## Course Selection Guide



SCHOOL DISTRICT

School Year 2023-2024

## TABLE OF CONTENTS

Course Accessibility and Availability ..... 3
Bell Schedule ..... 4
Graduation Requirements and Career Pathways ..... 5
Act 158 ..... 6
Promotion Requirements ..... 7
Learning Environment Selection ..... 7
Choosing Courses and NCAA Guidelines ..... 8
Naviance ..... 10
Choosing Your Electives ..... 11
Course Leveling Descriptions ..... 14
Glossary ..... 15
Departmental Course Offerings
Art ..... 16
Business ..... 19
Career Technical Education (CTE) ..... 22
English ..... 27
English Learners (EL) ..... 33
Family and Consumer Science ..... 36
Health and Physical Education ..... 38
Literacy ..... 40
Mathematics ..... 40
Music ..... 43
Science ..... 45
Service Learning and Special Opportunities ..... 49
Social Studies ..... 51
Special Education ..... 54
Technology Education ..... 55
World Languages ..... 58

## COURSE ACCESSIBILITY AND AVAILABILITY

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

The courses described in the following pages will only be scheduled if adequate student enrollment and teacher availability in each course is offered. If enrollment is not sufficient or 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 they make.

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 delivered to the Flex room. Students rotate in and out of the Flex period, depending on the day of the week and the need for intervention, academic support, or AP extension.

## GRADUATION REQUIREMENTS AND CAREER PATHWAYS

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

*Algebra 1A and Algebra 1B combine to equal one course - Algebra 1
After completing the $\mathbf{2 1}$ courses required for graduation, students have a few options to choose from for the remainder of their student career at Upper Darby High School. Students can choose from one of the following options:

Early Graduation: Students can graduate at the end of their Junior year. In June, these students will participate in the graduation ceremony with the graduating Senior class. These students will get their high school diplomas and start their post-secondary plan a year early.

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

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

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

## ACT 158 GRADUATION REQUIREMENTS

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

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

Keystone Composite (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 the Keystone Proficiency or Composite Pathway will be required to participate in the Evidence-Based Pathway

| PROMOTION REQUIREMENTS |  |
| :--- | :--- |
| 9th to 10th Grade | 4 Credits- need to have at least 1 Math Credit and 1 English Credit |
| 10th to 11th Grade | 10 Credit Units |
| 11th to 12th Grade | 13 Credit Units and project graduation by June |

## EARNING ENVIRONMENT SELECTION

Upper Darby High School recognizes that students and families should have the flexibility to choose the learning environment that provides the best student learning results. Students can choose from the following learning environments: In-Person, Synchronous Online, and Asynchronous Online. Students select the learning environment as part of the course selection process each year in course selection meetings with their counselors. Please see the district website for the online learning manual and required procedures.

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

## CHOOSING YOUR COURSES AND NCAA GUIDELINES

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

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

Pay careful attention to the sequencing of courses through grades 9 to 12.
IT IS IMPORTANT TO PICK YOUR COURSES CAREFULLY. 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 $1^{\text {st }}$ 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. |
| :--- | :--- |
| In-Person <br> Only | This indicates the course is only offered in person. Students electing this course must participate in <br> the building and not have the option to participate synchronously online or asynchronously. |

## ONE OPPDRTUNITY. LIMITLESS PDSSIBILITIES.

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. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page account at 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 SAT or ACT score that matches your core-course GPA.

## CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit 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.


4 years
DIVISION II



3 years



2 years



1 year



2 years


## GRADE-POINT AVERAGE

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

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


## SLIDING SCALE

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

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the SAT or ACT, and cannot use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall_B.

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

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

| Grade 9 | Grade 10 | Grade 11 |
| :---: | :---: | :---: |
| $\bullet$ Career Cluster survey | $\bullet$ Career Interest Profiler | $\circ$ "Colleges I'm Thinking |
| $\circ$ Strengths Explorer | $\bullet$ Resume | About" list |
| $\bullet$ Goal setting | $\bullet$ Goal setting | $\bullet$ Career Fair reflection |
| $\bullet$ Goal setting reflections | $\bullet$ Goal setting reflections |  |
|  |  |  |
|  |  | survey |
|  |  | Goal setting |
|  |  | Goal setting reflections |

## 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 |
| :---: | :---: | :---: |
| Art | Studio Art (1101)* <br> Visual Arts (1102)* <br> 3D Sculpture Studio (1111)* <br> Ceramics 1 (1113)* <br> Ceramics 2 (1114) <br> Advanced Sculpture Studio (1115) <br> Digital Art 1 (1121) <br> Digital Art 2 (1122) <br> Art Major 1 (1181)* <br> Art Major 2 (1182) <br> Art Major 3 (1183) <br> Intro to Graphics (0936)* <br> Photography (0950)* | Advanced Art (1191) <br> Advanced Placement Art (1190) <br> Advanced Placement Art History (1193) <br> "co-requisite |
| Business | Introduction to Accounting (0801)* <br> Accounting 1 (0802)* <br> Accounting 2 (0803) <br> Microsoft: word, excel, and ppt (0804)* <br> Microsoft Office-Core Level Training (0805) <br> Introduction to Business (0814)* <br> Marketing (0834) <br> Marketing 2 (0836) <br> Diversified Occupations (0820) <br> Entrepreneurship (0812) <br> Business Law and Management (0813) <br> Hospitality Marketing: Travel and Tourism (0850) <br> Personal Finance $(0840,0841)$ | Virtual Enterprise (0815) |
| Computer Science | Fundamentals of Web Design (1373) Essentials of Programming (1301)* Accelerated Programming (1302)* | AP Computer Science Principles (1310)* <br> AP Computer Science A (1320) |
| Family \& Consumer Sciences | Pre-School Practicum (1000) <br> Child Development (1001)* <br> Foods \& Nutrition (1011) <br> Regional and Global Foods (1012) <br> Foods, Hospitality, and Baking (1013) <br> Contemporary Clothing and Fashion (1021)* <br> Interior Design (1031)* <br> Adult Roles \& Relationships (1041) <br> Professional Field Experience: <br> Hospital Component (1051) <br> Education Component (1053) |  |


| Music | (no audition required) <br> Piano Keyboard and Theory (1200)* <br> Music Ensemble Core 1 (1241/1242) <br> Music Ensemble Core $2(1243 / 1244)$ | The following options are non-credit bearing (no audition required) <br> Chorus (1225)* <br> Concert Band (1205)* <br> Jazz Fundamentals (1212)* <br> (audition required) <br> Wind Ensemble (1206)* <br> Orchestra (1208)* <br> Concert Choir (1235)* <br> Encore Singers (1238)* <br> AP Music Theory(1240) <br> Jazz Ensemble (1213)* |
| :---: | :---: | :---: |
| Physical Education | Strength and Conditioning (0510) * <br> Lifetime Activities (0511) * <br> Advanced Team Sports (0512) <br> Emergency Personnel Preparation 4 Course <br> Sequence: <br> Course 1: Introduction to Health Science (0530) <br> Course 2: Emergency Assessment \& Operations (0531) <br> Course 3: Emergency Treatment (0532) <br> Course 4: Trauma \& Life-Saving Protocols (0533) |  |
| Social Studies | Economics (0271, 0272) <br> European History (0241)* <br> Films In World History (0291, 0292)* <br> Global Conflicts in World History (0297, 0298)* <br> Psychology (0261, 0262) <br> Race, Ethnicity \& Gender (0282) <br> Sports In World History $(0295,0296)^{*}$ <br> Women In World History (0293, 0294)* <br> Youth Court (0252) | AP European History (0240) AP Psychology (0260) |
| Technology Education | Introductory Drafting and Design (0913)* <br> Architectural Drafting and Design 1 (0914) <br> Architectural Drafting and Design 2 (0915) <br> Engineering Drawing \& Design 1 (0917) <br> Engineering Drawing \& Design 2 (0918) <br> Computer Assisted Design (CAD) (0920) <br> Woodworking Technology (0921)* <br> Wood \& Materials Technology (0922) <br> Construction (0923) <br> Energy, Power, and Transportation (0926)* <br> Engines Technology (0931)* <br> Engines Technology 2 (0933) <br> Home Mechanics (0932) <br> Home Mechanics 2 (0938) <br> Basic Electronics 1 (0946)* <br> Robotics Programming (1374) |  |


| World <br> Language | Spanish 1 (0731, 0732)* <br> Spanish $2(0735,0736,0737)^{*}$ <br> Spanish 3 (0740, 0741, 0742) <br> Spanish $4(0747,0748)$ <br> French 1(0711, 0712)* <br> French 2(0715, 0716, 0717)* <br> French $3(0720,0721)$ <br> French $4(0727,0728)$ <br> Mandarin 1 (0771)* <br> Mandarin 2 (0772) <br> Mandarin 3 (0773) <br> Mandarin 4 (0774) | AP Spanish 5 (0749) <br> AP French 5 (0729) |
| :---: | :---: | :---: |

## COURSE LEVELING DESCRIPTIONS

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

|  | GENERAL DESCRIPTION | STUDENT CHARACTERISTICS |
| :--- | :--- | :--- |

GLOSSARY

| Semester | Upper Darby High School's academic year is semester-based. A semester is $1 / 2$ of a school year. <br> Generally, the fall semester is September through January. Spring Semester is February <br> through June. |
| :--- | :--- |
| Semester-block | Each school day is divided into four 60-minute blocks of time. Students are assigned a <br> 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 <br> semesters. |
| Flex Period | Thirty-six minute period that rotates classes each day depending on student need. See page 4 <br> for a more detailed description. |
| Unit | Each course is worth a fixed number of units. Generally, block courses are worth one unit. <br> 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 <br> different abilities. This is most common in "core" courses of English, Social Studies, Science, <br> Mathematics, and World Language. When "elective" courses include level designations, the <br> 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 <br> of the course. Advanced Placement and Honors courses receive additional quality points for a <br> student's weighted GPA calculation. |
| Prerequisite | A prerequisite is a course that a student must have passed prior to being eligible for another <br> course. |
| Co-requisite | A co-requisite is a course that is not necessarily done before a student is eligible to enroll in a <br> course but must be rostered in the same academic year if not already completed. |

## DEPARTMENTAL COURSE OFFERINGS

## ART DEPARTMENT COURSE OFFERINGS



| STUDIO ART <br> Semester Block, 1 Unit <br> Unleveled 1101 | This course uses the elements and principles of art as the <br> basis of instruction. Fundamental techniques of drawing, <br> painting, printmaking, construction, sculpture, and art <br> appreciation are presented as they relate to an art history <br> timeline. Even-numbered years (ex. 2022-2023) will cover <br> ancient art history to the Renaissance. Odd-numbered <br> years (ex. 2023-2024) will cover the Renaissance to the present. The <br> historical content studied addresses major world cultures and art forms, <br> relating the past to the present for a deeper understanding of the context <br> of art and civilization. Students may elect this course twice during high <br> school but not during the same year. |
| :--- | :--- |
| VISUAL ARTS <br> Semester Block, 1 Unit <br> Unleveled 1102 | Using a variety of different cultures throughout history, this course explores the <br> creative process and the role it plays in our own identity, as well as the <br> importance of art as it relates to our humanity, cultures, and the world. Projects <br> develop student skills in drawing, painting, printmaking, mixed-media, and other <br> techniques while focusing on self-expression and building self-esteem. Students <br> may elect this course once during high school. |
| 3D SCULPTURE STUDIO <br> Semester Block, 1 Unit <br> Unleveled 1111 <br> In-Person <br> Only | This course will use the elements and principles of art and design as they apply <br> to three-dimensional art (3-D). Fundamentals of additive and subtractive <br> sculptural techniques and construction forms will be explored in concert with <br> mentor artworks from history. <br> Students may elect this course twice during high school but not during the same <br> year. |


| CERAMICS 1 |
| :--- | :--- |
| Semester Block, 1 Unit |
| Unleveled 1113 |
| In-Person |
| Only |$\quad$| 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. |$\quad$| 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. |


| PHOTOGRAPHY <br> Semester Block, 1 Unit Unleveled 0950 <br> In-Person Only | This course is designed to give students professional-level technical and artistic skills in digital photography. <br> 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. |
| :---: | :---: |
| ART MAJOR 1 (Drawing) <br> Semester Block, 1 Unit <br> Academic 1181 <br> Teacher Recommendation or Portfolio or Sketchbook entries are required for approval <br> In-Person <br> Only | This course provides a serious art student with the opportunity to draw from observation. Basic art theories focus on techniques of various media, including but not limited to charcoal, conté crayon, graphite, and ink to develop basic skills and tonal variation. <br> Elements of line, tone, form, and composition used to develop drawing is also part of the coursework. In-depth practice builds the foundation for further landscape and perspective, light and shadow of the human form, experimentation of composition, and tonal variation. A historical understanding of advanced studies of art. |
| ART MAJOR 2 (Design) <br> Semester Block, 1 Unit <br> Academic 1182 <br> Prerequisite: Art Major 1 or teacher recommendation <br> In-Person <br> Only | This course reintroduces students to the elements and principles of art as they relate to the study of color theory and design. Solutions to design problems utilize historical references and foundation skills to allow for creative outcomes. |
| ART MAJOR 3 (Studio) <br> Semester Block, 1 Unit <br> Academic 1183 <br> Prerequisite: Art Major 2 or Art Teacher recommendation <br> In-Person <br> Only | This course expands the foundation skills, the artistic relationships of historical and cultural influences, and the development and understanding of the student's own artistic skills. This course provides the opportunity to develop proficiency beyond the skills of drawing and design and to produce a portfolio of art suitable for post-high school study. Students may elect this course twice during high school in order to further build their portfolio, but not during the same year. |
| ADVANCED ART <br> Semester Block, 1 Unit Accelerated 1191 <br> Teacher recommendation <br> In-Person Only | This course is appropriate for college-bound students interested in the study of art. It is structured to prepare the student for the foundation year at a professional art school. Students will amass a college entrance portfolio, complete written assignments based on art history, and maintain a sketchbook. The full-year provides the additional studio time necessary for an in-depth exploration of a wide variety of media and techniques required for individualized student portfolios. Visits by professional artists and art school representatives further enhance this course. |


| ADVANCED PLACEMENT ART |
| :--- | :--- |
| Semester Block + Flex, 1.5 units |
| Advanced Placement 1190 |
| Teacher recommendation |
| In-Person |$\quad$| 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. |

## BUSINESS EDUCATION DEPARTMENT COURSE OFFERINGS

| INTRODUCTION TO ACCOUNTING <br> Semester Block, 1 Unit <br> Unleveled 0801 | This course introduces students to many of the financial skills necessary to <br> successfully run a household, as well as basic business skills. <br> Topics include writing and recording checks for both business and personal <br> accounts, including reconciling checking accounts; banking, including <br> selecting an account, and depositing and withdrawing funds; budgeting for <br> individuals, families, and businesses; and activities encountered in cashiering, <br> retail sales, purchasing and payroll. The course provides an excellent <br> foundation for Accounting 1 and may not be taken by students who have <br> passed Accounting 1. |
| :--- | :--- |
| ACCOUNTING 1 <br> Semester Block, 1 Unit <br> Academic 0802 | This course provides an understanding of basic accounting concepts in <br> preparation for employment or further study. The student learns to classify and <br> record financial information. Upon completion of the course, the student <br> should be able to maintain a set of books for a service business organized as <br> a proprietorship and for a merchandising business organized as a partnership. <br> The student should also have acquired life skills for personal business use. <br> The course will also include spreadsheet applications and Internet activities. |


| ACCOUNTING 2 <br> Semester Block, 1 Unit <br> Accelerated 0803 <br> Grades 10-12 <br> Prerequisite Accounting 1 | This course prepares the student for entry-level accounting positions and provides a foundation for further study. Coursework includes departmental accounting, adjustments, partnerships, budgetary controls, corporate accounting, inventory costing methods, plant assets, and depreciation. Spreadsheet programs, Internet activities, and automated business simulations will provide the students with the necessary technology. |
| :---: | :---: |
| MICROSOFT OFFICE: WORD, EXCEL \& POWERPOINT <br> Semester Block, 1 Unit Unleveled 0804 | This course is a foundational course for every subject, not exclusive to business subjects. This course provides proper keyboarding techniques on the computer. The touch-typing method is strongly emphasized. The course is designed for every student's computer needs. Students will create documents using Microsoft Office, an integrated software package for word processing (Word) and spreadsheet (Excel). |
| MICROSOFT OFFICE-Core Microsoft <br> Certification <br> Semester Block, 1 Unit <br> Accelerated 0805 <br> Grades 10-12 <br> Prerequisite: Microsoft <br> Office Teacher recommendation required | 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. |
| ENTREPRENEURSHIP <br> Semester Block, 1 Unit Accelerated 0812 | 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. <br> Students will research and create a real product or service, which will then be sold in the local community. All profits will be donated to a charity chosen by the students. Extensive use of Microsoft Office is utilized in this class, so students should be familiar with this program. |
| BUSINESS LAW AND MANAGEMENT <br> Semester Block, 1 Unit Academic 0813 | 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. |
| INTRODUCTION TO BUSINESS <br> Semester Block, 1 Unit Unleveled 0814 Prerequisites: None (students who have taken Marketing, Marketing 2, Entrepreneurship should not enroll in this class.) | This course is designed to introduce students to many different areas of business. The fundamentals of entrepreneurship, management, marketing, and the general economy will be introduced. Additionally, money management and risk management will be taught in order to help students become educated and aware consumers. Word processing, spreadsheets, and the Internet will be used as resources to explore the ever-changing world of business. Students considering a career in business will learn about the various career paths available to them. While many of the subjects offered through the Business Education Department are reserved for $11^{\text {th }}$ and $12^{\text {th }}$ graders, this is an opportunity to learn about business early in high school. |

$\left.\begin{array}{|l|l|}\hline \text { MARKETING } \\ \text { Semester Block, } 1 \text { Unit } & \begin{array}{l}\text { This course is designed to offer students an opportunity to gain an } \\ \text { understanding of the many positions available in marketing. Students will gain } \\ \text { a business background while studying the various areas of marketing: fashion } \\ \text { merchandising; financial services marketing; hospitality and tourism; } \\ \text { advertising and visual merchandising; retail merchandising; and } \\ \text { entrepreneurship. Computer-based learning activities in databases, } \\ \text { spreadsheets, word-processing, and multimedia presentations including the } \\ \text { Internet will be applied to marketing material. This course is required for } \\ \text { participation in Business Co-op in order to be placed in a marketing job. } \\ \text { Students in Marketing are highly encouraged to join the Distributive Education } \\ \text { Club of America (DECA). }\end{array} \\ \hline \begin{array}{l}\text { MARKETING 2 } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Accelerated 0836 } \\ \text { Grades 11 and 12 only } \\ \text { Prerequisite: Marketing (0834) }\end{array} & \begin{array}{l}\text { This course offers advanced study for serious marketing students in marketing } \\ \text { functions of buying, selling, finance, management, promotion, product and } \\ \text { service planning, and distribution as they relate to careers in Merchandising, } \\ \text { Finance, Sports \& Entertainment Marketing, Hospitality/Tourism, Services } \\ \text { Marketing, and Management. Students will gain a comprehensive }\end{array} \\ \text { understanding of marketing and business in order to pursue post-secondary } \\ \text { studies in business administration. Computer technology in databases, } \\ \text { spreadsheets, word-processing and multimedia presentations along with the } \\ \text { Internet will be applied to marketing material. Students in Marketing are highly } \\ \text { encouraged to join the Distributive Education Club of America (DECA). }\end{array}\right\}$

## 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

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 |  |
| 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 |  |
| Block 3 | 12:36 | 1:36 | Attend UDHS |
| Block 4 | 1:41 | 2:41 |  |


| PM Session at CTE |  |  |  |
| :--- | :---: | :---: | :---: |
| Block | Start | End | CTE |
| Block 1E | $7: 30$ | $7: 51$ |  |
| Block 2E | $7: 51$ | $8: 12$ |  |
| Block 3E | $8: 12$ | $8: 33$ | Attend UDHS |
| 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 | $11: 55$ | $12: 31$ |  |
| Block 3 | $12: 36$ | $1: 36$ | Attend CTE |
| Block 4 | $1: 41$ | $2: 41$ |  |


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

## Delaware County Technical Schools Course Offerings

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

## School of Construction Technology <br> 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 gasses and learn how steel is formed from a liquid to a solid. Students also gain hands-on training in a variety of welding procedures including shielded metal arc welding (STICK), gas metal arc welding (MIG), flux-cored arc welding (FCAW), and gas tungsten arc welding (TIG). In this program, students learn how to use the
$\left.\begin{array}{|l|l|}\hline & \begin{array}{l}\text { proper equipment for testing welds, destruction, and hardness testing. They gain experience in reading } \\ \text { and understanding manuals and specification charts for the welding process. The students learn how to } \\ \text { use grinders and chemical baths for surface cleaning, proper clamping techniques, and welding } \\ \text { standards established by the American Welding Society. }\end{array} \\ \hline \begin{array}{l}\text { School of } \\ \text { Logistics, } \\ \text { Distribution, \& } \\ \text { Transportation }\end{array} & \begin{array}{l}\text { Automotive Technology- DCTS has the distinct honor of being among a small number of schools and } \\ \text { colleges to be selected to participate in AYES, a partnership with General Motors, Daimler Chrysler, } \\ \text { BMW, Honda, Hyundai, Subaru, Toyota, Mitsubishi Motors, Nissan, Volkswagen, Audi, and Mercedes } \\ \text { Benz Corporations. DCTS students gain a competitive edge by allowing them to work directly on new } \\ \text { cars with technicians experienced in the field and at dealerships. Students prepare for the NATEF/ASE } \\ \text { accredited instructional program that emphasizes learning skills to diagnose, service, and maintain all } \\ \text { types of automobiles. Upon graduation, students will be eligible to take the NATEF/ASE exam after } \\ \text { completing one year of employment in the automotive field. Graduates of this program will be qualified to } \\ \text { enter the automotive field as entry-level service technicians in new car dealerships or related automotive } \\ \text { businesses. }\end{array} \\ \text { bnly }\end{array} \quad \begin{array}{l}\text { Collision Repair Technology- Collision Repair Technology is based on an occupational analysis of the } \\ \text { auto body field and reflects the entry-level job requirements of the Inter-Industry Conference on Auto } \\ \text { Collision Repair (I-CAR) and the Automotive Collision Technology standards. Students are taught MIG } \\ \text { welding/cutting, metal repair, corrosion protection, masking, refinishing, undercoating, and unibody } \\ \text { inspection using state-of-the-art equipment. They are taught safety compliance and tools and equipment } \\ \text { identification. Each student will gain the knowledge, understanding, and training needed to secure a } \\ \text { position in the collision repair field, and/or enter a post-secondary institution. }\end{array}\right\}$
\(\left.$$
\begin{array}{|l|l|}\hline & \begin{array}{l}\text { physicians, physician assistants, physical therapists, medical technologists, and pharmacists. The } \\
\text { curriculum includes anatomy, physiology, pathophysiology, medical terminology, safety, infection } \\
\text { control, and medical law and ethics. Students graduate from the program with a solid understanding of } \\
\text { the integral relations of the hospital team and a vision of their potential role in the healthcare industry. } \\
\text { Dental Occupations- Students who enroll in the Dental Occupations Program learn a variety of skills }\end{array}
$$ <br>
that will enable them to become dental assistants, dental laboratory technicians, and/or pursue a <br>
career as a dental hygienist, EFDA, or dentist. The dental assistant program focuses on <br>
patient-centered care in support of improving oral health as a key to personal health and well-being. <br>
The major areas of study in the course include dental radiology, oral pathology, chairside dental <br>
assisting, anatomy and physiology, dental materials, sterilization, and dental office business <br>
procedures. The dental assistant works directly with the dentist, performing a variety of tasks from <br>

helping the dentist examine and treat patients to completing laboratory and office work.\end{array}\right\}\)| Exercise Therapy and Sports Science - 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. |


|  | preschool, an on-site program that serves as a first school experience for three-to-five-year-old <br> children. The student teachers plan, prepare and perform all aspects of this three-day-a-week program. <br> Early Childhood Education prepares students to enter the workforce or continue their education in <br> career areas related to childcare and guidance. |
| :--- | :--- |
| School of <br>  <br> Computer <br> Science | Engineering and Robotics- This program prepares students for high-demand, life-sustaining, STEM <br> careers in the engineering and advanced manufacturing fields. Students have the opportunity to take an <br> invention from concept to design to production by utilizing hi-tech equipment such as 3D printers and <br> after Computer Numerical Control (CNC) machines. This comprehensive curriculum covers topics such <br> Only |
| as engineering philosophy, principles, ethics, safety, and quality control. Students learn a variety of <br> topics, including computer-aided design, electronics, hydraulics, mechanical drawing, robotics, and <br> precision measurement. Students in the Engineering Technologies program have the opportunity to <br> complete STEM-enhanced curriculum through five Project Lead The Way (PLTW) modules. Students <br> have the opportunity to choose from Introduction to Engineering, Principles of Engineering, Computer <br> Integrated Manufacturing, Digital Electronics, Civil Engineering \& Architecture. Students are introduced <br> to problem-solving, learning about engineering principles, teamwork, and Computer-Aided Design <br> (CAD). <br> Computer Networking \& Digital Forensics- This program offers a wide variety of career options in |  |

## ENGLISH DEPARTMENT COURSE OFFERINGS

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

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

## ENGLISH 9/RESEARCH AND WRITING

Full Year Block, 1 Unit English 9/1 Unit Research and Writing
Academic 0102/0104
Accelerated 0101/0103
Honors 0100/0105


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.

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 <br> 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. <br> 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. <br> READ 180 <br> 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. <br> Lessons begin and end in whole group instruction. In between, students break into groups and rotate through three stations: <br> - Small group differentiated instruction <br> - Read 180 software adapts to the students reading needs <br> - Modeled and Independent reading builds fluency and reading comprehension |


|  | SYSTEM 44 <br> 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. Instruction follows a rotational model that includes: <br> - Instructional Technology- Students work independently on the software and receive intensive, individualized reading instruction and skills practice. <br> - Modeled \& Independent Reading-Students build fluency and reading comprehension through modeled and independent reading. <br> - Small-Group Instruction- Teachers present targeted small-group differentiated instruction based on data-driven reports. |
| :---: | :---: |
| AP ENGLISH LANGUAGE \& COMPOSITION <br> Semester Block + Flex, 1.5 units <br> Advanced Placement 0123 <br> Prerequisite: English 9 | 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. |
| AMERICAN LITERATURE <br> Semester Block, 1 Unit <br> Academic 0122 <br> Accelerated 0121 <br> Honors 0120 <br> Prerequisite: English 9 | 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. |
| AMERICAN LITERATURE WITH READING CONCENTRATION <br> Full Year Block, 2 Units <br> Academic 0122S <br> Prerequisite: English 9 | 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. <br> 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 <br> Read 180 is a research-based program designed to offer a comprehensive <br> system for mastering foundational reading skills and moving students <br> toward literacy independence and the rigorous expectations of the <br> Common Core. |
| :--- | :--- |
|  | Lessons begin and end in whole <br> group instruction. In between, <br> students break into groups and <br> rotate through three stations: <br> Small group differentiated <br> instruction |
|  | Read 180 software adapts to <br> the students reading needs |
| Modeled and Independent reading builds fluency and reading |  |
| comprehension |  |


| BRITISH LITERATURE <br> Semester Block, 1 Unit <br> Accelerated 0132 <br> Honors 0131 <br> Prerequisite: American Literature | This course is appropriate for college-bound students who want to study English literature from its beginnings to the present. Students will be expected to read, discuss, and respond in writing to the works of English writers in the Anglo-Saxon, Medieval, Renaissance, Classical, Romantic, Victorian, and Modern literary periods. |
| :---: | :---: |
| MODERN LITERATURE <br> Semester Block, 1 Unit <br> Academic 0142 <br> Accelerated 0141 <br> Prerequisite: American Literature | Modern Literature is an examination of works that reflect social, political, and economic trends in the world community. This course uses works with themes such as family, love, and adversity to develop critical thinking in class and in life. The literary selections use historic and contemporary events as a backdrop 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. |
| AFRICAN AMERICAN LITERATURE <br> Semester Block, 1 Unit <br> Academic 0162 <br> Accelerated 0161 <br> Honors 0160 <br> Prerequisite: American Literature | This English course is focused solely on literature written by African Americans. The units are structured chronologically, starting with American Colonialism and ending with Modern African-American Literature. Students enrolled in this course will learn about each of the African-American literary movements, and use these movements as a starting point for academic discourse about the course texts. Through this course's content and literacy skills, students will develop critical reading, writing, and analysis skills that are necessary for college success. Students will be expected to compose a variety of literary analysis and research essays that are supported by evidence. Students will examine novels, short stories, essays, plays, literary criticism, autobiographies, poems, speeches, nonfiction, and visual art created by African Americans. |
| HUMANITIES <br> Semester Block, 1 Unit <br> Academic 0172 <br> Accelerated 0171 <br> Prerequisite: American Literature | 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. |
| WRITING \& RHETORIC <br> Semester Block, 1 Unit Accelerated 0181 Prerequisite: American Literature $\stackrel{M r}{3}$ | This course is designed for college-bound students who want to prepare themselves for the writing and speaking demands that await them in their academic and career pursuits. Students will be instructed in the most recent research techniques and will be closely supervised as they prepare several analytical and persuasive essays, as well as a research paper. Students will also read, discuss and analyze nonfiction through the use of current magazines and newspaper articles. Other writing exercises include a biography unit and an in-depth analysis of a major literary genre; both of these will reinforce the students' ability to research a subject efficiently and to communicate their feelings effectively. |


| ENGLISH SKILLS AND COMPOSITION <br> Semester Block, 1 Unit <br> Academic 0152 <br> Prerequisite: American Literature | 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. |
| :---: | :---: |
| BROADCAST JOURNALISM 1 <br> Semester Block, 1 Unit Accelerated 0180 | Students will learn the practical, aesthetic, research, legal, ethical and technical aspects of journalism. They will research informational texts, analyze and interpret nonfiction writing, investigate current events both inside and outside of school, conduct interviews, and synthesize information into cohesive news stories, feature articles, series, and columns. Additionally, they will photograph, desktop-publish, scan, design, and layout, providing a backbone production team for the school newspaper, The Acorn, wherein their work may be published. In addition, students will learn how to use video editing software, photography software, and the basics of online publishing. There will be a series of video projects that will create content for Upper Darby Update, the school news television program. Students who read and write well, are creative, computer-oriented, and can meet deadlines are encouraged to consider this class. |
| BROADCAST JOURNALISM 2 <br> Semester Block, 1 Unit Academic 0184 <br> Full Year course, 2 Units Accelerated 0183 Prerequisite: Broadcast 1 Note: English teacher recommendation required | This course is run in conjunction with the Media Services Department. This class is for motivated and active learners. Students will apply extensive writing skills as they learn how to gather, record, revise, and edit news stories, press conferences, editorials, features, and sports stories and tailor their reporting for the broadcasting arena. Students will analyze selected radio and television programs. They will also investigate the history of broadcasting and its effects on modern society. A final project replaces the traditional exam. The students will participate in the actual production of the daily school broadcast of the Upper Darby Update. |
| CREATIVE WRITING <br> Semester Block, 1 Unit Unleveled 0182 <br> Prerequisite - English 9 or teacher recommendation required | This course is intended for students who already exhibit fine writing skills and who are serious about improving both their reading and writing skills. Appropriate classic and contemporary models will be read and analyzed. Students 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. |


| ACTING, DRAMA AND PLAYWRITING <br> Semester Block, 1 Unit <br> Unleveled 0185 <br> Prerequisite: English 9 or teacher recommendation. <br> In-Person <br> Only | In this course, students will read plays, participate in dramatic representations, and, as a culminating activity, will write their own one-act play. Students will develop and analyze characters, as well as investigate the literary elements of playwriting. In addition, they will study basic acting techniques, pantomime, speech, diction, and theater terminology. Students are guided into acting situations in which they have the opportunity to polish their theatrical skills. The teacher and playwright will help students evaluate and discuss each other's plays and performances. Student plays, as well as traditional and contemporary plays, will be studied, analyzed, and acted out. |
| :---: | :---: |
| PUBLIC SPEAKING/VERBAL SAT PREP <br> Semester Block, 1 Unit Unleveled 0186 <br> Prerequisites: American Literature In-Person | 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. |

## 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.

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


| EL ENGLISH 300: <br> 1485 <br> (' A ' = semester 1 and ' B ' = semester 2) <br> Full-Year Block, 2 Units for semester $A$ and $B$ | The course, designed for Level 3 Developing English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated into each unit and aligned with texts. Units begin with an essential question related to the theme and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation. |
| :---: | :---: |
| EL ENGLISH 400: <br> 1487 <br> ('A' = semester 1 and ' B ' = semester 2) <br> Full-Year Block, 2 Units for semester $A$ and $B$ | The course, designed for Level 4 Expanding English learners, integrates language and grade-level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading/writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction should be integrated into each unit and aligned with texts. Units begin with an essential question related to the theme and include extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation. |
| EL INTERVENTION COURSES <br> EL SEMINAR: 1480A / 1480B (' A ' = semester 1 and ' B ' = semester 2) | This period is specifically designed for EL students who take all mainstreamed courses but have not yet exited the EL program. Students enrolled in EL courses can also be scheduled for EL Seminar if needed, but the purpose of this period is to provide EL service for students in the program that do not receive EL-specific instruction during their day. These courses are scheduled during the intervention/enrichment periods only. |
| EL SKILLS: 1404/1454 Flex Period, . 5 Unit | This period is for recently arrived EL students with proficiency levels 1-2. This course provides additional practice in the four language domains of listening, speaking, reading, and writing. |
| EL ALGEBRA READINESS Full-Year Block, 2 Units Unleveled 1413A | This course is designed for identified EL students. This course will focus on developing algebraic thinking, solving equations and inequalities, proportions, and graphs. The content is presented through an objective-based approach with conceptually based instruction. This course is taught by a Math teacher supported by an EL teacher. |
| EL ALGEBRA 1A <br> Semester Block, 1 Unit Unleveled 1413B | This course is designed for identified EL students. This course will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. This course follows the model of Sheltered Instruction for EL students. |
| EL ALGEBRA 1B <br> Semester Block, 1 Unit Unleveled 1414A | This course is designed for identified EL students. This course will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. This course follows the model of Sheltered Instruction for EL students. |


| EL ALGEBRA 2 |
| :--- | :--- |
| Full-Year Block, 2 Units |
| Unleveled 1415 |
| This course is designed for identified EL students. This course will focus on |
| linear systems, quadratic equations, and functions, polynomials, radical and |
| exponential functions, exponents, and probability and statistics. This course |
| emphasizes "learning by doing" as classrooms are designed to be |
| student-centered with students working collaboratively to solve problems and |
| analyze situations. This course follows the model of Sheltered Instruction for EL |
| students. |

## 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.

| FOODS \& NUTRITION <br> Semester Block, 1 Unit <br> Unleveled 1011 <br> In-Person <br> Only | Students will learn the principles of all types of foods, utensils, and equipment <br> use, kitchen safety, sanitation, nutrition, and food preparation techniques. <br> Consumer skills, environmental issues, food science, and career opportunities are <br> explored. |
| :--- | :--- |
| REGIONAL AND GLOBAL <br> FOODS <br> Semester Block, 1 Unit Unleveled <br> 1012 <br> Prerequisite: Foods \& Nutrition <br> Teacher rec required <br> In-Person | The customs and cuisine of many regions of the United States are investigated <br> and sampled. In addition, appetizers, salads, soups, entrees, specialty yeast <br> bread, and fancy desserts are prepared using gourmet techniques and advanced <br> culinary skills. Computer and Internet research will be incorporated. |
| Only |  |
| FOODS, HOSPITALITY, and <br> BAKING <br> Semester Block, 1 Unit Unleveled <br> 1013 <br> Prerequisite: Foods \& Nutrition <br> Teacher rec required <br> In-Person <br> Only | Students will learn about and prepare for careers in the foodservice and <br> hospitality industries, and for entrance to culinary schools and food <br> establishments. A partnership (second semester only) between Drexelbrook <br> Catering and Upper Darby High School entitled "The Drexelbrook Project" has <br> been established and will result in a culminating banquet. |


| CONTEMPORARY CLOTHING AND FASHION <br> Semester Block, 1 Unit Unleveled 1021. <br> The lab component of the class requires all students to construct several projects. Students may use the school provided materials for sewing projects, or may provide their own materials. | 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. |
| :---: | :---: |
| INTERIOR DESIGN Semester Block, 1 Unit Unleveled 1031 | Students will study and design the interior and exterior of today's homes as they examine future housing trends. The principles and elements of design are applied through projects utilizing color, architectural design, use of space, energy conservation, floor plans, furniture styles, and landscaping. |
| CHILD DEVELOPMENT Semester Block, 1 Unit Unleveled 1001 | 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. |
| PRESCHOOL PRACTICUM <br> Semester Block, 1 Unit <br> In-Person Accelerated 1000 Only Grades 11 and 12 only Administrative approval required | 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 preschool lab. This course helps prepare students for future roles as parents and teachers. |
| ADULT ROLES AND RELATIONSHIPS <br> Semester Block, 1 Unit Unleveled 1041 Grades 11 and 12 only | Skills for independent living and for developing work and personal relationships are studied. <br> Decision-making techniques are applied to career choice, housing, money management, car buying, dating, marriage, aging, and stress management. |
| PROFESSIONAL FIELD EXPERIENCE <br> Semester Block, 1 Unit <br> Academic 1051, 1053 <br> Grade 12 only <br> Application Required <br> 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. | 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. <br> Hospital Component 1051 <br> 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. <br> Education Component 1053 <br> 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. |

$\left.\begin{array}{|l|l|}\hline \text { HEALTH PE CORE } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Academic 0500 }\end{array} \quad \begin{array}{l}\text { Physical Education activities will focus on cardiovascular and muscular } \\ \text { fitness, sports, games, lifetime activities, testing, and active games of low } \\ \text { organization. Lifetime activities will emphasize cooperation, teamwork, } \\ \text { discipline, personal development, and decision-making skills. Health topics } \\ \text { will provide students with information to assist in the development of a } \\ \text { Holistic lifestyle through appropriate behavior choices and responsible } \\ \text { decision-making. Many of the topics are timely as they impact elements of } \\ \text { the current lives of students and their futures. Included are topics on } \\ \text { nutrition, self-esteem, stress, risky behaviors, tobacco, alcohol, narcotics, } \\ \text { learning whill participate both } \\ \text { Sersonal relationships, family planning, pregnancy, HIV/AIDS, sexually } \\ \text { transmitted infections, first aid, and CPR. }\end{array}\right\}$

## Emergency Personnel Preparation Course

These courses will prepare students to become certified in the areas of firefighting and emergency medical technician.

Students who successfully complete the sequence of four courses will have covered the required material and had the hands-on preparation to sit for the state certification exam once they have completed the coursework and passed their 18th birthday.

The four-course sequence will run consecutively through a student's sophomore and junior years, with one course meeting each semester. This is an instructional program that prepares individuals to apply the technical knowledge and skills required to perform entry-level duties as a firefighter, paramedic, and other safety services. This program stresses the techniques, methods, and procedures peculiar to the areas of criminal justice and fire protection, especially in emergency and disaster situations.

These courses will meet standards in Reading, Writing, Speaking, \& Listening, Science \& Technology, and Health \& Physical Education.

The four courses must be scheduled in sequential order, and students must pass each course before moving on to the next one. It is suggested that students enrolled in the Emergency Personnel Preparation courses select Anatomy and Physiology as a science course to reinforce the concepts taught.

| Introduction to Health Science Emergency Personnel Course 1 Semester Block, 1 Unit Unleveled 0530 | Course 1 of the Emergency Personnel Preparation sequence. Students should take this course only if they are planning on completing the entire four course sequence. <br> Topics: <br> - EMS Operations <br> - Medical Terminology <br> - Criminal Justice - Judicial System <br> - Fire Protection <br> - Social and Psychological Skills |
| :---: | :---: |
| Emergency Assessment \& Operations Emergency Personnel Course 2 <br> Semester Block, 1 Unit <br> Unleveled 0531 <br> In-Person <br> Only | Course 2 of the Emergency Personnel Preparation sequence. Students should take this course only if they are planning on completing the entire four course sequence. <br> Topics: <br> - Emergency and Disaster Situations <br> - Vehicle and equipment operations <br> - Incident Management |
| Emergency Treatment Emergency Personnel Course 3 Semester Block, 1 Unit Unleveled 0532 | Course 3 of the Emergency Personnel Preparation sequence. Topics: <br> - Anatomy and Physiology <br> - Pre-hospital emergency medical care <br> - Treatment and communication <br> - Extinguishing Fires |
| Trauma \& Life-Saving Protocols Emergency Personnel Course 4 Semester Block, 1 Unit Unleveled 0533 <br> In-Person Only | Course 4 of the Emergency Personnel Preparation sequence. Topics: <br> - Traumatic Injury <br> - Environmental Trauma <br> - Shock and Resuscitation <br> - CPR <br> - Internship (Fire and EMT) |

## 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 $21^{\text {st }}$ 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

| ALGEBRA 1 <br> Semester Block, 1 Unit each section Academic 0312A and 0312B Accelerated 0311 A and 0311B | These courses will focus on developing the tools of algebra, linear functions and equations, inequalities, systems of equations, polynomials, and graphs. The content is presented with representational and abstract applications of algebraic skills and concepts. Students must successfully complete the sections in order, $A$ and then $B$. <br> Algebra 1 A and Algebra 1 B together are considered one course in Mathematics |
| :---: | :---: |
| GEOMETRY <br> Semester Block, 1 Unit <br> Academic 0332 <br> Accelerated 0331 <br> Honors 0330 <br> Prerequisite: Algebra 1 B | This course concentrates on basic geometric foundations and the system of proofs necessary for the study of mathematics. This course concentrates on the concepts of angles, polygons, perpendicular and parallel lines, perimeter, surface area, and volume. Algebra 1 skills will be used in many of the geometry problem-solving scenarios. |
| ALGEBRA 2 <br> Semester Block, 1 Unit <br> Academic 0323 <br> Accelerated 0321 <br> Honors 0320 <br> Prerequisite: Algebra 1 B | 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. |


| FINANCIAL LITERACY | The educational objectives for Financial Literacy include money management, <br> Semester Block, 1 Unit <br> Academic 03222 <br> Prerequisite: Algebra 1B <br> investment, korrowing, potential earning power, the risks and rewards of financial services, and the value of insurance. |
| :--- | :--- |
| ESSENTIALS OF PROGRAMMING <br> Semester Block, 1 Unit | This course can count as a Math course or a Social Studies course for the PA <br> Chapter 4 graduation requirements. |
| Academic 1301 <br> Prerequisite: Geometry or <br> Corequisite with administrative <br> approval | programming concepts. The Visual Basic programming language is used to <br> develop multi-level programming solutions to introductory programming <br> problems. Students learn to use and develop programming modules in a <br> structured manner. Basic programming concepts include logic and looping <br> control structures, modular programming structures, and graphics input/output <br> of data. Students are expected to read related technical articles, use basic <br> mathematics in programming solutions, and develop narratives for completed <br> programming projects. |
| ACCELERATED PROGRAMMING | This course is a high entry-level programming course for students who have <br> completed Geometry. Coursework uses the Java programming language to <br> develop multi-level programming solutions to standard programming problems. |
| Semester Block, 1 Unit |  |
| Accelerated 1302 |  |
| Prerequisite: Accelerated |  |
| Geometry or Essentials of |  |
| Programming Corequisite |  |
| 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 |  |
| approval |  |


| COLLEGE ALGEBRA <br> Semester Block, 1 Unit Academic 0342 <br> Prerequisite: Algebra 2 | This non-calculator course will strengthen a student's background knowledge of linear equations and inequalities. In addition, it will expand concepts in polynomial, rational, exponential, and logarithmic functions. This course lays the foundation for students interested in post-secondary math courses. |
| :---: | :---: |
| PRE-CALCULUS <br> Semester Block, 1 Unit Accelerated 0341 <br> Honors 0340 <br> 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. |
| CALCULUS <br> Semester Block, 1 Unit <br> Accelerated 0365 <br> Honors AB 0360 <br> Honors BC 0380 <br> Prerequisite: Accelerated/Honors <br> Pre-Calculus | The accelerated course prepares the student for Calculus 1 at the college level. The honors classes prepare students for AP Calculus $A B / B C$. The focus of the courses is differential calculus through the study of inequalities, limits, and functions. Honors also cover integrals. |
| AP CALCULUS <br> Semester Block + Flex, 1.5 units Advanced Placement Calculus AB 0370 <br> Advanced Placement Calculus BC 0381 <br> Prerequisite: Honors Calculus | This is a course for seniors planning a future study in mathematics, science, engineering, or medicine. This course covers methods of integration, application of the definite integral, differential equations, sequences, and series. The topics covered are those outlined by the College Board. Students enrolled in AP courses are strongly encouraged to take the Advanced Placement Test. |
| AP PROBABILITY AND STATISTICS <br> Semester Block + Flex, 1.5 units <br> Advanced Placement 0390 <br> Prerequisite: Accelerated Algebra 2 | This AP course is intended to introduce students to the major components of collecting, analyzing, and drawing conclusions from data. The topics covered are those outlined by the College Board. Students enrolled in AP courses are strongly encouraged to take the Advanced Placement Test. |
| PROBABILITY AND STATISTICS <br> Semester Block, 1 Unit <br> Accelerated 0391 | This course focuses on data collection, organization, and analysis. In addition concepts of independent and dependent events, compound events, and conditional probability. <br> 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. |



## MUSIC ENSEMBLE CORE

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

Students will report to the same teacher every day for attendance, then transition to their rotational ensemble.
Students are encouraged to roster for the Music Ensemble Core over a Flex Period Ensemble, as it will provide a more thorough and immersive musical education and Flex Period Ensembles are non-credit bearing.


| MUSIC ENSEMBLE CORE 1 | This course may include participation in any of the following on a rotational <br> basis: Choir, Orchestra, Concert Band. <br> Semearter Block, 2 Units -1241 Unit - 1242 |
| :--- | :--- |
| MUSIC ENSEMBLE CORE 2 <br> Full-year Block, 2 Units -1243 <br> Semester Block, 1 Unit - 1244 | This course may include participation in any of the following on a rotational <br> basis: Encore, Chorus, Wind Ensemble. |


| PIANO KEYBOARD/THEORY | Students will learn the basic fundamentals of piano playing in addition to <br> exploring the elements of beginning music theory. Designed for those <br> Sinterested in exploring the inner workings of music reading, playing, and its <br> components. |
| :--- | :--- |
| Unleveled 1200, 1 Unit |  |


| ORCHESTRA <br> Ensemble Core and Flex Period <br> Academic 1208 | Ability to read music and audition required. <br> The UDHS Orchestra performs a wide variety of musical selections at <br> concerts and assemblies. The class consists of stringed instruments (violins, <br> violas, cellos, and double basses). The String Ensemble is an advanced <br> organization that meets after school. Students must be willing to give extra <br> time for rehearsals and performances. |
| :--- | :--- |
| In-Person <br> Only | Ability to read music required. <br> The Concert Band is open to all students who play a standard band <br> instrument. Students will learn how to refine their musical skills and <br> instrumental techniques through the performance of standard works from the <br> Ensemble Core and Flex Period <br> cossic band repertoire. The Ensemble performs in three major concerts per <br> Academic 1205 <br> year. Students must be willing to give extra time for rehearsals and <br> performances. |
| In-erson | Ability to read music and audition required. The Wind Ensemble is open to <br> 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. |  |

## JAZZ ENSEMBLE

Flex Period
Unleveled 1213
In-Person
Only

This ensemble is open to all students who play an instrument and have experience reading music. This course is designed to introduce students to the fundamentals of performing, listening to, and understanding jazz and jazz-related musical styles. Topics include improvisation, small group/combo performance, standards, jazz history, and more.

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 $10^{\text {th }}$ through 12th-grade students and is the advanced concert ensemble in the Orchestra program.

SCIENCE DEPARTMENT COURSE OFFERINGS
$\left.\begin{array}{|l|l|}\hline \text { GENERAL SCIENCE } \\ \text { Semester Block, } 1 \text { Unit } & \begin{array}{l}\text { This course emphasizes the means by which scientific knowledge is acquired } \\ \text { Academic 0402 } \\ \text { Accelerated 0401 } \\ \text { while giving foundational knowledge in basic chemistry, biological concepts } \\ \text { including macromolecules and ecology. It introduces the information presented } \\ \text { on the Biology Keystone Exam. This exam will be given after a semester of } \\ \text { Biology. Students will come to understand the basic principles of science and } \\ \text { technology. }\end{array} \\ \hline \begin{array}{l}\text { BIOLOGY } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Academic 0432 } \\ \text { Accelerated 0431 } \\ \text { Honors 0430 } \\ \text { Prerequisite: General Science for } \\ \text { Academic Biology }\end{array} & \begin{array}{l}\text { Students in this course will study the curriculum for the Keystone Biology test. } \\ \text { The course includes Module A: Basic Biological Principles, Chemical Basis for } \\ \text { Life, Bioenergetics, Homeostasis, and Transport. Module B: Cell } \\ \text { Growth/Division, Genetics, Ecology, and Evolution. Students will be expected to } \\ \text { achieve proficiency on the State Keystone Biology exam upon completion of this } \\ \text { course. }\end{array} \\ \begin{array}{ll}\text { ANATOMY \& PHYSIOLOGY }\end{array} & \begin{array}{l}\text { This course provides a solid understanding of how the body works, with } \\ \text { emphasis on biomedical terminology. Students will study the structure and }\end{array} \\ \text { function of the body systems and disorders within those systems. It provides a } \\ \text { foundation for any student who wants to pursue a degree in medicine, nursing, or } \\ \text { other medically related fields. Dissection of a mammal enhances this curriculum. }\end{array}\right\}$

| CHEMISTRY 2 | Teacher recommendation required |
| :---: | :---: |
| Semester Block, 1 Unit | An extension of Chemistry 1, with more in-depth studies of topics such as Acid |
| Accelerated 0453 | and Bases, Kinetics, equilibrium, thermochemistry, Organic Chemistry, |
| Grades 11 and 12 | Polymers, and Nuclear Chemistry. |
| Prerequisite: Chemistry 1 | Laboratory experiments will demonstrate and reinforce concepts and principles. |
| Co-requisite: Algebra 2 |  |
| EARTH SCIENCE <br> Semester Block, 1 Unit <br> Academic 0425 <br> Co-requisite: <br> Biology | Topics to be covered include geological processes (volcanoes, earthquakes, etc.), rocks and minerals, and space. Students selecting this course should plan to be involved in both long- and short-term inquiry activities. |
|  |  |
|  |  |
|  |  |
|  |  |
| ENVIRONMENTAL SCIENCESemester Block, 1 Unit | 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. |
|  |  |
| Academic 0428 |  |
| Accelerated 0427 <br> Prerequisite: Biology |  |
| GENETICS | A course for students interested in further study of topics relating to Genetics. |
| Semester Block, 1 Unit | Various topics in genetics, including DNA, RNA, Mitosis, Meiosis, Mendelian and non-Mendelian Genetics, and Biotechnology will be studied. The culminating project will involve applying knowledge of Genetics to the selective breeding of Drosophila melanogaster, the common fruit fly. |
| Accelerated 0436 |  |
| Grades 11-12 |  |
| Prerequisite: Biology |  |
| HORTICULTURE 1 | A hands-on theory course offers the student an opportunity to explore and study |
| Semester Block, 1 Unit | numerous aspects of the horticultural industry. Everything learned in the |
| Academic 0438 | classroom is applied in the greenhouse, the laboratory, or outside in the field. |
| Co-requisite: Biology In-Person | Students work in groups while exploring the following units: interior plantscaping, applied botany, plant propagation, landscape design, exterior-scaping, hydroponics, and floral design. |
| $\begin{gathered} \text { In-Person } \\ \text { Only } \end{gathered}$ |  |
|  |  |
| HORTICULTURE 2 <br> Semester Block, 1 Unit Academic 0439 <br> Prerequisite: Horticulture 1 <br> Teacher recommendation required | 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. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

$\left.\begin{array}{|l|l|}\hline \text { PHYSICs 1 } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Academic 0444 } \\ \text { Accelerated 0441 } \\ \text { Honors 0440 } \\ \text { Pre or Co-requisites: Biology and } \\ \text { Geometry Requirement: A scientific } \\ \text { calculator }\end{array} \quad \begin{array}{l}\text { This course provides an introduction to mechanics, work, power, kinematics, } \\ \text { statics, dynamics, and the conservation of momentum and energy. This } \\ \text { provides a foundation for students considering further science or engineering } \\ \text { studies in college. Inquiry-based laboratory experiences allow the student to } \\ \text { discover and apply classroom theory to practical situations. }\end{array}\right\}$

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

$\left.\begin{array}{|l|l|}\hline \text { VOLUNTEER PHYSICAL } \\ \text { EDUCATION 1498PE } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Course Graded - } \\ \text { Outstanding/Pass/Fail Prerequisite: } \\ \text { Students must have passed all } \\ \text { required PE courses with 90\% or } \\ \text { better. Contract classes are not } \\ \text { accepted as a prerequisite. }\end{array} \quad \begin{array}{l}\text { Students will be required to dress for Physical Education every day and will } \\ \text { assist the Health and Physical Education instructor. Students will help in the } \\ \text { following areas: setting up material in the health classroom, setting up } \\ \text { equipment in the gymnasium, teaching basic skills, motivating students, } \\ \text { officiating games, and assisting in the weight room. Students will work side by } \\ \text { side with the classroom teacher. }\end{array}\right\}$

EARLY DISMISSAL AND LATE ARRIVAL OPTIONS

Early Dismissal and Late Arrival options will only be available when the student is considered to be on track to meet the local graduation requirements. There will be an application and approval process for an early dismissal and late arrival

| Early Dismissal | In-Person Blocks that Student will be attending | Full Year vs. One Semester |
| :---: | :--- | :--- |
| 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 |
| Late Arrival | In-Person Blocks that Student will be attending |  |
| 3509 | 2, Flex,3,4 Full Year vs. One Semester |  |
| 3510 | 2, Flex,3,4 | Full Year |
| 3511 | Flex,3,4 | One Semester |
| 3512 | Flex,3,4 | Full Year |
| 3513 | 3,4 | One Semester |
| 3514 | 3,4 | Full Year |
| 3515 | 4 | One Semester |
| 3516 | 4 | Full Year |

## SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS

Social Studies plays a significant role in your high school experience. Each course integrates current events with the subject matter and utilizes a variety of instructional methods, including computer applications. Students must take Government and Law \& United States History; these are state graduation requirements.
$\left.\begin{array}{|l|l|}\hline \text { AP WORLD HISTORY } \\ \text { Semester Block + Flex, 1.5 units } \\ \text { Advanced Placement 0200 }\end{array} \quad \begin{array}{l}\text { In AP World History students investigate significant events, individuals, } \\ \text { developments, and processes in six historical periods from approximately 8000 } \\ \text { B.C.E. to the present. Students develop and use the same skills, practices, } \\ \text { and methods employed by historians: analyzing primary and secondary } \\ \text { sources; developing historical arguments; making historical comparisons; and } \\ \text { utilizing reasoning about contextualization, causation, and continuity, and } \\ \text { change over time. The course provides five themes that students explore } \\ \text { throughout the course in order to make connections among historical } \\ \text { developments in different times and places: interaction between humans and } \\ \text { the environment; development and interaction of cultures; state-building, } \\ \text { expansion, and conflict; creation, expansion, and interaction of economic } \\ \text { systems; and development and transformation of social structures. }\end{array}\right\}$

| AP GOVERNMENT \& POLITICS |
| :--- | :--- |
| Semester Block + Flex, 1.5 units |
| Advanced Placement 0220 |$\quad$| 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. |

$\left.\begin{array}{|l|l|}\hline \text { RACE, ETHNICITY, \& GENDER } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Academic 0282 } \\ \text { Accelerated 0281 } \\ \text { Grade 10-12 }\end{array} \quad \begin{array}{l}\text { This course examines the contemporary significance of race/ethnicity, class, and } \\ \text { gender on the educational experience of men and women in the US. Drawing on } \\ \text { history, literature, sociology, anthropology, philosophy, and public policy, it } \\ \text { considers the ways public educational institutions empower individuals and at } \\ \text { the same time reproduce social inequalities. As examples, we will examine } \\ \text { issues surrounding single-gender education, early childhood rearing practices, } \\ \text { culturally relevant teaching, and feminist and critical pedagogies. This course } \\ \text { requires candidates to critically examine their own educational experiences in } \\ \text { relationship to privilege associated with class, race, and gender. Throughout the } \\ \text { course, we will endeavor to answer the question: What are the possibilities and } \\ \text { avenues for change? }\end{array}\right\}$

| SPORTS IN WORLD HISTORY | In this course, students will analyze the history of sports. The students will begin <br> each unit by studying different time periods of world history. Students will learn <br> Semester Block, 1 Unit <br> academic 0296 <br> abceut how major sports were created, popularized, and helped shape the culture <br> Accelerated 0295 countries and the world. Instead of traditional multiple-choice tests, <br> the class will require students to research events important to the development <br> of numerous sports in world history and will culminate in producing a research <br> paper on a topic of each student's choosing. |
| :--- | :--- |
| GLOBAL CONFLICTS IN WORLD |  |
| HISTORY <br> Semester Block, 1 Unit <br> Academic 0298 <br> Accelerated 0297 | This course allows students to analyze major global conflicts in world history. <br> The students will begin each unit by studying different time periods and the <br> global conflicts that helped define them. The course will cover wars and <br> clashes between peoples and cultures from early civilizations to today. Instead <br> of traditional multiple-choice tests, the class will require students to write short <br> research papers about a number of conflicts in world history and will culminate <br> in producing a research paper on a topic of each student's choosing. |

## SPECIAL EDUCATION DEPARTMENT COURSE OFFERINGS

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

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

## TECHNOLOGY EDUCATION DEPARTMENT COURSE OFFERINGS

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

| WOODWORKING TECHNOLOGY <br> Semester Block, 1 Unit <br> Unleveled 0921 <br> Grades 10-12 <br> 9th with Assistant Principal <br> Approval <br> In-Person <br> Only | This course introduces students to woodworking techniques, tools, materials, and careers in various industries. The emphasis is on working with portable power tools. Mass production and individual projects are used to develop skills and an understanding of woodworking, production, and design processes. Woodworking is used as a vehicle to understand engineering design and solve problems. |
| :---: | :---: |
| WOOD \& MATERIALS TECHNOLOGY <br> Semester Block, 1 Unit <br> Unleveled 0922 <br> Grades 10-12 <br> 9th with Assistant Principal <br> Approval <br> In-Person <br> Only | Prerequisite: Woodworking Technology Teacher recommendation required This course is an extension of Woodworking Technology, emphasizing the safe operation and application of machines and processes used in woodworking and other industries. The construction of specific products is required. Students use the Engineering Design Loop to solve problems and manufacture products. |
| CONSTRUCTION TECHNOLOGY <br> Semester Block, 1 Unit <br> Unleveled 0923 <br> Grades 10-12 <br> Prerequisite: Woodworking <br> In-Person <br> Only | 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. <br> Construction Technology will be a course that utilizes both traditional textbook work and hands-on learning. Problem-solving activities will be used to learn how to design and engineering concepts are used in the construction industry. |
| HOME MECHANICS <br> Semester Block, 1 Unit Unleveled 0932 <br> Grades 10-12 <br> In-Person Only | 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. |


| HOME MECHANICS 2 <br> Semester Block, 1 Unit Unleveled 0938 <br> Grades 11-12 <br> Prerequisite: Home <br> Mechanics <br> In-Person Only | Home Mechanics 2 is a hands-on skill development course that is an extension of Home Mechanics 1. Upon completion of this course, students will have the confidence and know-how to make home repairs. Hand tools and power tools, as well as computer simulation design software, will be the focus of this course. Students will develop a basic understanding of blueprints, building codes, house anatomy, advanced wiring, low voltage wiring, drywall installation and finishing techniques, and basic carpentry. |
| :---: | :---: |
| ENGINES TECHNOLOGY 1 <br> Semester Block, 1 Unit Unleveled 0931 <br> In-Person Only | 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. |
| ENGINES TECHNOLOGY 2 <br> Semester Block, 1 Unit <br> Unleveled 0933 <br> Grades 10-12 <br> In-Person <br> Only | Prerequisite: Engines Technology 1 Teacher recommendation required Engines Technology 2 focuses on workmanship, craftsmanship, safety, and career information. <br> 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. |
| ENERGY, POWER, AND <br> TRANSPORTATION <br> Semester Block, 1 Unit <br> Unleveled 0926 <br> In-Person <br> Only | 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. |
| BASIC ELECTRONICS <br> Semester Block, 1 Unit Unleveled 0946 Co-requisite: Algebra 1 A or B In-Person Only | 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. |

$\left.\begin{array}{|l|l|}\hline \text { CAD (Computer-Aided Design) } \\ \text { Semester Block, } 1 \text { Unit } \\ \text { Academic } \\ \text { 0920 } & \begin{array}{l}\text { Students will learn the fundamental skills of CAD to solve problems in many } \\ \text { technical fields. CAD is a skills-based, hands-on course, which begins with the } \\ \text { basics and ends with 3D solid modeling. Students will work on projects from } \\ \text { specialized fields such as electronics, architecture, engineering, and product } \\ \text { design. Most of the things we buy today are designed and drawn using CAD } \\ \text { software by people who have CAD skills. DCCC states there is a great need for } \\ \text { skilled CAD technicians in today's job market. It is recommended but not } \\ \text { required that this class be taken prior to taking Engineering Drawing I. }\end{array} \\ \hline \begin{array}{l}\text { DRAFTING AND DESIGN } \\ \text { Semester Block, 1 Unit } \\ \text { Academic 0913 }\end{array} & \begin{array}{l}\text { This hands-on course is recommended for students with an interest in or a } \\ \text { career orientation toward engineering, architecture, manufacturing, construction } \\ \text { trades, art, design, and most technical fields. The course introduces students to } \\ \text { the fundamental skills, tools, techniques, and materials of drafting and design. } \\ \text { Technical sketching, machine drawing, multi-view drawing, pictorial drawing, } \\ \text { design concepts, architecture, engineering, problem-solving techniques, and } \\ \text { critical thinking skills will be explored. Students gain experience with traditional } \\ \text { drafting tools and computer-aided design (CAD) using CAD design software. } \\ \text { Engineering design events are also a part of this course. }\end{array} \\ \hline \text { ARCHITECTURAL DRAFTING } & \begin{array}{l}\text { Students will learn to produce working drawings, perform design with interiors } \\ \text { and exteriors, calculate material use and stress, research related occupational } \\ \text { trends, use building codes and develop a portfolio. CAD is used for many of the } \\ \text { problems. A major project in a specialized field is selected for the second part of } \\ \text { the course. }\end{array} \\ \text { Semester Block, 1 Unit } \\ \text { Accelerated 0914 }\end{array} \quad \begin{array}{l}\text { A continuation of Architectural 1 with emphasis on specifications, blueprint } \\ \text { reading, and CAD. The student will explore real problems from residential and } \\ \text { commercial situations. A major project in a specialized field is selected for the } \\ \text { second part of the course. }\end{array}\right\}$

## ROBOTICS PROGRAMMING

Semester Block, 1 Unit
Accelerated 1374
Co-requisite: Algebra 1 A or B
9th with Assistant Principal
Approval
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 French 1, Spanish 1, or Mandarin 1.

| SPANISH 1 <br> Semester Block, 1 Unit <br> Academic 0732 <br> Accelerated 0731 | 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. |
| :---: | :---: |
| SPANISH 2 <br> Semester Block, 1 Unit <br> Academic 0736 <br> Accelerated 0735 <br> Honors 0737 <br> Prerequisite: Spanish 1 | This course is for students who have successfully completed Spanish 1. Students will begin to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural situations. The themes covered in Spanish 1 are revisited at a more advanced level and the following topics are added: train travel, eating in a restaurant, holidays, modern technology, staying in a hotel, life in the city and country. The preterite, imperfect, present perfect, future, and conditional tenses are featured. Spanish is used in the classroom. 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. |
| SPANISH 3 <br> Semester Block, 1 Unit <br> Academic 0742 <br> Accelerated 0741 <br> Honors 0740 <br> Prerequisite: Spanish 2 and Teacher Recommendation | 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. |


| SPANISH 4 <br> Semester Block, 1 Unit Accelerated 0748 <br> Honors 0747 <br> Prerequisite: Spanish 3 and Teacher Recommendation | 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. |
| :---: | :---: |
| AP SPANISH 5 <br> Semester Block + Flex, 1.5 units Advanced Placement 0749 | Students may be asked to submit a writing sample. This is a course of college-level Spanish that will focus on advanced listening, speaking, reading, and writing skills. Students will interpret a variety of authentic materials including articles, essays, advertisements, videos, radio clips, and literary selections. No English is permitted in the class. This class prepares the student for the AP Examination in Spanish. |
| FRENCH 1 <br> Semester Block, 1 Unit <br> Academic 0711 <br> Accelerated 0712 | The listening, speaking, reading, and writing skills previously introduced will be briefly reviewed and then further developed. The topics to be covered include meeting people, family, travel \& vacation, daily activities at home, at school, and on weekends, buying clothes, leisure activities, and food and meals. The present tense and the passé composé are featured. |
| FRENCH 2 <br> Semester Block, 1 Unit <br> Academic 0716 <br> Accelerated 0715 <br> Honors 0717 <br> Prerequisite: French 1 | Students continue to broaden and refine their listening, speaking, reading, and writing skills through the expansion of vocabulary, grammar, and cultural readings and situations. The topics to be covered include family life, holidays and celebrations, eating and shopping for food, daily routine, childhood, leisure activities and vacations, health and wellness, movies, and television. The passé composé, imperfect, future, and subjunctive are featured. French is used in the classroom. 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. |
| FRENCH 3 <br> Semester Block, 1 Unit <br> Accelerated 0721 <br> Honors 0720 <br> Prerequisite: French 2 and Teacher <br> Recommendation | 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. |
| FRENCH 4 <br> Semester Block, 1 Unit <br> Accelerated 0728 <br> Honors 0727 <br> Prerequisite: French 3 and Teacher Recommendation | 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. <br> 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. |

$\left.\begin{array}{|l|l|}\hline \text { AP FRENCH 5 } \\ \text { Semester Block + Flex, 1.5 units } \\ \text { Advanced Placement 0729 } \\ \text { Prerequisite: French } 4\end{array} \quad \begin{array}{l}\text { Students may be asked to submit a writing sample. This is a course of } \\ \text { college-level French that will focus on advanced listening, speaking, reading, } \\ \text { and writing skills. Students will read and discuss short stories, poems, and plays; } \\ \text { listen to the narration, write compositions, and use French to talk about a wide } \\ \text { range of subjects. No English is permitted in the class. This class prepares the } \\ \text { student for the AP Examination in French. }\end{array}\right\}$


## Course Selection Guide School Year 2023-2024

