</p> <p>Students are encouraged to take the AP examination in May.</p>
<p><b>US HISTORY</b> Semester Block, 1 Unit Accelerated 0231 Academic 0232 Grade 10</p> 	<p>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.</p>
<p><b>HONORS AMERICAN STUDIES</b> Semester Block, 2 Units, 2 blocks/day satisfies</p>	<p>This interdisciplinary course is designed to challenge academically talented and motivated students. This course will cover the same material as American Studies, but in greater depth and detail with an emphasis on writing. The</p>

<p>sophomore year course English and Social Studies requirements. Honors 0237ENG and 0237SS</p> 	<p>required reading in both English and Social Studies is extensive and challenging.</p>
<p><b>AMERICAN STUDIES</b> Semester Block, 2 Units, 2 blocks/day Academic 0222ENG-0222SS, Accelerated 0221ENG-0221SS Grade 10</p> 	<p>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 pair of teachers conduct 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.</p>
<p><b>AP GOVERNMENT &amp; POLITICS</b> Semester Block + Flex, 1.5 Units Advanced Placement 0220</p> 	<p>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.</p>
<p><b>GOVERNMENT &amp; LAW</b> Semester Block, 1 Unit Academic 0212 Accelerated 0211 Grade 11</p> 	<p>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, and student rights.</p>
<p><b>AP EUROPEAN HISTORY</b> Semester Block + Flex, 1.5 Units (seminar in opposite semester) Advanced Placement 0240 Grade 10-12</p> 	<p>This is a college-level course covering the period from 1450 to 1970. The focus is on 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.</p>
<p><b>EUROPEAN HISTORY</b> Semester Block, 1 Unit Accelerated 0241 Grade 10-12</p> 	<p>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.</p>

<p><b>Youth Court</b> Semester Block, 1 Unit Full-year period, 1 Unit Unleveled 0252 Grade 9-12</p>	<p>Youth court is a student-run program that transforms student members into leaders within the school. They develop a sense of ownership over their school when they 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.</p>
<p><b>ECONOMICS 0271, 0272</b> Semester Block, 1 Unit Academic 0272 Accelerated 0211 Grade 10-12</p> 	<p>This course investigates the US economic system of capitalism and free enterprise, focusing on such basic economic concepts as opportunity, costs, supply and demand, and productivity. Students will explore personal economics and 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.</p>
<p><b>RACE, ETHNICITY, &amp; GENDER</b> Semester Block, 1 Unit Academic 0282 Accelerated 0281 Grade 10-12</p> 	<p>This course examines the contemporary significance of race/ethnicity, class, and gender on the educational experience of men and women in the US. Drawing on history, literature, sociology, anthropology, philosophy, and public policy, it considers 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?</p>
<p><b>AP PSYCHOLOGY</b> Semester Block + Flex, 1.5 Units (includes a seminar in opposite semester) Advanced Placement 0260 Grade 10-12</p> 	<p>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.</p>
<p><b>PSYCHOLOGY</b> Semester Block, 1Unit Academic 0262 Accelerated 0261 Grade 10-12</p> 	<p>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.</p>
<p><b>FILMS IN WORLD HISTORY</b> Semester Block, 1 Unit Academic</p>	<p>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</p>

<p>0292 Accelerated 0291</p> 	<p>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.</p>
<p><b>WOMEN IN WORLD HISTORY</b> Semester Block, 1 Unit Academic 0294 Accelerated 0293</p> 	<p>In this course, students will have the opportunity to study historical women through different themes such as social history, politics, women in conflict, the arts, literature, and pop culture. In each theme, the teacher will present women who 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.</p>
<p><b>SPORTS IN WORLD HISTORY</b> Semester Block, 1 Unit Academic 0296 Accelerated 0295</p> 	<p>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.</p>
<p><b>GLOBAL CONFLICTS IN WORLD HISTORY</b> Semester Block, 1 Unit Academic 0298 Accelerated 0297</p> 	<p>This course allows students to analyze major global conflicts in world history. The students will begin each unit by studying different 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.</p>

## SPECIAL EDUCATION DEPARTMENT COURSE OFFERINGS

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

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

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

## TECHNOLOGY EDUCATION DEPARTMENT COURSE OFFERINGS

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

<p><b>WOODWORKING TECHNOLOGY</b> Semester Block, 1 Unit Unleveled 0921</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	<p>This course introduces students to woodworking techniques, tools, materials, and careers in various industries. The emphasis is on working with portable power tools. Mass production and individual projects are used to develop skills and an understanding of woodworking, production, and design processes. Woodworking is used as a vehicle to understand engineering design and solve problems.</p>
<p><b>WOOD &amp; MATERIALS TECHNOLOGY</b> Semester Block, 1 Unit Unleveled 0922 Grades 10–12</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	<p>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.</p>
<p><b>CONSTRUCTION TECHNOLOGY</b> Semester Block, 1 Unit Unleveled 0923 Grades 10–12 Prerequisite: Woodworking Technology Teacher recommendation required</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	<p>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.</p>
<p><b>HOME MECHANICS</b> Semester Block, 1 Unit Unleveled 0932 Grades 10–12</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">In-Person Only</div> 	<p>This course is designed to teach students how each system in the 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.</p>
<p><b>HOME MECHANICS 2</b> Semester Block, 1 Unit Unleveled 0938 Grades 11–12 Prerequisite: Home Mechanics</p>	<p>Home Mechanics 2 is a hands-on skill development course that is an extension of Home Mechanics 1. Upon completion of this course, students will have the confidence and know-how to make home repairs. Hand tools and power tools, as well as computer simulation design software, will be the focus of this course. Students will develop a basic understanding of blueprints, building codes, house anatomy, advanced wiring, low voltage wiring, drywall installation and finishing</p>

<p><b>In-Person Only</b></p> 	<p>techniques, and basic carpentry.</p>
<p><b>ENGINES TECHNOLOGY 1</b> Semester Block, 1 Unit Unleveled 0931</p> <p><b>In-Person Only</b></p> 	<p>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 a major emphasis on math and measurement.</p>
<p><b>ENGINES TECHNOLOGY 2</b> Semester Block, 1 Unit Unleveled 0933 Grades 10–12</p> <p><b>In-Person Only</b></p> 	<p>Prerequisite: Engines Technology 1 Teacher recommendation required Engines Technology 2 focuses on workmanship, craftsmanship, safety, and career information.</p> <p>Engines Tech 2 is a continuation of Engines Tech 1 leading to an introduction into systems and the 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.</p>
<p><b>ENERGY, POWER, AND TRANSPORTATION</b> Semester Block, 1 Unit Unleveled 0926</p> <p><b>In-Person Only</b></p> 	<p>This course provides problem-solving experiences in land, sea, and air-based systems of transportation. Students will design, construct, and test a CO2-powered vehicle, a mousetrap vehicle, and various types of rockets. Experiments in sources of energy and electricity will be studied and explored. Drafting, metalworking, and basic woodworking skills will be developed and applied to the design and construction of the various projects.</p>
<p><b>BASIC ELECTRONICS</b> Semester Block, 1 Unit Unleveled 0946 Co-requisite: Algebra 1 A or B</p> <p><b>In-Person Only</b></p> 	<p>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.</p> 
<p><b>CAD (Computer-Aided Design)</b> Semester Block, 1 Unit Academic 0920</p>	<p>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</p>

	<p>software by people who have CAD skills. DCCC states there is a great need for skilled CAD technicians in today's job market.</p> <p>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.</p>
<p><b>DRAFTING AND DESIGN</b> Semester Block, 1 Unit Academic 0913</p>	<p>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.</p>
<p><b>ARCHITECTURAL DRAFTING AND DESIGN 1</b> Semester Block, 1 Unit Accelerated 0914</p>	<p>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.</p>
<p><b>ARCHITECTURAL DRAFTING AND DESIGN 2</b> Semester Block, 1 Unit Accelerated 0915 Grades 11–12 Prerequisite: Architectural Drafting 1</p>	<p>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.</p>
<p><b>ENGINEERING DRAWING AND DESIGN 1</b> Semester Block, 1 Unit Accelerated 0917</p>	<p>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 and Drawing I.</p>
<p><b>ENGINEERING DRAWING AND DESIGN 2</b> Semester Block, 1 Unit Accelerated 0918 Prerequisite: Engineering Drafting and Design 1 and excellent preparation for a career in engineering.</p>	<p>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.</p>

## ROBOTICS PROGRAMMING

Semester Block, 1 Unit

Accelerated 1374

Co-requisite: Algebra 1 A or B

In-Person  
Only



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.



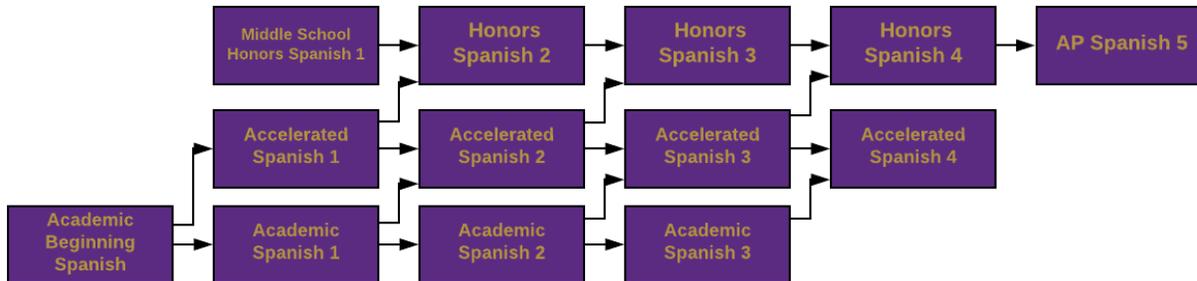
## WORLD LANGUAGE DEPARTMENT COURSE OFFERINGS GRADES 9-12

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.

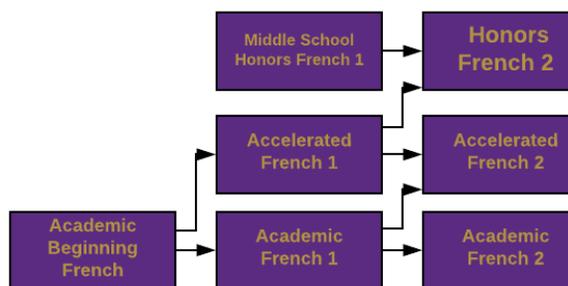
### Spanish Language Sequence



<p><b>BEGINNING SPANISH</b> Semester Block, 1 Unit Academic 0734 This course is for students who have never studied Spanish.</p> 	<p>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.</p>
<p><b>SPANISH 1</b> Semester Block, 1 Unit Academic 0732 Accelerated 0731 Prerequisite: Beginning Spanish</p> 	<p>The listening, speaking, reading, and writing skills previously introduced will be briefly reviewed and then further developed. The topics to be covered include health, vacations and leisure activities, television and movies, going shopping, airplane travel, and daily routines. The present and preterite tenses are featured.</p>
<p><b>SPANISH 2</b> Semester Block, 1 Unit Academic 0736 Accelerated 0735 Honors 0737 Prerequisite: Spanish 1</p> 	<p>This course is for students who have successfully completed Spanish 1. Students will begin to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural situations. The themes covered in Spanish 1 are revisited at a more advanced level and the following topics are added: train travel, eating in a restaurant, holidays, modern technology, staying in a hotel, life in the city and country. The preterite, imperfect, present perfect, future, and conditional tenses are featured. Spanish is used in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study.</p>

<p><b>SPANISH 3</b> Semester Block, 1 Unit Academic 0742 Accelerated 0741 Honors 0740 Prerequisite: Spanish 2</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in Spanish and have been successful in Spanish 2. The themes covered in Spanish 2 are revisited at a more advanced level and the following topics are added: Hispanic cooking, health and wellness, life stages, manners and customs, art and literature, and Latin Americans in the US. All indicative tenses are reviewed, and subjunctive mood in all tenses is taught. Spanish is spoken in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study.</p>
<p><b>SPANISH 4</b> Semester Block, 1 Unit Accelerated 0748 Honors 0747 Prerequisite: Spanish 3</p> 	<p>Students will continue to develop their proficiency in listening, speaking, reading, and writing Spanish beyond the traditional high school level. The course includes a survey of the regions of the Hispanic world and an introduction to contemporary topics in current publications, videos, and internet materials. The course features the history and culture of all Spanish-speaking countries, literary selections, and current event topics through newspapers, videos, and the Internet. Previously presented grammatical structures are reviewed and enriched. All tenses of the indicative and the subjunctive moods are featured. This course will prepare students for the Advanced Placement Spanish 5 course. Spanish is spoken in the classroom.</p>
<p><b>AP SPANISH 5</b> Semester Block + Flex, 1.5 Unit Advanced Placement 0749 Recommendation: a minimum grade of 90% in Spanish 4</p> 	<p>Students may be asked to submit a writing sample. This is a course of college-level Spanish that will focus on advanced listening, speaking, reading, and writing skills. Students will interpret a variety of authentic materials including articles, essays, advertisements, videos, radio clips, and literary selections. No English is permitted in the class. This class prepares the student for the AP Examination in Spanish.</p>

### French Language Sequence



<p><b>BEGINNING FRENCH</b> Semester Block, 1 Unit Academic 0714</p> 	<p>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.</p>
<p><b>FRENCH 1</b> Semester Block, 1 Unit Academic 0711 Accelerated 0712 Honors 0717 Prerequisite: Beginning French</p> 	<p>The listening, speaking, reading, and writing skills previously introduced will be briefly reviewed and then further developed. The topics to be covered include meeting people, family, travel &amp; vacation, daily activities at home, at school, and on weekends, buying clothes, leisure activities, and food and meals. The present tense and the passé composé are featured.</p>
<p><b>FRENCH 2</b> Semester Block, 1 Unit Academic 0716 Accelerated 0715 Honors 0717 Prerequisite: French 1</p> 	<p>Students continue to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural readings and situations. The topics to be covered include family life, holidays and celebrations, eating and shopping for food, daily routine, childhood, leisure activities and vacations, health and wellness, movies, and television. The passé composé, imperfect, future, and subjunctive are featured. French is used in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study.</p>
<p><b>FRENCH 3</b> Semester Block, 1 Unit Accelerated 0721 Honors 0720 Prerequisite: French 2</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in French and have been successful in French 2. The topics to be covered include travel, daily routine, leisure activities, geography, ecology, family, and health. The passé composé, imparfait, future, and conditional tenses and the present subjunctive are featured. French is spoken in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study. Teacher recommendation required.</p>
<p><b>FRENCH 4</b> Semester Block, 1 Unit Accelerated 0728 Honors 0727 Prerequisite: French 3</p> 	<p>Students will continue to develop their proficiency in listening, speaking, reading, and writing French. The course includes a survey of the literature of the country and an introduction to contemporary topics in current publications, videos, and tapes. French is spoken in the classroom. The Honors track is for highly motivated students who have been successful in the study of Spanish and who plan to continue on to higher levels of study. Students will continue to develop their proficiency in listening, speaking, reading, and writing French beyond the traditional high school level. This course will prepare students for the Advanced Placement French 5 course.</p>

**AP FRENCH 5**

Semester Block + Flex, 1.5 Unit  
Advanced Placement 0729  
Prerequisite: French 4

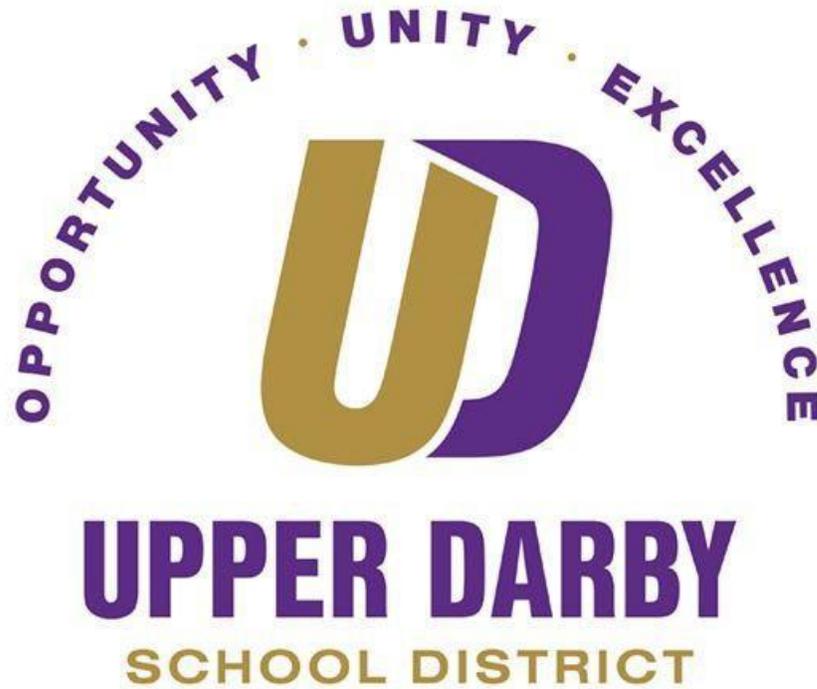


Students may be asked to submit a writing sample. This is a course of college-level French that will focus on advanced listening, speaking, reading, and writing skills. Students will read and discuss short stories, poems, and plays; listen to the narration, write compositions, and use French to talk 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



<p><b>BEGINNING MANDARIN</b> Semester Block, 1 Unit Accelerated 0770</p> 	<p>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.</p>
<p><b>MANDARIN 1</b> Semester Block, 1 Unit Accelerated 0771 Prerequisite: Beginning Mandarin</p> 	<p>Students will continue to expand upon their prior knowledge and skills from the prerequisite course and be introduced to additional characters. A focus will be placed on listening and reading skills and will require prior knowledge, inference, and circumlocution.</p>
<p><b>MANDARIN 2</b> Semester Block, 1 Unit Accelerated 0772 Prerequisite: Mandarin 1</p> 	<p>Students continue to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural situations. Longer, more detailed conversations will be required and reading will consist of short newspaper and Internet articles. Current events in China will be discussed.</p>
<p><b>MANDARIN 3</b> Semester Block, 1 Unit Accelerated 0773 Prerequisite: Mandarin 2</p> 	<p>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.</p>
<p><b>MANDARIN 4</b> Semester Block, 1 Unit Accelerated 0774 Prerequisite: Mandarin 3</p> 	<p>This course is for students who wish to continue to develop their listening, speaking, reading, and writing skills in Mandarin and have been successful in Mandarin 3. The topics to be covered include technology, the workplace, education, and Chinese geography. Supplemental readings about political, cultural, and economic issues will be featured as well. New sentence patterns and key phrases will be introduced, and students will have the opportunity to create longer essays and presentations in Chinese. Mandarin is spoken in the classroom.</p>



# **Course Selection Guide**

*School Year 2021-2022*